



S2 into S3 Course Choice

February 2021



S2 Important Dates for Students, Parents & Carers:

Friday 5th February S2 Progress Reports issued by email

Friday 5th February Information for S2 into S3 Coursing on the website

<https://craigmounthighschool.co.uk/information-for-parents/publications-for-parents/>

Tuesday 16th February S2 Parent/carer consultation bookings open at 0900

<https://parents-booking.co.uk/craigmount>

Tuesday 23rd February Parent/Carer Telephone Consultation Evening (5.00-7.30 pm)

Monday 1st March Course Choice Input opens on website

<https://optools.craigmounthighschool.co.uk/>

Monday 8th March Course Choice deadline

Students will be supported through this process during PSE Lessons week beginning 15th February



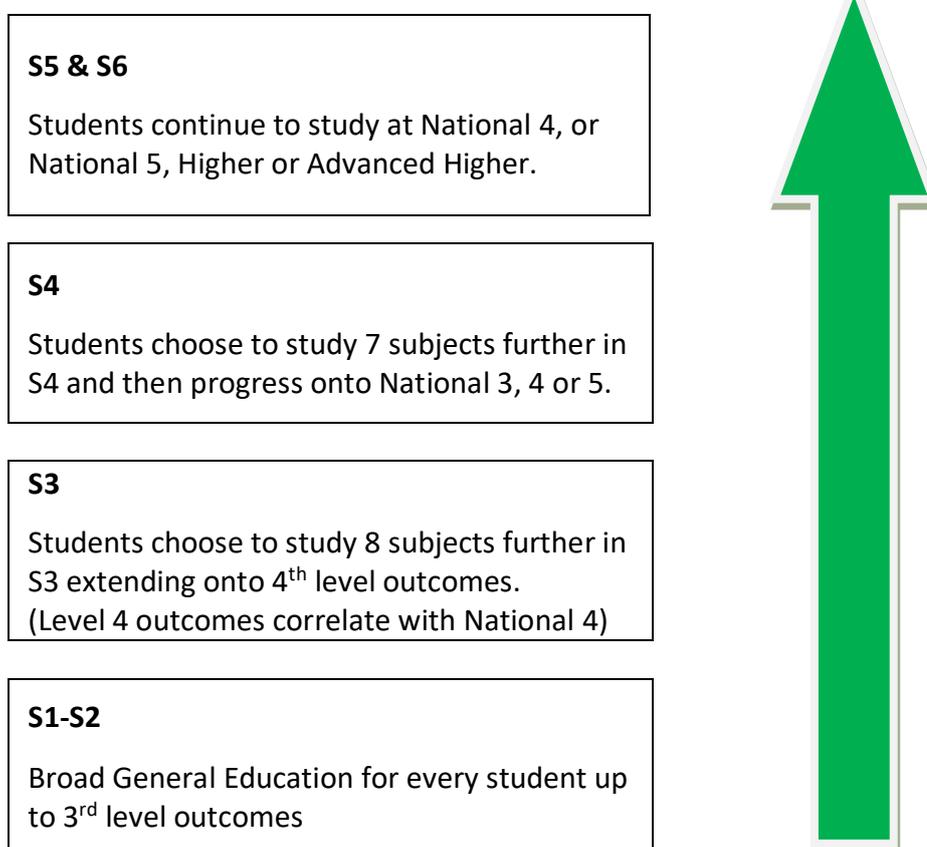
Transition from Second Year into Third Year

The S1-3 Curriculum is made up of 3rd and 4th level learning Experiences and Outcomes, these make up the Broad General Education and form the basis for every lesson in every subject. Learners will work through the Curriculum at different rates based on their ability and understanding, and on the structure of a specific course.

The S1-3 Curriculum has a clear purpose: to provide all young people with a strong basis for later learning and to begin to prepare for National Qualifications at the right level for them.

The transition from second into third year allows students a degree of personalisation and choice in the subjects they study. In addition, students will continue to develop their skills in literacy and numeracy alongside skills for learning, work and life.

Curriculum for Excellence pathway through S1-S6



The second year report contains comments on progress directly from experiences and outcomes with a statement on application. These comments and statements should be used as a guide towards the appropriate subject choice **in conjunction with the level of interest for the subject and future learning / career plans**. Discussions at the parent consultation evening will also support the course choice process.

The courses selected at the end of S2 will provide the framework for future study. In S3 we will provide you with a report with details about the expected level of study in each subject. These 8 choices will be reduced to 7 into S4, where we expect students to continue, although there is scope to change. A general outline of the available qualifications can be found on page 5.

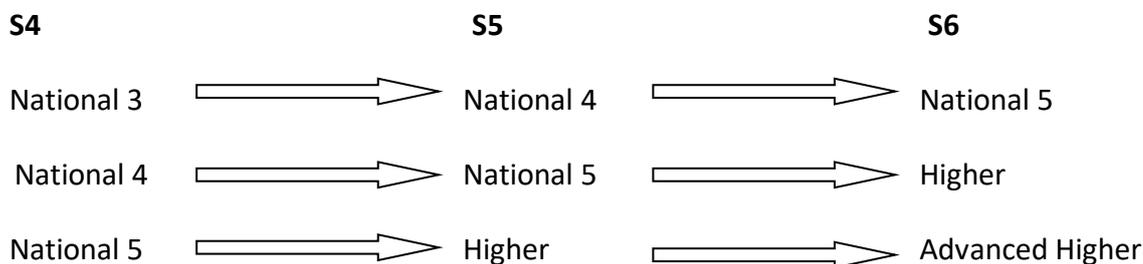


S4-6 Qualifications

Students in S4-S6 study towards National Qualifications as listed below:

	National Qualifications
	National 3
	National 4
	National 5
	Higher
	Advanced Higher

Possible progression routes through the qualifications are outlined below:



As a guideline, students demonstrating a **sound** working knowledge and application of skills will be likely to progress to National 4/ 5 in S4. Recommendations will be based on class work and assessment during the year.

The choice sheet on the last page of this booklet has been drawn up to reflect a broad general curriculum. This should help guide students towards a curriculum which allows them to specialise in areas of interest, but maintains breadth.

Please note if numbers are low we may not be able to run a subject. In this case you may be asked to make another choice. If a class is oversubscribed, criteria such as curricular balance and previous reports will be taken into account, along with other relevant information. For this reason you are asked to make two reserve choices.



