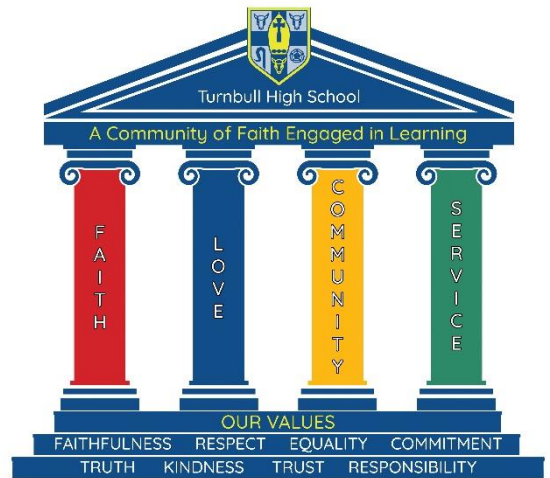




Turnbull High School
EAST DUNBARTONSHIRE

S3

PERSONALISATION AND CHOICE BOOKLET



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S3 Personalisation and Choice Booklet

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English

Course Outline

As students progress into S3, they will develop their knowledge of all of the English and Literacy Experiences and Outcomes throughout Level 3 or Level 4, building on prior learning.

Students will study a variety of literature and further develop skills in critical appreciation, building on their knowledge of this from S1 and S2. The S3 course offers the opportunity to develop skills in personal, imaginative and discursive writing and will enable pupils to grow in confidence as they undertake different activities in Talking and Listening.

Development of Skills

Students will develop skills in **Reading, Writing, Talking and Listening**, building on what they have learned in S1 and S2. Students also develop research skills and learn how to apply what they have learned to different contexts. All students are encouraged to broaden their knowledge, which is reflected in the challenging contexts they learn about. Pupils also, at this point, are expected to be responsible and active learners able to reflect on their learning, discussing clear next steps with their class teacher.

Method of Delivery

All students follow the same curriculum but support will vary depending on the student's ability. A varied teaching methodology enables pupils to learn and develop their skills individually, in groups and as part of the whole class.

Homework Requirements

Homework is given, on a regular basis, to aid students' development in Reading, Writing, Talking and Listening. Homework is expected to be completed on time.

Assessment Requirements

There is no formal SQA examination at the end of the Broad General Education Phase although there will be regular assessments which reflect the skills covered from S1 – S3. Students' progress is also continually assessed throughout the year, using appropriate assessment criteria. All students have a Personal Learning Plan, or PLP for short, which comprises of different writing pieces, critical essays, close reading and records of talking and listening activities. Students are assessed both formatively and summatively and assessment information is used to plan clear next steps in Learning.

Progression to the Senior Phase

Students will either progress to National 4 or National 5 English in S4, preparing them for the most appropriate next step in S5 (> National 5 > Higher).

Mathematics

Course Outline

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses the universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

Skills Development

The mathematics courses are designed to develop the learner's skills in using mathematical language, to explore mathematical ideas and to develop skills relevant to learning, life and work in an engaging and enjoyable way. The courses will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

Method of Delivery

Mathematics courses within the Broad General Education phase will be delivered using direct, interactive teaching.

Homework Requirements

Homework is an important part of students' coursework and is issued on a regular basis.

A formal homework assignment is issued at the end of each topic for most classes and these homework tasks are marked by the class teacher. Additional homework, based on class lessons, is completed at least every couple of days.

Assessment Requirements

Throughout S3 students will progress through CfE levels 2, 3 or 4 in preparation for National qualifications 3, 4 and 5 in fourth year

Progression to Senior Phase

Pupils will be assigned to an appropriate level of course according to their mathematical ability.

National 3 (Applications of Maths) → National 4 (Maths) → National 5 (Maths) → Higher → Advanced Higher

Modern Languages : French

Course Outline

The main purpose of the Course is to develop the skills of listening and talking, reading and writing, in order to understand and use French. The development of these skills will also contribute towards the development of literacy skills as pupils will be able to reflect on how these relate to English.

The Course will also offer pupils experiences where they can develop and extend a wide range of skills for life and work. There will be opportunities for pupils to communicate, be critical thinkers, develop cultural awareness, and be creative.

Skills Development

Learning a new language enables our pupils to hone their interpersonal skills and to make connections with different people and their cultures and to play a fuller part as global citizens. Language is at the core of thinking. Pupils reflect, communicate and develop ideas through language. This Course provides pupils with the opportunities to develop skills which are essential for learning, work and life and will put them on a par with their international peers. Pupils will also be encouraged to develop proficient dictionary skills.

Method of Delivery

Pupils will encounter a wide range of different texts in different media. There is a course book which all pupils have access to but this will be supplemented by worksheets, ICT, film, music, practical activities, group and project work.