S2 into S3 Course Choice Guide

All students will continue with English, Maths, French or German, and will experience PE, PSE, RMPS and Creative Skills.

- Continuing with a broad general education in S3, there will be a combination of core subjects with a choice across curricular areas.
- We recommend choosing from each of the curricular areas set out in the columns below, this will ensure a balanced curriculum.
- In the final column select a free choice from one of the other columns or you may choose Spanish as an additional language.
- If you are unable to make a choice within a specific column/curricular area please contact your Pupil Support Leader on Teams.

Expressive Art with a focus on ...	Science with a focus on ...	Social subjects with a focus on ...	Technologies with a focus on ...	Additional choice ...
Art and Design Dance Drama Music Physical Education	Biology Chemistry Physics	Business Management Geography History Modern Studies Religious and Moral Education (RME)	Accounting Administration and IT Computing science Design & Manufacture Engineering Science Food & Consumer Technology (FCT) Graphic Communication Physics Practical Woodwork	Accounting Administration and IT Art and Design Biology Business Management Chemistry Computing science Dance Design & Manufacture Drama Engineering Science FCT Geography Graphic Communication History Modern Studies Music Physical Education Physics Practical Woodwork RME Spanish

Students must complete subject choices on line by March 8th 2021

<https://optools.craigmonthighschool.co.uk/>



ACCOUNTING

S3 Course Content

Introduction to Finance
Ledger accounts
Income statements
Budgeting including personal and business cash budgets
Using spreadsheets to record and calculate financial data
Break even analysis
Calculating wages and other personal/business finance

Assessment

In S3 students will be assessed via both written and practical exercises and also using ICT..

Homework

Regular exercises given to reinforce skills.

Useful Websites

<http://craigmonthhighschool.co.uk/faculties/ict/>
<https://twitter.com/CHSBusComp>

Senior Phase and Beyond

S4

The S3 course will prepare pupils with the skills required for N5 Accounting in S4. It also allows students to see what accounting is about to aid further course decision making.

The S4 course consists of two main areas of study:

- Financial Accounting
- Management Accounting



ADMINISTRATION & I.T.

S3 Course Content

Within the S3 Admin & I.T. course, students will study administrative, entrepreneurial, problem solving, decision making and ICT skills from the 3rd and 4th level outcomes and experiences.

S3 Topics:

- Organising an Event
- Business Documents
- Fair Trade

Assessment

In S3 the assessment builds on from S1/2 where we use a combination of tasks which allow students to show what they have learnt, this may take the form of presentations, group work, peer assessment, class tests and/or portfolios.

Homework

A variety of tasks that will help demonstrate understanding of the course. 2 or 3 pieces of homework may be given per unit and possibly an out of school project.

Useful Websites

www.tutor2u.net
www.businessstudiesonline.co.uk
www.biz-ed.co.uk
www.bbc.co.uk/youngapprentice
<http://craigmounthighschool.co.uk/faculties/ict/>
<https://twitter.com/CHSBusComp>
<https://www.typing.com>

Senior Phase and Beyond

S4

In S4 the Administration course is split into 3 units:

National 4

Administrative Practices

Communication in Administration

IT for Administrators

Admin and IT Portfolio

National 5

Administrative Practices

Communication in Administration IT for Administrators

What this course can lead to

Embedded in both National 4 & 5 courses are employability skills. Students will develop skills and knowledge in accessing, understanding and contributing to today's business and information environment. Administration & IT leads into different careers such as setting up your own business, administrative careers in many industries, human resources and many more. Administration & IT helps develop the skills beneficial within further or Higher education as nearly all courses require the skills gained in this subject.



ART & DESIGN

S3 Course Content

This course is suitable for all students with a genuine interest in Art & Design. It involves both design and expressive activities.

Design work will give students the opportunity to learn about the design process and develop their skill in using a variety of design techniques. They will develop a brief for an object like a hat, lamp, clock, chair, shoe or poster into a well-presented final outcome by investigating a theme such as insects, fish, birds, plants, flowers, bridges, or buildings and drawing inspiration from the work of professional designers.

Expressive activities will give an opportunity for students to express their thoughts and feelings through a variety of media and techniques including drawing, painting, sculpture, printmaking and clay.

Students will study the work of other artists and designers and will learn to draw inspiration from, and express informed opinions about, their work.

Assessment

Assessment in S3 builds on from S1/2 where we use a combination of tasks which allow students to show what they have learned. This may take the form of peer assessment, portfolios, written tests and presentations.

Homework

Personal research and investigation are essential ingredients for this course. Students will find out about artists and designers and gather appropriate visual information to support their practical projects.

Useful Websites

Useful Websites <https://www.nationalgalleries.org/>

Senior Phase and Beyond

S4

In S4 students will revisit and refine the skills learned in S3 and this will be delivered in two separate units of work: Art & Design – Expressive; Art & Design - Design. The study of professional artists' and designers' work underpins both units. Students will be presented at National 3, 4 or 5 depending on their progress.

What this course can lead to

Progression into S5 will depend on the student's performance in S4. This course or its components may provide progression to other SQA qualifications in the expressive arts, fashion and textiles, technologies, further study, employment or training.

There are a huge range of careers in which art & design skills are essential including fine art; product design; architecture, interior and landscape design; fashion, textile, jewellery and accessory design; set, make-up, costume, character and lighting design; graphic design and visual communication; animation; art therapy; mechanical design; and photography. Most of these require further study.

Art & Design at Higher level is recognised by nearly all universities as an approved entry qualification.



BIOLOGY

S3 Course Content

Learners will study Biology through the Curriculum for excellence fourth level experiences and outcomes through the 'Life' course.

S3 Units:

- Life and Health
- Continuing Life
- Life on Earth

In addition Topical Biology will be an ongoing area of study throughout

Assessment

Assessment will take a variety of forms:

- Self-assessment
- Peer-assessment
- Group presentations
- Practical skills assessment
- Summative tests

Homework

Learners will be expected to complete a variety of homework tasks all designed to consolidate their learning. Regular revision is an ongoing homework expectation throughout the year.

Useful Websites

SQA Website link for National 3/4/5 Biology
<http://www.sqa.org.uk/sqa/45723.html>

Senior Phase and Beyond

S4

- S4 Biology is available at National 3, National 4 and National 5.
- All three national qualifications have common unit titles though the content is different.
- Units studied are Cell biology, Multicellular organisms and Life on earth.
- Learners achieving a National 3 in Biology would progress to National 4 Biology or a National 4 in Chemistry or Physics.
- Learners achieving a National 4 in Biology would progress to National 5 Biology or a National 4/5 in Chemistry or Physics.

Learners achieving a National 5 in Biology would progress to Higher Biology or a National 5 in Chemistry or Physics.

What this course can lead to

Studying Biology provides an excellent foundation for pursuing Higher education degrees and careers in the Biological sciences including, Medicine, Dentistry, Pharmacy, Veterinary Science, Ecology, Zoology, Marine biology, Biochemistry and other science related subjects.



BUSINESS MANAGEMENT

S3 Course Content

Within the S3 Business Management course, students will study entrepreneurial, finance, problem solving, decision making and ICT skills from the 3rd and 4th level outcomes and experiences.

S3 Topics:

- Business in Action
- Influences on Business

Assessment

The course gives the students the opportunity to demonstrate and develop their business, enterprise and employability skills. Students sit regular assessments to gauge progress in the units and are used to inform decisions about progression into S4.

Homework

A variety of tasks that will help demonstrate understanding of the course. Two or three pieces of homework may be given per unit and possibly an out of school project. Students are encouraged to keep up to date on latest business news by following our twitter account @chsbuscomp

Useful Websites

www.tutor2u.net
www.businessstudiesonline.co.uk
www.biz-ed.co.uk
www.bbc.co.uk/youngapprentice
<http://craigmounthighschool.co.uk/faculties/ict/>
<https://twitter.com/CHSBusComp>

Senior Phase and Beyond

S4

In S4 the Business Management course is split into 3 units:

National 4

Business in Action
 Influences on Business
 Business Assignment

National 5

Business in Action
 Management of People & Finance
 Management of Marketing & Operations

What this course can lead to

Embedded in both National 4 & 5 courses are employability skills. Students will develop skills and knowledge in accessing, understanding and contributing to today's business and information environment.

Business Management leads into different careers such as setting up your own business, marketing and advertising, human resources and many more. Business management helps develop the skills beneficial within further or higher education as most courses have a business element included.



Chemistry

S3 Course Content

Learners will study Chemistry through the Curriculum for excellence fourth level experiences and outcomes.

S3 Topics:

- Being a Physical Chemist
- Being a Chemical Engineer
 - Being a Cosmetic Analyst
 - Being an Environmental Chemist
 - Being a Food Analyst
- Being a Materials Engineer

In addition Topical Chemistry will be an ongoing area of study throughout.

Assessment

Assessment will take a variety of forms:

- Self-assessment
- Peer-assessment
- Group presentations
- Practical skills assessment
- Summative tests

Homework

Learners will be expected to complete a variety of homework tasks all designed to consolidate their learning. Regular revision is an ongoing homework expectation throughout the year.

Useful Websites

SQA Website link for National 3/4/5 Chemistry
[http:// www.sqa.org.uk/sqa/45720.html](http://www.sqa.org.uk/sqa/45720.html)

Senior Phase and Beyond

S4

S4 Chemistry is available at National 3, National 4 and National 5.

- All three national qualifications have common unit titles though the content is different.
- Units studied are Chemical changes and structure, Nature's chemistry and Chemistry in society.
- Learners achieving a National 3 in Chemistry would progress to National 4 Chemistry or a National 4 in Biology or Physics.
- Learners achieving a National 4 in Chemistry would progress to National 5 Chemistry or a National 4/5 in Biology or Physics.
- Learners achieving a National 5 in Chemistry would progress to Higher Chemistry or a National 5 in Biology or Physics.

What this course can lead to

Studying Chemistry provides an excellent foundation for pursuing Higher education degrees and careers in the Chemical, Biochemical and Physical Sciences including, Medicine, Dentistry, Pharmacy, Veterinary Science, Forensics, Chemical Engineering and other science related subjects.



Computing Science

S3 Course Content

Students will study Computing Science, covering the 3rd and 4th level outcomes and experiences.

S3 Topics:

- Computer Systems and Emerging Technology: basic architecture of computer systems and then investigating a current emerging technology.
- Data Representation: how different types of data are stored inside a computer.
- Web Development: web site design and creating a web site using HTML.

Assessment

Students will be assessed in a variety of forms: digital evidence, presentations, peer assessment and written work. The collective evidence will be used to gain an overview of a student's learning.

Homework

Students are encouraged to keep up to date on latest technological developments by following our twitter account @chsbuscomp or the news group on Edmodo. Formal homework is given regularly to review class work and to prepare for written assessments.

Useful Websites

<http://www.myworldofwork.co.uk/the-it-industry>
[http:// www.bigambitionsotland.com/](http://www.bigambitionsotland.com/)
[http:// craigmounthighschool.co.uk/faculties/ict/](http://craigmounthighschool.co.uk/faculties/ict/)
<https://twitter.com/CHSBusComp>

Senior Phase and Beyond

S4

In S4 the Computing Science course is split into 2 units: Information Systems Design & Development: Software Design & Development.

The content of the 2 units will covered in the following topics:

- Software Design and Development
- Computer Systems
- Database Design and Development
- Website Design and Development

What this course can lead to

The computational skills that students will gain in this course can lead to a job in any of the computing professions. The industry needs people with a wide range of skills – talented youngsters who can be software engineers, digital and creative media developers, marketing and sales professionals, product managers, business analysts, ecommerce specialists, telecoms experts, web designers, the list is ... almost... endless. Students will develop transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities and enabling them to develop as global citizens who can contribute effectively to their communities, society and the world.



Dance

S3 Course Content

Students will study Dance, covering the 3rd and 4th level outcomes and experiences.

S3 Topics:

Choreography:

Creation of dance by choosing movements appropriate to a stimulus and using basic choreographic tools to develop the movements.

Technical Skills:

Participation in dance in hip hop, jazz and contemporary styles.

Development of the movements to improve correct posture, coordination, balance and flexibility.

Improve awareness of the dance features of each style.

Performance:

Performance of teacher-led and own choreography from the three dance styles. Students will be given the opportunity to perform for an audience.

Analysis of Performance:

Watching, understanding and commenting on the work of others, contributing personal opinions and responding to constructive criticism in a positive manner.

Analysis of technical aspects of dance and a chosen dance piece.

Assessment

Students will be assessed using digital evidence of performance, peer assessment and written work. The collective evidence will be used to gain an impression of a student's learning and progression.