Homework Requirements

Homework is an important part of a pupils' coursework and is issued regularly.

Assessment Requirements

All assessments that take place during this Course will be internal. Pupils will be required to provide evidence of both their listening and reading skills and their talking and writing skills as well as their knowledge about language.

Pupils will have to complete an assignment which will demonstrate their ability to plan and research a chosen topic in a familiar context, using their reading and writing skills. They will present their findings, which will provide evidence of their listening and talking skills in French.

Pupils will also be encouraged to take responsibility for their own learning through evaluation and target setting. This will empower them and help to encourage independent learning habits which will continue for life.

Progression to Senior Phase

This Course will provide progression to SQA qualifications in Modern Languages or related areas, or further study, employment or training.

Physical Education - Core

Purpose and aims of the Course

Pupils in S3 will follow a programme of work which is varied and essentially practical in nature. Some of the activities will allow for further development of skills already introduced during S1/S2. Health and Wellbeing is a theme which extends throughout the programme particularly in the block of work which addresses approaches to self-care and increased understanding of not only physical but mental, emotional, and social wellbeing.

Pupils will undergo development in four key areas identified including Physical Competencies, Cognitive Skills, Personal Qualities and Physical Fitness. Each of the four key areas are divided into organisers and each Activity covered in the BGE has two organisers attached as a main focus e.g. In Badminton pupils will focus in improving their 'Balance & Control' (Physical Competencies) and 'Decision Making' (Cognitive Skills).

From August until June all pupils will follow a common course as detailed below:

11 different four week blocks covering a vast array of activities from invasion, central net, striking and fielding individual and team games as well as creative and aesthetic activities.

Pupils will have the opportunity to have some personalisation and choice throughout the year, particularly in S3 during which 3 of the 11 blocks of activity are chosen and decided by the pupils.

Pupils will develop their interpersonal and problem-solving skills through individual and team activities. Some activities, by their very nature, will involve pupils working outside. Pupils should be aware of this and be prepared for different weather conditions. Pupils should bring their kit at all times, whether they are injured, ill or otherwise unable to participate. A range of Turnbull PE kit is available for use if needed.

Religious Education - Core

Essential features of the Catholic school are the prominence of Religious Education within the curriculum and the role of the Sacred Liturgy in creating a Christian ethos within the school community. At Turnbull High School this is delivered through two periods of RE each week as a core subject and the young people's legal entitlement, and through our extensive chaplaincy programme. Parents who elect to send their children to this school, therefore, are expected to accept these traditions as fundamental to a Catholic education.

Religious Education

Religious Education in Catholic Schools follows 'This Is Our Faith' (TIOF) a national curriculum developed under the auspices of the Catholic Hierarchy of Scotland. In Turnbull High School, our unique courses enable pupils of all stages to access varied and engaging lessons, which have academic discipline and spiritual formation as their goal. Rooted in philosophy, theology and with an emphasis on Higher Order Thinking Skills, young people across the BGE and Senior Phase engage with a range of sources and learning contexts to deepen their understanding of the Catholic faith.

Academic formation is accompanied by continuous spiritual development as pupils apply their learning to their own relationship with Our Lord and the discernment of their vocation in life. Pupils consider the ways in which they are called to serve God and neighbour and learn to pray through participating in the Sacred Liturgy (Holy Mass and parts of the Divine Office), programmes on Vocal and Mental Prayer (Lectio Divina) and seasonal devotions such as prayers for the Holy Souls, litanies, novenas and a consistent focus on the Holy Rosary.

The following is an overview of the S3 RERC course:

- Citizens of Heaven - S3 students learn about the meaning of the kingdom of God and what it means to pray 'Thy Kingdom Come' in relation to our own lives. Pupils consider the vocation of the baptised to be salt and light and learn how the Beatitudes exemplify how we can be happy by living in communion with God.
- Belief on God - Beginning with evaluating the values of secularism and humanism, pupils analyse the classical philosophical arguments for the existence of God.
- Discipleship - Pupils build on the philosophy learned in topic 1 by studying the lives of the saints and the calling of the apostles. Pupils discover what it means to be a follower of God revealed in the person of Jesus.
- Sacraments of Healing - building on learning about the sacraments of initiation in S1, pupils deepen their understanding of the sacraments of penance and anointing of the sick.
- October Devotions - The Holy Rosary
- The Papacy 'On this Rock' - focus on the four marks of the Church, the Deposit of Faith, Sacred Scripture and Tradition and the Papacy. Pupils also study the life, ministry and martyrdom of St Peter, the first Pope.
- Holy Souls Insert - Including November Service
- Advent - In order to understand the significance of the incarnation, the young people engage in research on the Abrahamic, Noaic and Mosaic Covenants, tracking the features of Sacrifice, Promises and Signs. Pupils then apply these to the New and Eternal Covenant in order to understand the significance of Jesus' earthly mission. Pupils also revise the features of the sacred liturgy during the Advent season.
- Christmas - Pupils research and present on the major feasts of Christmastide.
- Kingdom of God (RBV4) - Building on learning about the kingdom of God in the life of the individual, pupils learn about the building of the Kingdom of God in society, Catholic Social Teaching and the Social Reign of Christ the King. By considering the nature and ethics of charity, pupils have the opportunity to achieve the SQA Religion Belief and Values Certificate, Level 4.
- Sikhism - Pupils learn about the key beliefs and practices of Sikhism and compare and contrast them to Catholicism.