Homework

Students will be given formal homework to review class work, evaluate own performance and prepare for written assessments. This will be carried out on Edmodo.

Useful Websites

<http://www.ydance.org/>
www.dancebase.co.uk/

Senior Phase and Beyond

S4

In S4 National Qualifications will be assessed at National 5. The qualification consists of:

Dance: Technical Skills

- o Developing knowledge and critical understanding of a selected dance style.
- o Applying technical dance skills in contrasting dance styles.

Dance: Choreography

- o Developing knowledge and understanding of complex choreographic principles.
- o Applying choreographic principles to create the choreography for a duet. Dance Performance o Performance of a solo in one dance genre.
- o Performance of a choreography for two dancers.

What this course can lead to

The technical and choreographic skills that students will gain can lead to entry to Higher Dance or a Performing Arts college course. These skills will also be particularly useful to students seeking to work in any performing arts career or dance teaching. Students will develop the confidence and ability to participate in dance out with and after school as well as developing transferable skills of leadership, working as a team, logical and creative thinking and communication.



DESIGN AND MANUFACTURE

S3 Course Content

There is always a need in societies for people who can design and make products that solve problems. The Design & Manufacture course provides the opportunity for students to develop more advanced designing skills and make both prototype and final models. This involves working on complex and exciting design problems and learning more about commercial product design, industrial processes and their impact on society.

There will be a series of product design assignments that will involve producing a design folio then making the product using a variety of hand and machine tools such as lathes, drills and laser cutters. Various types of materials and processes are investigated and used.

This course contains a significant practical component for which we ask for a contribution towards the cost of the materials students will use: £10

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learned. This may take the form of practice models, larger practical projects, design folios, written tests and presentations.

Homework

Homework will be in a variety of formats. Written and electronic question sheets may be used to reinforce class work while students may also have the opportunity to do additional work on projects and presentations.

Useful Websites

www.idsketching.com
<http://www.dezeen.com/>
<http://www.heatherwick.com/>

Senior Phase and Beyond

S4

In S4 the Design & Manufacture course focuses more firmly on product design and a greater variety of workshop and industrial production techniques. Students will develop their creative skills through the design process by working on sketching and communication skills and using various technologies to help implement their solutions.

What this course can lead to

The subject can lead to both Higher and Advanced Higher levels and is a preferred entry requirement for many design based courses at universities and colleges. It can then lead onto a career in architecture, craft trades, engineering, furniture design, industrial design, interior design, product design, quantity surveying, technician services etc.



DRAMA

S3 Course Content

Students who take Drama in S3 will continue to create, develop and portray different characters. They will respond to different stimulus material such as text, song lyrics, music and images to inspire their work.

Students will devise, rehearse and perform their dramas to different audiences throughout the year.

The course also includes an introduction to Production Skills, such as lighting, sound, set, costume, props, stage make-up and hair.

Students will maintain a folder of work. They will evaluate their performances and the performances of other students (including a professional theatre company). They will have the opportunity to visit the theatre as part of their course.

Assessment

Assessment in S3 builds on from S1/S2. A combination of tasks are completed which allow students to show what they have learnt; this may take the form of presentations to an audience, group work, peer assessment, class tests, folder work and evaluation.

Homework

Students will be expected to do a variety of tasks including written work for their folder, evaluations, research, revising work done in class and preparing for performance work.

Useful Websites

www.nationaltheatrescotland.com www.edtheatres.com www.lyceum.org.uk www.traverse.co.uk
www.edinburghplayhouse.org.uk

Senior Phase and Beyond

S4

Students opting to continue with Drama in S4 will be presented at National 3, National 4 or National 5 depending on progress. The S4 course builds on the knowledge, understanding and skills developed in S1-3 Drama. It is split into 3 units:

- Drama Skills
- Drama Production Skills
- Drama Performance

All units have practical and written components that the students will be assessed on. Folios of work will be completed for each unit. Practical acting and production skills will be developed throughout. At the end of the course, in discussion with their teacher, students will choose what they would like to focus on for their final practical assessment from the following: acting; lighting; sound; set; costume; props; make-up and hair.

Students presented at National 5 will have a written paper as well as a practical exam.

What this course can lead to

Students can continue on to National 4, 5 or Higher Drama depending on their progress in S4. A student achieving an A or B grade in Higher would hope to progress to Advanced Higher in S6.

Drama is valued by employers, colleges and universities. It gives students the opportunity to grow in confidence, work as part of a team, develop communication and leadership skills, use their creativity and learn about other people's lives.

These transferable skills are of particular value in a world where communication is often done via a screen and not face to face.

Further study and careers in Performing Arts, Education, Law, Film and Media, Arts Administration, Theatre Journalism, Producing, Directing, Stage Management, Community Theatre, Design, Sound Technology, and anything that involves working with others or presentation skills.



ENGINEERING SCIENCE

S3 Course Content

Scotland has an international reputation for producing great engineers and of technological innovation. We have a huge impact in areas such as space and under-sea exploration, renewable energy production, electronics and in developing iconic structures.

The S3 Engineering Science course involves using mathematical and problem solving skills to investigate, design, simulate and construct engineered solutions to real life problems. This will include both analogue and digital electronics, programmable microchips, pneumatics, mechanisms, energy production, and structures.

It also involves looking at the impact engineering projects have on society, the environment and the economy, whether that be through something as small as a microchip or as big as the new Queensferry crossing.

Students will use a variety of electronic components and equipment, pneumatic valves, mechanisms and computer simulations to produce working systems. Mathematical equations are used to help design and analyse them.

Assessment

We use a combination of tasks which allow students to show what they have learned. This may take the form of building and simulating electronic circuits, group challenges, peer assessment, written class tests, reports and presentations.

Homework

Homework will be in a variety of formats. Written and electronic question sheets will be used to reinforce class work while students will also have the opportunity to work on reports and presentations.

Useful Websites

http://www.yenka.com/en/Free_student_home_licences/
<https://forceeffect.autodesk.com/frontend/fe.html>
<http://www.bbc.co.uk/education/subjects/zphfcdm>
<http://www.theengineer.co.uk/>
<http://www.bbc.co.uk/programmes/b006m9ry>

Senior Phase and Beyond

S4

The S4 course builds on the knowledge and skills introduced in S3 and is split into three units:

- Engineering Contexts & Challenges
- Electronics & Control
- Mechanisms & Structures

These units look more deeply at engineering disciplines, their place in society, and the underlying principles that are used by engineers (highlighting electrical/electronic, civil, and mechanical engineering).

What this course can lead to

Engineering Science leads onto, and is a preferred entry qualification for, degree courses in most engineering disciplines such as electrical, electronic, structural, civil, mechanical, energy, environmental, sound etc. Many other courses and careers in areas such as the sciences, maths, ICT and product design will involve, or are supported by, elements that are covered in Engineering Science. There are excellent opportunities for engineers both in Scotland and world-wide. These can involve projects as varied as designing the next generation of mobile phones, helping get a robot to another planet or ensuring that water supplies get to areas where there are shortages.



ENGLISH

S3 Course Content

Students will cover a variety of tasks which allow them to demonstrate competency in relation to:

- Writing
- Reading
- Talking
- Listening

They will consider Literacy and the thinking behind an Added Value Unit. These are areas of study that are required at National 4 level.

Topics covered may include :

- A Creative Writing Unit
- A Short stories Unit
- Debating lessons
- Discursive writing techniques
- Drama Unit (usually Shakespeare)
- Critical essays on Prose texts (i.e. Dr Jekyll and Mr Hyde/To Kill a Mockingbird / The Outsiders)
- Reading for Understanding, Analysis and Evaluation
- Poetry Unit (poets may include Carol Ann Duffy, Liz Lochhead, Edwin Morgan and Norman MacCaig)
- Film Unit (possibly The Hunger Games or O Brother Where Art Thou)
- Formal report (possibly on a topic like Scottish Independence)
- Class Talk (possibly on the impact of mobile phones on the Educational experience)
- Personal Reading (Fiction and Non Fiction)
- Listening tasks which concentrate on how language operates in a variety of contexts

Assessment

Students will be assessed holistically in relation to the experiences and outcomes :

Written work, group and class discussion, peer assessment, Co op learning formative assessment (evidence of written work in groups).

Individual talks and formal Critical

Homework

Personal reading – advice and support to be given by Librarian and Department.

Completing Class assignments.

Accessing Dept. Homework pages on website.

Useful Websites

www.bbc.co.uk/bitesize

www.timesspellingbee.co.uk

www.sparknotes.co.uk

www.yorknotes.co.uk

www.cliffnotes.co.uk

www.sqa.org.uk

Spelling, Grammar and Punctuation sites which reinforce Classroom teaching.

Senior Phase and Beyond

S4

The Course is divided into two units:

- 1- Analysis and evaluation
- 2- Creation and production

External Assessment – Exam and folio

What this course can lead to

The skills you acquire on this Course can support you in many different jobs. Many Professional jobs require a minimum of B at Higher English level.

Careers in Journalism, Law and Teaching will require strong English and Communication skills.

Most jobs will demand a confidence with Language use and the ability to discuss and listen in a group situation.

Students will develop their Writing and Comprehension skills, they will also be able to write creatively, access Non Fiction texts and compile reports.

Society will expect you to be able to contribute meaningfully to projects and an English Course will equip you for this type of demand.



FOOD & CONSUMER TECHNOLOGY

S3 Course Content

Students will study the following areas from the 3rd and 4th Level Technology and Health & Well Being outcomes and experiences, with the focus on developing practical and organisational skills:

Food hygiene and safety: Through practical work students will learn how and why they should work hygienically. There will be an opportunity to gain a REHIS qualification.

Food and Health: Through practical work students will learn about the nutrients in our food and what can happen when we get the balance wrong.

Product Development: Developing mainly food and one textile item to solve problems.

Factors affecting food choice: Investigating why consumers make the choices we do around food.

This course contains a significant practical component for which we will require a contribution towards the cost of ingredients students will use: £45

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learned, this may take the form of presentations, group work, peer assessment, class tests, practical assessments.

Homework

Homework will be in a variety of formats. Written and electronic question sheets will be used to reinforce class work while students would also be expected to practise their practical skills at home. Students are encouraged to keep up to date on developments within food & health by following our twitter and Instagram account as well as watching relevant TV programmes.

Useful Websites

British Nutrition Foundation :
www.foodfactoflife.org.uk/
 Food Standards Agency : www.food.gov.uk/

Senior Phase and Beyond

S4

In S4 students will specialise in one of the following subjects depending on their progress during S3:

National 4/5 Skills for Work: Hospitality

This course has been designed to provide a qualification in hospitality which reflects skills required for the hospitality industry.

National 4/5 : Health & Food Technology

To develop knowledge and understanding of health, nutrition, safe & hygienic and informed practices in food preparation while developing practical cookery skills.

What this course can lead to

National 4/5 : Skills for Work: Hospitality

A student sitting National 4 Hospitality would hope to continue onto National 5 Practical Cookery in S5.

National 4/5 : Health & Food Technology

A student gaining an A or B grade in National 5 Health & Food Technology would hope to progress onto Higher Health & Food Technology in S5.



GEOGRAPHY

S3 Course Content

Students will study people, place and the environment, covering 3rd and 4th level outcomes and experiences.

S3 Topics: Physical and Human Environments & Global Issues. This will include the study of:

- The Impact of Globalisation
- Fairtrade
- Importance of water and the risk of water wars
- Scotland's weather
- Climate Change
- Town Planning and Urban Growth

Students will also complete a unit leading to the 'Scottish Studies Award'.

Assessment

Students will be assessed in a variety of forms: presentations, peer assessment and written work as well as projects. The collective evidence will be used to gain an overview of a student's learning.

Homework

A variety of homework will be issued throughout the course.

Useful Websites

www.bbc.learningzone.co.uk

www.geography.org.uk

Senior Phase and Beyond

S4

In S4 students will be able to progress in this subject through the study of Geography at either National 3, 4 or 5.

- Physical Environment: Studies of the following two landscapes: Upland Limestone, Rivers and their Valleys.
- Human Environments: Comparison of developed and developing countries, in terms of urban and rural topics such as housing, transport and the countryside.
- Global Issues: Impact of human activities on the environment with a focus on: Tourism and Globalization; Environmental
- Hazards (earthquakes, volcanoes and hurricanes), Development and Health in both developed and developing countries.

Students will also complete a Geography Assignment based on fieldwork. Permeating all units will be the development of core skills such as numeracy and literacy as well as the skills of research, analysis and higher level mapping skills.