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- Ash Wednesday and Lent inserts - Stations of the Cross and Triduum Retreat
- The Passion of Christ - this unit enables pupils to build on their understanding of Jesus as the Messiah and his mission or redemption. They will work together to match Old Testament prophecies concerning the suffering and death of the Messiah with their fulfilment in the Gospels. Pupils have the opportunity to respond to what they have learned in times of prayer.
- The Resurrection - Pupils examine reasons to believe in the bodily resurrection of Jesus and the events which surround it in the Gospels. There is an opportunity to reflect on the road to Emmaus and how we too experience Jesus in the 'breaking of bread' - the Holy Eucharist.
- Imitating the Immaculate Heart of Mary - a deeper look at devotion to Mary through looking at our School Patron- the Immaculate Heart. Pupils learn about the role of Our Lady in the Church, the Liturgy and devotions and engage in May devotions during class.
- Called to Love - God's plan for human relationships.

Full details of the RE curriculum and chaplaincy provision can be found on our RE and Chaplaincy Blog (<https://blogs.glowscotland.org.uk/ed/turnbullre/>)

Administration and IT

Why Study Administration and IT?

Administrative and IT job opportunities are increasing as all modern businesses need effective IT users and procedures to make sure that they are organised and functioning properly.

Studying Administration and IT will uniquely enhance a learner's **employability** in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively to the administrative systems that ensure a business is running successfully.

Moreover, the course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Skills Development

- IT skills in the use of word processing, desk top publishing, spreadsheet and database software
- IT skills in using technology for communication and investigation (eg e-mail, internet and emerging technologies)
- Organisational skills (eg events management and organising meetings)
- Problem solving skills

Method of Delivery

This is a practical course: pupils will be working at developing their ICT skills. Pupils will be required to use a range of software packages within a business environment and to use these packages to research, evaluate, communicate and summarise information.

Homework

Homework will provide the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught. Homework activities will take a variety of forms in order to develop the organisational and problem solving skills of the course as well a breadth and application of subject specific knowledge.

Progression to Senior Phase

The study of Level 4 Administration and IT lays the foundations for future study at National 4, National 5 and higher level.

There is also an additional level 5 and level 6 National progression award (NPA) award that students can achieve when they study *Business* and *Administration & IT*.

Associated Careers

Almost all careers make use of Administration and IT in some way. More specific jobs include: Banking; Insurance; Hotel Management; Leisure Management; Teaching; Retail Work; Self-employment and many more.

Almost all university courses now require pupils to sit an IT exam in Year 1. Admin and IT prepares pupils well for this.

Art and Design

Course outline

The new courses will use a new type of unit — more skills-based, less prescriptive and developing creativity and entrepreneurship. These units will require knowledge and understanding as well as skills, building on the principles and relevant experiences of the expressive arts.

Pupils will work in a variety of ways – individually, in pairs, groups and whole class. They will experience working with a wide variety of materials/media – paint/ oil pastels/ pencil/ pen/ collage/ clay/ printmaking/ 3D paper construction /ICT.

The course is split into four units – the first two will offer an introduction to expressive and design issues that will be covered in more depth by a more extensive expressive and design unit later in the year.

Art and Design: Design

Learners who complete this Unit will be able to:

- Understand the factors influencing designers and design practice
- Produce investigative and visual research for a design brief
- Develop creative design development ideas

Art and Design: Expressive

Learners who complete this Unit will be able to:

- Understand the main influences on art practice
- Respond to visual stimuli
- Develop personal and imaginative visual ideas through art

Integral to our courses

- **Thinking skills**

Understanding - Applying -Analysing and Evaluating – Remembering and Creating.

- **Literacy**

Listening and talking - Finding, Organising and using information – Understanding, Analysing and Evaluating – Creating Texts.

- **Health and wellbeing**

Personal learning – Cooperation and Competition – Evaluating and Appreciating.

Skills Development

- responding to visual stimuli showing a visual understanding of subject matter
- producing investigative visual research for an expressive and design activity
- using art and design media, materials and techniques creatively and expressively
- developing and refining original ideas for art and design work in a familiar context
- understanding the influence of familiar social and cultural factors on art and design practice
- understanding how familiar media, materials and techniques are used by artists and designers for visual impact and creative effect
- using simple problem solving, planning and evaluation skills within the creative process

Method of Delivery

The course is a combination of practical and written work with pupils' being given as much choice as possible in order to encourage ownership of learning. Design, Expressive and Critical Units are assessed by staff. Pupils are involved in individual target setting and the evaluation of their own work. Homework will also be a regular feature of the course and will often be peer and self assessed.

Progression to Senior Phase

On completion of the course pupils will have the opportunity to study National 4 and 5. Grounding them in the skills and knowledge needed for working within any of the creative industries and broadening their general education.

Biology

Course Outline

The S3 biology course will cover three main topics:

- Planet Earth
- The Secret Life of the Cell
- The Growth and Survival of Organisms

These three topics build on knowledge gained in S1 and S2 Science. Pupils will learn about topical issues such as climate change and biodiversity, investigate the processes of the cell and body systems and explore new areas including reproduction, DNA and genetics.

Skills Development

The course encourages pupils to understand and investigate the living world in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. It allows them to develop an informed and ethical view of complex biological issues. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

Method of Delivery

The course develops a knowledge and understanding of Biology through a combination of practical experimental work and whole class learning activities. ICT is used widely throughout the course to reinforce learning. Pupils consolidate their subject knowledge and develop their problem-solving and thinking skills by practicing a variety of problem-based activities.

Assessment

During the broad general education, learners in Biology are assessed by summative, end-of-topic tests which evaluate progression in knowledge and understanding through the Es and Os. These assessments also measure students' progress in key scientific literacy and numeracy skills. Practical and investigative skills are also assessed on an ongoing basis throughout the session.

Homework Requirements

Homework is an important part of the course and homework exercises from booklets are issued regularly.

Progression to Senior Phase:

Learners in Biology will have the opportunity to progress to the senior phase at 'National 5', 'National 4' or 'National 3' level. The level of study undertaken during the senior phase will be linked to the learner's prior achievements during the broad general education.

Business Management

Why study Business Management?

Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon them for.

Studying Business will act as an introduction to the world of business for learners. This will enhance their **employability** (core skill developed by this course) as it will start to teach learners how their entrepreneurial attributes can be used to positively contribute in a practical way to the success of different businesses.

Skills Development

- Enterprising skills that help a business start-up
- Business planning skills
- Communication skills
- ICT skills
- Team working skills

Method of Delivery

The course is a mixture of practical and theoretical work. Different learning and teaching approaches will be used including: independent pupil research, collaborative/co-operative learning and class discussions. ICT will be used for a range of activities including pupil research, computer quizzes, business simulations and presentation of work.

Homework

Homework will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught. Homework activities will take a variety of forms in order to develop the planning and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

Progression to Senior Phase

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. The study of Level 4 Business lays the foundations for future study at National 4, National 5 and Higher level.

There is also an additional level 5 and level 6 National progression award (NPA) award that students can achieve when they study *Business* and *Administration & IT*.

Associated Careers

Almost all careers make use of Business Management in some way. More specific jobs include: Banking, Insurance, Teaching, Hotel Management, Entrepreneur/Self-Employment – starting up your own business, Sports Management, Music Industry, Accountancy and many more.

Chemistry

Course Outline

The S3 chemistry course encourages pupils to develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment. Learners understand and investigate chemistry in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations. Learners will study chemical reactions, atoms and bonding, acids and alkalis and materials chemistry.

Skills Development

S3 chemistry learners will develop scientific investigative skills such as researching information, planning & carrying out experiments, processing & analysing data, drawing conclusions, evaluating results & procedures and writing a scientific communication. They will also develop their skills of problem solving.

Method of Delivery

The course develops a knowledge & understanding of chemistry through a combination of practical experimental work and whole class learning activities. ICT is used widely throughout the course to reinforce learning. Pupils consolidate their subject knowledge and develop their problem-solving and thinking skills by practising a variety of problem-based activities.

Assessment Requirements

During the broad general education, learners in chemistry are assessed by summative, end-of-cycle tests which evaluate progression in knowledge & understanding through the Es and Os. These assessments also summatively measure students' progress in key scientific literacy and numeracy skills. Practical and investigative skills are also assessed on an ongoing basis throughout the session. Assessments are also used formatively to allow pupils to fully understand their strengths and development needs.

Homework Requirements:

Homework is an important part of the course and is issued regularly.

Progression to Senior Phase:

Learners in chemistry will have the opportunity to progress to the senior phase at 'National 5', 'National 4' or 'National 3' level. The level of study undertaken during the senior phase will be linked to the learner's prior achievements during the broad general education.

Computing Science

Why Study Computing Science?

Computing Science is vital for everyday life; it shapes the world in which we live and its future.