What this course can lead to

Students can progress to further study within the Geography Department at National 5 and beyond. Through the study of Geography at National 5 and Higher, students will develop knowledge and understanding of our challenging world and its physical and human processes. At this level, students will be encouraged to develop responsible attitudes for our environment at local, national and global scales. There will also be further development of both core and transferable skills.



GRAPHIC COMMUNICATION

S3 Course Content

Graphics are used to communicate information in a wide range of situations that we come across every day.

It may be in the symbols used on road signs, complex architectural plans, 3D models on a computer or the choice of colour and layout techniques on a website.

The Graphic Communication course introduces the diverse and ever increasing variety of ways that information is communicated using graphics. Students are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language.

This will involve;

- developing complex manual technical drawing skills
- developing complex computer graphics skills
- producing graphic presentations of commercial products
- developing a knowledge of the use of graphic communication in industry

To do this learners will produce orthographic and pictorial drawings suitable for engineering and architectural situations; colour illustrations; free-hand sketches; 2D and 3D computer graphics; desktop publishing documents. They will gain knowledge of computer aided design in industry.

Much of the software being used is industry standard but through the school is available for students to install on their own computers at home, at no charge.

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learnt. This will take the form of manual and computer produced drawings and illustrations, class tests, project work and presentations.

Homework

Homework will be in a variety of formats. Written and electronic question sheets may be used to reinforce class work while students may also have the opportunity to do additional work on projects and presentations.

Useful Websites

<http://www.ptc.com/communities/academic-program/products/free-software/forms/creo-download>
www.idsketching.com <https://inkscape.org/en/>

Senior Phase and Beyond

S4

The S4 course builds on the skills and knowledge gained during S3 and focuses on two units of work:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Both these units involve the use of both computer graphics and manual techniques to produce increasingly complex technical drawings, graphic illustrations and presentations.

What this course can lead to

The subject can lead to careers in industrial design, engineering, graphic design, computer games design, architecture, building services, product design, interior design, fashion & textiles, animation, web design etc.

The skills developed, such as the use of ICT or the ability to communicate effectively will be of benefit in a huge variety of other careers.



HISTORY

S3 Course Content

Students will study People and the Past, covering 3rd and 4th level outcomes and experiences.

Students study:

'International Conflict and Cooperation: The Era of the Great War, 1890a to 1920s'.

A study of the era of the Great War which includes:

- the causes of war;
- the experience of soldiers on the Western Front;
- the impact of technology on the conduct of war;
- the impact of war on civilians, both in Britain and in Germany;
- the search for security after 1918.

Assessment

Students will be assessed in a variety of forms: research tasks, investigations, presentations, formative and summative assessments. The collective evidence will be used to gain an overview of a student's learning.

Homework

A variety of tasks including research, extended writing, source evaluation and ongoing content revision.

Useful Websites

www.bbclearningzone.co.uk
www.historystuff.co.uk
www.bbc.co.uk/education/levels/history
[www.britannica.com Spartacus-educational.com](http://www.britannica.com/Spartacus-educational.com)
www.educationscotland.gov.uk
www.iwm.org.uk

Senior Phase and Beyond

S4

In S4 students will be able to progress in People and the Past through the study of History at either National 3, 4 or 5. Students will study 3 units:

- Scottish History-The Era of the Great War 1910 - 1928
- British History- Changing Britain 1760-1900
- European and World History-Hitler and Nazi Germany 1919-1939

Students will also complete a compulsory History Assignment.

What this course can lead to

- Students can progress to further study within the History department at national 5 and beyond.
- Students will build up a framework of historical knowledge and understanding with which to understand and respond to global issues, which can help them develop a sense of responsible citizenship as well as developing transferable skills for learning, life and work, opening up a wide and diverse range of occupations and careers.



LANGUAGES: FRENCH & GERMAN

S3 Course Content

The S3 French and German courses will encompass a balance of the four skills of Listening, Talking, Reading and Writing in the target Language.

The courses will build progression from the Experiences and Outcomes from the third and fourth level. These include:

Listening for Information; Listening and Talking with others; Reading for Information; Reading for Enjoyment; Writing to engage a reader and Writing about self.

Topics covered will include discussing a holiday in the past tense, planning a trip, impressions and aspects of other countries, media and literature of another country, studying a film in the foreign language. We will also cover and further extend important grammar points.

Assessment

Assessment in S3 will consist of a combination of tasks which allow the student to demonstrate what they have learned. Students will be assessed on how well they work in groups and collaboratively as well as in class tests.

Homework

A variety of tasks to revise, consolidate and practise the language learned in each unit. This will include regular learning of vocabulary and writing and speaking tasks. Students will require a bilingual dictionary.

Useful Websites

www.chezmimi.com

www.bbclanguages.co.uk

www.atantot-extra.co.uk

www.linguascope.com

Senior Phase and Beyond

S4

Students will continue to study French and German with a view to being presented at National 4 or 5 depending on progress in S3.

Contexts at both National 4 and 5 are:

Society: Lifestyles, Environment

Learning: School, College, Lifelong Learning, Future Plans

Employability: Job skills, The World of Work

Culture: Customs and Celebrations Holidays, Literature, Film and TV

Linguistic tools required to facilitate this include: Past Tenses, Reflexive and Separable Verbs and further study of the case system including relative clauses.

What this course can lead to

The ability to speak a language other than English is a skill which is becoming increasingly important. Our students will enter a workplace in which they will compete for employment with young people from the E.U. and elsewhere who speak English in addition to their own language. Monolingual students will be at a distinct disadvantage.

The study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations.

If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. Business is not the only area of employment where language competencies are needed, however. Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills. The ability to speak to others in their own language is a sign of global citizens who contribute effectively to their own and other societies.



LANGUAGES: SPANISH

S3 Course Content

The S3 Spanish course will encompass a balance of the four skills of Listening, Talking, Reading and Writing in Spanish. This is an accelerated course which will cover the Experiences and Outcomes up to Third and Fourth level in 1 year and build progression in S4. The Experiences and Outcomes include Listening for Information; Listening and Talking with others; Reading for Information; Reading for Enjoyment; Writing to engage a reader and Writing about self.

Topics covered will include researching and discussing Education systems here and in Spain, holidays and lifestyles (family and self). We will also cover and further extend important grammar points.

Assessment

Assessment in S3 will consist of a combination of tasks which allow the student to demonstrate what they have learned. Students will be assessed on how well they work in groups and collaboratively as well as in class tests.