Computer scientists play key roles in meeting the needs of society today and for the future, in fields that include science, communications, entertainment, education, business and industry. With the UK being short of 100,000 people a year with the digital skills required, our society needs more Computer Scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

In studying Computing Science, students will learn the basic principles of programming languages and control technology, and how to apply these to solving real world problems. They will also learn how to create and use graphics and animations. They will learn how to integrate different media to create a digital solution, by interacting and collaborating with others.

Students will also develop their knowledge and understanding of information systems through a range of practical and investigative tasks. They will also explore the impact of emerging and innovative technologies on the environment and society.

Skills Development

- IT skills in the use of web design, multimedia and graphic manipulation
- Computer programming by developing a range digital solutions to tasks
- Internet enquiry skills
- Problem solving skills in creating digital solutions to a number of scenarios

Course activities also provide opportunities for learners to enhance transferable skills in planning, problem solving and organising, working independently and in teams, critical thinking and decision making, research, communication and self-and peer-evaluation, in a range of contexts.

Method of delivery

Students will develop skills in both the practical and theoretical aspects of computing science. They will spend a significant part of their time gaining valuable "hands-on" experience with several different languages and environments which will enhance their understanding of the subject.

Progression to Senior Phase

The senior phase in Computing have two courses that students can follow:

S4	S5	S6
National 5 Computing Science	Higher Computing Science	Advanced Higher Computing Science
Level 5 National Progression Award (NPA) in Games Design	Level 6 National Progression Award (NPA) in Games Design	
Level 5 National Progression Award (NPA) in Web Development		

Students are to choose courses at the start of S4 depending on skills and enjoyment of areas of the courses looked at and developed in S3.

Games Design - SCQF Level 4/5/6

Rationale

Computer games are being used increasingly for leisure, in education and work-based training. Computer gaming is now a growing industry, with Scotland one of the global leaders. Scottish based games developers have received £1m of European money and £2.5m from the UK government with the precise aim of creating more companies, stimulating more jobs and developing the skills of other workers in the Games Design field. Many colleges and universities in Scotland offer computer gaming or related courses. In order to meet the Curriculum for Excellence Technologies Outcomes and Experiences, all school pupils in Scotland must have experience of computer games development. Learning how to develop computer games offers young people opportunities to develop their skills for life and skills for work within a creative and work-related context, allowing them to see the links between the classroom and the world of work. It is recognised that candidates who demonstrate basic Core Skills coupled with an understanding of the use of digital technology are more likely to gain employment than those with just IT skills.

Entry Qualifications

The target group for this award is S5 and S6 pupils who will undertake the qualification as a broadening of the Computing Science and Digital Media Curriculum. It would be highly beneficial if pupils possessed SG Computing to help them cope with the Programming element which is demanding.

Course Description

There are 3 units:

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

Each unit has been designed to encourage pupils to:

- Be creative: improve Core Skills and improve Skills for Work in Interactive Media and Computer Games,
- Develop personal qualities by encouraging them: to develop an enterprising attitude, to develop an understanding of the world of work, to become adaptable and confident with a positive attitude to change.

Assessment

In order to achieve the award candidates must successfully complete all 3 units. They will be expected to create a portfolio of work over the period of each unit. This portfolio will be internally assessed with external verification being carried out by the SQA. The quality of work will determine the level of the award (SCQF 4, 5 or 6).

Environmental Science

Environmental Science is available as a science option for those pupils also choosing Geography.

Course Outline: What is Environmental Science?

Environmental science is an interdisciplinary subject which draws from the sciences and social sciences. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats.

Why should I choose Environmental Science?

Environmental science courses encourage the development of skills and resourcefulness, which lead to becoming a confident individual. Successful candidates in environmental science think creatively, analyse and solve problems. Studying relevant areas of environmental science such as the living environment, the Earth's resources and sustainability produces responsible citizens.

Build your skills for future employers

The Environmental Science course is practical and experiential and develops scientific awareness of environmental issues. It involves an understanding of scientific principles, economic influences and political action.

The course allows candidates to understand and investigate the world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to candidates developing an informed and ethical view of topical issues. Pupils will develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems.

Course Outline

The course includes the following areas of environmental science:

Living environment: investigating ecosystems and biodiversity; interdependence; human influences on biodiversity.

Earth's resources: an overview of Earth systems and their interactions; the geosphere; the hydrosphere; the biosphere; the atmosphere.

Sustainability: an introduction to sustainability; food; water; energy; waste management.

Modes of Delivery

The Environmental Science course lends itself easily to active learning strategies. Pupils will have opportunity to participate in both independent and collaborative activities; interdisciplinary learning, creative tasks, possible field trips and visits from outside agencies.