Homework

A variety of tasks to revise, consolidate and practise the language learned in each unit.

As this is an accelerated course, all homework requires to be attempted assiduously in order to maintain progress. This will include regular learning of vocabulary and writing and speaking tasks. Students will require a bilingual dictionary.

Useful Websites

www.bbclanguages.co.uk

www.atantotextra.com

www.linguascope.com

Senior Phase and Beyond

S4

Students will continue to study Spanish with a view to being presented at National 4 or 5 depending on progress in S3.

Contexts at both National 4 and 5 are:

Society: Lifestyles, Environment

Learning: School, College, Lifelong Learning, Future Plans

Employability: Job skills, The World of Work

Culture: Customs and Celebrations Holidays, Literature, Film and TV

Linguistic tools required to facilitate this include: Past Tenses, Future and Conditional tenses Comparatives and Comparisons.

What this course can lead to

The ability to speak a language other than English is a skill which is becoming increasingly important. Our students will enter a workplace in which they will compete for employment with young people from the E.U. and elsewhere who speak English in addition to their own language. Monolingual students will be at a distinct disadvantage. The study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations.

If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. Business is not the only area of employment where language competencies are needed, however. Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills.

The ability to speak to others in their own language is a sign of global citizens who contribute effectively to their own and other societies.



MATHEMATICS

S3 Course Content

Students will study Mathematics covering the 3rd and 4th Level Outcomes and Experiences.

S3 Topics:

Number, Money and Measurement

Shape, Position and Movement

Information Handling

Assessment

Students will be assessed in a variety of forms: active assessment, presentations and written work. The collective evidence will be used to gain an overview of a student's learning.

Homework

Students are encouraged to practice skills as part of home study. Formal homework is given regularly to review classwork and to prepare for written assessments.

Useful Websites

http://www.bbc.co.uk/bitesize/standard/maths_i/

<http://www.mathsrevision.com/>

<http://www.npfs.org.uk/nationals-in-a-nutshell/>

Senior Phase and Beyond

S4

In S4 student will follow either Mathematics or Applications of Mathematics. Both of these courses are split into units covering the following topics, depending on the level being studied:

National 4/5 Mathematics

- Numeracy
- Expressions and Formulae
- Relationships
- Applications

National 3/4/5 Applications of Mathematics

- Numeracy
- Geometry and Measure
- Managing Money
- Managing Data

What this course can lead to

The Mathematic Skills that students will gain in this course can lead to further studies in Mathematics and related courses, and to jobs requiring Numeracy Skills.

Students will develop transferable Skills for Learning, Skills for Life and Skills for Work, opening up a wide range of career and study opportunities and enabling them to develop as responsible citizens who can contribute effectively in society and the world.



MODERN STUDIES

S3 Course Content

Students will study People in Society, covering 3rd and 4th level outcomes and experiences.

S3 Topics:

International Issues

China: A study of social, economic and political issues within China. This includes a comparative study with Scotland.

Social Issues

Law and Order, Crime and the Judicial System as well as Terrorism.

Political Issues

The British System of government and participation in a democracy.

Assessment

Students will be assessed through a variety of forms. This will include group presentations, individual tests, projects as well as written work focussing on key skills.

Homework

Students are encouraged to keep up to date with current affairs. Homework will be given to enhance and deepen key learning as well as in preparation for assessments. Students are encouraged to follow our twitter account as well as sign up to the class Edmodo group.

Useful Websites

www.modernstudiesonline

www.modernityscotland

Senior Phase and Beyond

S4

In S4 students can continue with deepening their understanding of people and society through the study of Modern Studies. Students will be able to progress through the study of Modern Studies at either National 3, 4 or 5. Students will study 3 units:

- Social Issues in the UK
- Democracy in Scotland and the United Kingdom
- International Issues

Students will also complete a Modern Studies Assignment.

What this course can lead to

Students can progress to further study within the Modern Studies Department at National 5 and beyond.

Students will build up a framework of knowledge and understanding with which to understand and respond to global issues which can help them develop a sense of responsible citizenship as well as developing transferrable skills for learning, life and work, opening up a wide and diverse range of occupations and careers.



MUSIC

S3 Course Content

Students who take music in S3 will continue to perform on 2 different instruments, compose music, listen to and learn about music of different styles.

Students will select suitable music for performance, with help from their teacher. They will practise and perform their pieces to different audiences throughout the year.

There will be an opportunity to create music in a variety of different styles, for instruments of students' choice and to demonstrate IT skills through the use of music software (e.g. Sibelius, Garageband).

Listening topics covered will include Popular Styles, World, Vocal, Film and Jazz.

Students will evaluate their work and the work of others and may have the opportunity to attend a professional concert.

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learned. This may take the form of performances, group work, peer assessment, class tests on listening to music and portfolios of compositions.

Homework

Students will be expected to do a variety of tasks including practising on instruments, musical literacy exercises, composition work and learning and revising listening concepts.

Useful Websites

www.educationscotland.gov.uk/learnlisteningonline
www.musiclisteningrevision.co.uk
www.educationscotland.gov.uk/nqmusic/index.asp
<https://twitter.com/CraigmountMusic>
<http://delicious.com/craigmountmusic>

Senior Phase and Beyond

S4

Students opting to continue with Music in S4 will be presented at National 3, 4 or 5 depending on their progress. The S4 course builds on the knowledge, understanding and skills developed in S1-3 Music. It is split into 3 areas which are internally assessed:

- Performing Skills
- Composing Skills
- Understanding Music

Students presented at National 4 will have to complete an Added Value Unit on Music Performance.

Students presented at National 5 will have an external assessment of Music Performance and a written question paper on Understanding Music.

What this course can lead to

Students can continue on to National 4, 5 or Higher Music depending on their progress in S4. A student achieving an A or B grade in Higher would hope to progress to Advanced Higher in S6.

Music is valued by employers, colleges and universities. It gives students the opportunity to gain confidence, work as part of a team, develop communication and leadership skills and use their creativity.

Further study and careers in Music, Performing Arts, Medicine, Sound Technology, Education, Music Therapy and anything that involves working with others.



PHYSICAL EDUCATION

S3 Course Content

This course is for learners who have a genuine interest in Physical Education and who are prepared to work hard to improve their own fitness, skills, and understanding of physical activity.

Learners are expected to take part in all activities. These activities will be both indoor, outdoor, individual, team and aesthetic. Learners will also engage in theory classes. Learners will adopt a variety of roles including: coach, leader, observer, umpire/referee and performer. Learners will develop an understanding of the four factors that impact on performance: Mental, Emotional, Social and Physical.

S3 Units:

- Physical Fitness
- Performance Skills
- Factors impacting on Performance

Assessment

Learners' practical performance will be assessed in a range of activities. Their ability to investigate and analyse their own performance will be assessed using a combination of tasks including written tests, group work, and presentations.

Homework

Formal homework will be given regularly. Students will be encouraged to do this digitally.

Useful Websites

www.peresources.wikispaces.com

www.sqa.org.uk

www.bbc.co.uk/learningzone/clips/promoting-a-healthy-lifestyle

Senior Phase and Beyond

S4

In S4, learners will be presented at National 4 or 5 depending on their level of practical performance and their ability to demonstrate an understanding of factors impacting on performance. Learners will identify development needs within their own performance and plan to undertake a programme of improvement. National 5 assessment requires students to create and maintain portfolios which are sent to SQA for assessment and two one-off performances of the candidate's choice.

What this course can lead to

Studying Physical Education at this level will help give students the knowledge, attitudes, skills and confidence needed to be physically active for life. Self-management skills such as goal-setting and self-monitoring are taught in an environment which actively teaches the interpersonal skills required for cooperation, self-responsibility and competition.

Further Study:

- National 5 PE, Higher PE, Advanced Higher PE or leadership in PE
- Sport, Physical Education or Physical Activity college courses.



PHYSICS

S3 Course Content

Learners will study Physics through the Curriculum for Excellence fourth level experiences and outcomes.

S3 Topics:

- Generation of electricity
- Wave characteristics
- Light and sound
- Nuclear radiation
- Electricity and circuits
- Introduction to dynamics
- Introduction to forces

In addition Topical Physics will be an ongoing area of study throughout.

Assessment

Assessment will take a variety of forms:

- Self-assessment
- Peer-assessment
- Group presentations
- Practical skills assessment
- Summative tests

Homework

Learners will be expected to complete a variety of homework tasks all designed to consolidate their learning. Regular revision is an ongoing homework expectation throughout the year.

Useful Websites

<http://www.sqa.org.uk/sqa/45729.html>

Senior Phase and Beyond

S4

- S4 Physics is available at National 3, National 4 and National 5.
- All three national qualifications have common unit titles, but the level and breadth of the content is different..
- Units studied are Electricity and energy, Dynamics and space and Waves and radiation.
- Learners achieving a National 3 in Physics would progress to National 4 Physics or a National 4 in Biology or Chemistry.
- Learners achieving a National 4 in Physics would progress to National 5 Physics or a National 4/5 in Biology or Chemistry
- Learners achieving a National 5 in Physics would progress to Higher Physics or a National 5 in Biology or Chemistry.

What this course can lead to

Studying Physics provides an excellent foundation for pursuing Higher Education degrees and careers in the Physical Sciences including, Medicine, Dentistry, Pharmacy, Veterinary Science, Engineering, Astronomy, Astrophysics, Computer science, Electronics and other science related subjects.



PRACTICAL WOODWORKING

S3 Course Content

The Practical Woodworking course will give students the opportunity to develop advanced practical skills using various types of woods and craft processes. This will involve gaining experience of different woodworking joints then using them in a series of models.

Both hand tools and a variety of machines such as drills, lathes, and sanders will be used and appropriate health and safety procedures will be discussed and followed during all practical activities.

This course contains a significant practical component for which we ask for a contribution towards the cost of the materials students will use: £15

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learned. This may take the form of practice joints, and larger practical projects.

Homework

Due to the practical, skill based, nature of the course there is no formal written homework although students are encouraged to observe where their skills can be applied outside school and use them where appropriate to help develop their confidence and practical skills.

Senior Phase and Beyond

S4

In S4 the Practical Woodworking course goes into much greater depth in the use of hand and machine tools and their use in the production of considerably more complex wood models.

What this course can lead to

The confidence gained from the practical aspects of the course is hugely valuable and can have a very positive impact on student's willingness and ability to tackle practical tasks in many situations outside the classroom.

The subject provides an excellent base for various trades such as joinery, carpentry and construction. It is also very useful for anyone considering careers in product or furniture design, engineering, or architecture.



RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION

S3 Course Content

Students will study Religious, Moral and Philosophical Studies around 3rd & 4th level experiences and outcomes with a different focus from Core RMPS.

Students will follow a similar format to the National/ Higher courses to develop transferable skills and to prepare them for future study in RMPS. Students will therefore study one of the topics from each of the following sections.

World Religion

- Christianity
- Judaism
- Islam
- Buddhism
- Hinduism
- Sikhism

Morality & Belief

- Morality & justice
- Morality & Relationships
- Morality, medicine and the human body or
- Morality, environment and global issues

Religious & Philosophical Questions

- The problem of evil and suffering or
- Miracles

Students will also have the opportunity to explore relevant and current topics of their choice that are happening around the world today.

Assessment

Assessment in S3 will involve a combination of tasks which allow students to show what they have learnt. This may take the form of presentations, group work, peer assessment, and an evidence portfolio.

Homework

Regular homework will be issued to consolidate the work undertaken in class. Homework can take a variety of forms and might include written exercises, completion of class work, and revision of notes, studying for tests or researching a topic and collecting information. Students are encouraged to keep up to date on developments within the subject area by following our twitter account @CHS_RME

Useful Websites

BBC Bitesize Religious Studies -www.bbc.co.uk/schools/gcsebitesize/rs/
 BBC Religion and Ethics -
<http://www.bbc.co.uk/religion/0/> The Ontario
 UNICEF - www.unicef.org.uk
 Amnesty International

Senior Phase and Beyond

S4

In S4 students will study Religious, Moral and Philosophical Studies (RMPS) at one of the following levels depending on their progress during S3:

National 4 and National 5 RMPS

World Religion

Morality & Belief

Religious & Philosophical Questions RMPS Added Value Unit

What this course can lead to

RMPS gives students a valuable insight into the truly diverse and multicultural society in which we live.

At Higher level, it is a demanding subject and adequate preparation for a number of popular and demanding undergraduate university courses.

Careers within RMPS are wide ranging, and include teaching, social work, police, law, health care and politics. The skills gained by studying RMPS are transferable skills which are highly valued in many occupations, and for entry to many degrees.