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Homework and Assessment

Pupils will be given homework on a regular basis to reinforce learning in the classroom. Homework tasks also promote the opportunity for family learning.

Pupils will be assessed in a number of ways throughout the year which will meet level 4 outcomes and introduce aspects of National 5 course assessments to highlight pupil progression routes.

Progression to Senior Phase

On completion of this course, pupils will be able to study National 4 Environmental Science, National 5 Environmental Science, Higher Environmental Science.

Fashion and Textile Technology

Why study BGE Fashion and Textile Technology?

This is a practical course with a wide range of practical activities. Be prepared to be creative and learn to use appropriate tools and equipment to produce textile products.

This course enables you to develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The course particularly emphasises the development of practical skills and textile construction techniques to make fashion/textile items, to an appropriate standard of quality.

Course Outline

During the course learners will learn about:

- basic design skills and textile construction techniques
- tools and equipment, how to use them safely and effectively, for example how to use the sewing machine
- decorative techniques.
- fabric properties, modern fabrics and some of their practical uses.
- drafting simple paper patterns.
- current fashion trends
- personal preference and colour choices

Skills Development

- the ability to plan, make and review fashion/textile items
- the ability to use a range of textile construction techniques
- knowledge of a range of textile characteristics, properties and techniques
- knowledge of the uses of textiles
- the ability to work to a brief
- safe use of tools and equipment
- knowledge of a range of factors that influence fashion/textile choices
- communication skills
- evaluating skills
- investigative/research skills

Homework:

Homework provides the opportunity to develop, consolidate and revise the skills, knowledge and understanding being taught. Homework will take a variety of forms in order to develop the skills of the course as well as subject specific knowledge and will depend on the topic of study and the information required.

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Assessment

Learners will be assessed by their teacher on an ongoing basis throughout the course. Items of work might include:

- Practical work – making fashion or textile items
- Written work – such as projects, design plans
- Class based assessments
- Photographs and checklists will form part of the evidence of learners' meeting the course experiences and outcomes

How can you help?

Support can best be given by ensuring that your child is fully prepared for all lessons (practical and written tasks)

Progression to the Senior Phase

This course lays the foundations for future study and learners in Fashion and Textile Technology may progress to study National 4 and National 5 Fashion and Textile Technology. The level of study undertaken during the senior phase will be linked to the learner's prior achievements during the broad general education.

Geography

Course Outline

What is Geography?

Geography is the study of Earth's landscapes, peoples, places and environments. It is, put simply, **about the world in which we live**. Our world is likely to change rapidly in the next 50 years. Geography helps us to understand the nature of these changes (the *who, where, what, why, when* and *how*) and to prepare and plan for the future.

Why should I choose Geography?

Learn to think in a holistic way

Geography is the most **interdisciplinary** subject, sitting in a unique position as a bridge between the social sciences (Human Geography) and the natural sciences (Physical Geography). Human Geography topics are concerned with understanding cultures, societies and economies, and Physical Geography topics investigate the environment and the processes that shape the Earth's landscapes. Geographers study the **interactions between human and physical processes**, drawing on (and integrating) a range of other subject areas, from Physics to Sociology. Geography therefore teaches us to think in a 'joined-up', holistic way about issues at **local, national** and **global** scales.

Build your skills for future employers

Many of the **transferable skills** that are developed through studying Geography, including research and data collection skills, report writing, time management and organisation, communication and interpersonal skills, use of IT, numeracy, problem-solving and group work skills, will help you in the future, **no matter what your future path might be**. **Subject specific skills** include producing sketches and graphs, as well as the practical skills of fieldwork and data collection and analysis.

Choosing Geography is a great way to remain flexible and **keep your options open for the future** as it offers a **broad knowledge base alongside skill development**. In the 21st century, it is likely that you will have a varied career path, and Geography equips you with a range of skills and knowledge that will give you a flexible approach to work.

Course Outline

Over the course S3, pupils will study a range of Physical, Human and Global Issues topics such as Weather, Climate change and Urban areas. These involve a number of case studies where we get to explore different areas of the world such as Rio De Janeiro. These topics are pitched at Level 4 of CfE with some National 5 work built in to show pupil's progression routes.

To develop skills for life, learning and work pupils will participate in Micro Tyco which lasts the month of February. Without giving too much away this combines Geography and Enterprise and is all pupil lead.

Please visit the department blog for further information about Geography courses.

S3 Personalisation and Choice Booklet

Modes of Delivery

The Geography course lends itself easily to active learning strategies. Pupils will have opportunity to participate in both independent and collaborative activities; interdisciplinary learning, creative tasks, field trips and visits from outside agencies such as 'The Geobus'.

Homework and Assessment

Pupils will be given homework on a regular basis to reinforce learning in the classroom. Homework tasks also promote the opportunity for family learning.

Pupils will be assessed in a number of ways throughout the year which will meet level 4 outcomes and introduce aspects of National 5 course assessments to highlight pupil progression routes.

Progression to Senior Phase

On completion of this course, pupils will be able to study National 4 Geography, National 5 Geography, Higher Geography and Advanced Higher Geography.

There is also scope to progress to National 5 or Higher Environmental Science.

Graphic Communication

Course Outline

The course is practical yet exploratory and experiential in nature. On completing the course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact and graphics that transmit information. Pupils who are artistic or creative may enjoy the Graphic Communication course, as many of the tasks are flexible.

Skills Development

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, materials and software
- develop an understanding of the impact of graphic communication technologies on our environment and society

Method of Delivery

The qualification is largely learner-centred and includes practical and experiential learning opportunities. Because the world of graphic communication covers such a wide variety of styles and modes of communication, there is a vast scope for personalisation and choice within the course for each learner. Throughout the course, learners will be able to:

- initiate, develop and communicate ideas graphically
- interpret graphic communications initiated by others
- use graphic communication equipment, software and materials effectively
- apply knowledge and understanding of graphic communication standards and protocols, where these apply.

In addition, learners will be encouraged to develop design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society and spatial awareness and visual literacy.

2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 2D spatial awareness.

3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D spatial awareness. In both of the units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

S3 Personalisation and Choice Booklet

Homework Requirements

It is the department's policy to encourage pupils to enhance their work in school by completing tasks at home. Where the nature of work permits, regular homework will be set once a week.

Assessment Requirements

All units of work will be assessed by the class teacher against the benchmarks. Evidence such as sketches, technical drawings, computer modelling and desktop publishing work, will all be used to assess pupils on an ongoing basis. Pupils may also complete written assessments where appropriate.

Progression to Senior Phase

The S3 course or its components may provide progression to:

- National 4, National 5 and Higher in Graphic Communication
- Further study, employment or training

History

What are the benefits of studying this course?

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

The main aims of this Course are to:

- Develop learners' conceptual understanding and foster their ability to think independently.
- Enable learners to acquire breadth and depth in their knowledge and understanding of historical themes.
- Develop learners' skills of explaining historical developments and events, evaluating historical sources, and drawing conclusions.
- Develop learners' imagination and empathy with people living in other periods.
- Encourage learners to debate issues and, on the basis of evidence, form views and respect those of others.
- Foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest.

What will I study?

S1-S3

We offer a broad general education which looks to articulate with the Outcomes and Experiences of Level 4 and which develops students understanding of the world by learning about other people and their values in different times, places and circumstances. Some of the topics covered include a selection from:

- Scotland's Story
- Local History
- Mary Queen of Scots and the Reformation
- Revolution
- Nazi Germany and The Holocaust
- The JFK Era and the Civil Rights Movement
- The Impact of War

Homework Requirements

Homework is an essential part of the course and will take many forms in History including; research, investigation and presentation.

Assessment

Internal assessments for all units will combine both knowledge and understanding and skills using a variety of methods.

Progression to Senior Phase

On completion of this course, pupils will be able to study National 4 History, National 5 History and then on to Higher History.

Modern Studies

What are the benefits of studying this course?

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, UK and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives.

In S4 pupils will also now work towards an additional level 5 qualification in Criminology alongside the Crime and Law unit studied as part of the course for National 5.

The main aims of Modern Studies are to enable learners to:

- Engage as active and informed members of society and local and global citizens.
- Have an appreciation of the changing nature, of modern society.
- Understand and respect human and legal rights and responsibilities as well as democratic modes of government.
- Understand the democratic process and the ways in which people are informed about and participate in society.
- Be aware of different views about the extent of state involvement in society.
- Be aware of the nature and processes of conflict resolution at all levels.

The Modern Studies Course contributes to general education and the wider curriculum. It will help create informed and active citizens. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

What will I study?

S1-S3: We offer a broad general education which develops students understanding and application of citizenship through a study of key issues at home and abroad which will articulate with the Outcomes and Experiences of level 4

Some of the topics covered will include a selection from:

- Politics in Action
- Human Rights - A comparison of the USA and China
- The Media
- Developing World
- South Africa
- Democracy in Scotland and the UK
- Conflict and Terrorism

Homework Requirements

Homework is an essential part of the course and will take many forms in Modern Studies including; Research, evaluating skills, presentations and keeping up to date with current affairs.

Assessment

Internal assessments for all units will combine both knowledge and understanding and skills using a variety of methods.

Progression to Senior Phase

On completion of this course, pupils will be able to study National 4 Modern Studies, National 5 Modern Studies and then on to Higher Modern Studies.

Music

Course Outline

The course builds upon the prior experiences and outcomes already explored during first and second year Music. It enables learners to further develop their knowledge of musical styles and concepts through listening to music, but also through the chance to create their own compositions in various styles, including Jazz, Folk, Pop Songs, and Traditional Harmony. The course involves some group performing alongside independent instrument practise. Learners will be given the opportunity to perform before their peers or other groups providing the opportunity for them to use their developing performing skills in new and unfamiliar contexts. Pupils will be encouraged, if possible, to perform their pieces in small groups or rock/pop bands at appropriate points in the course. If appropriate learners may also have the opportunity to receive instrumental instruction which can greatly enhance their learning experience.

Skills Development

In the course there is an emphasis on practical skills development and the application of those skills. The course enables learners to:

- Become familiar with a range of instruments and technologies and their functions in the modern music industry.
- Continue to develop awareness and recognition of musical styles and concepts and to really 'understand' how music is put together in different styles.
- Realise the value and contribution music makes to culture.
- Read some basic music notation. Pupils who already read notation will of course be encouraged to develop this further.
- **New Technology Element:** Compose/create their own pieces of music – pupils will make use of mixing/recording computer software to mix their own tracks in a style of their choice (Dance, Hip Hop, Reggae, Jazz, Film Score, Dubstep etc). In addition, pupils will investigate composing in other styles such as Blues, Scottish or create songs/pieces of their own choice.
- Further develop practical playing skills.
- Have the confidence to perform and demonstrate their skills in front of a small audience.

Method of Delivery

The course is a mix of practical and theory work. Learners will spend the majority of their time gaining valuable "hands on" experience on their two chosen instruments. Pupils will be given as much choice as is practical/possible with instruments. If pupils have reached a good standard in keyboard playing, they may be permitted to choose two other (non-keyboard) instruments at that point if that is practical/appropriate given the department's resources and the individual pupil's ability. Also as there is no specialist vocal instructor in the school, only pupils who show a good level of confidence and general ability on voice will be allowed to use voice as one of their instruments. Learners will also spend time exploring a wide range of music from various styles through listening activities. Learning to read and write notation will be encouraged and developed, however the ability to read notation is *not* a requirement in order to take the subject at any stage as there are a variety of routes a pupil can take in the subject.

Homework Requirements

Homework is an important part of the course and takes these forms:

- Practice of instruments at home and/or in the department at lunchtimes or after school.
- Revision for tests and listening practice exercises.
- Literacy/Theory worksheets.

S3 Personalisation and Choice Booklet

Assessment requirements

Learners will be continually assessed and performances recorded at specific points. Written tasks and assignments will be used to gauge ability in listening and composition. There is no external exam paper or practical examination at this level, however pupils will be internally assessed in a manner and using materials which will prepare them fully for continuation to National 4 and 5 courses the following year.

Progression to senior phase

- On successful completion of this course, learners will be able to further progress onto either study National 4 or National 5 Music with Performing.

Physical Education – PE Studies

Purpose and aims of the Course

The two main purposes of the Course are as follows:

1. To develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem solving.
2. To develop a more in depth understanding of performance development through the Cycle of Analysis, which involves gathering data, highlighting strengths and weaknesses, training to improve performance and taking on feedback.

The main aims of the Course are to enable the learner to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. The skills, knowledge and understanding that learners acquire by successfully completing this Course are transferable to learning, life and the world of work. Pupils will receive the occasional classroom period and should be serious about developing their knowledge in the subject.

Pupils suitable to enrol on the course

- Pupils with a genuine interest of sport and physical activity, who are keen to investigate, reflect and write about performance development.
- Pupils who show a keen interest in sport and physical fitness in an extra-curricular setting.
- Pupils wishing to study PE at a certificated level in S4.
- Pupils with an interest in and enthusiasm for developing their movement and performance skills.
- Pupils who enjoy a wide range of activities, and not just one or two.
- Pupils who have shown high levels of participation and motivation in PE throughout S1&S2.
- Pupils who always bring PE kit and show a positive attitude to Physical Activity.
- Pupils who show a strong work ethic in all practical contexts.

Physical Education – Junior Sports Leadership

Why Sports Leadership?

Sports Leadership is a course, offered to S3 students who have a genuine interest in developing their interpersonal, communication, planning and leadership skills through learning how to deliver PE sessions and mini games to younger pupils and peers. This course is about learning how to coach and teach in a PE context.

The S3 Sports Leadership course will provide committed pupils with the opportunity to:

- Plan, lead and review a number of sport and physical activity sessions for peers and younger pupils.
- Develop skills for learning, life and work through extra-curricular and P.E class support.
- Promote a positive culture of P.E, sport and physical activity throughout the school and local community.
- Organise and lead a number of tournaments for the cluster primary schools or other members of Turnbull High School.
- Develop confidence and skills necessary to stand up in front of others and deliver fun and engaging sessions in various contexts.

Pupils suitable to enrol on the course:

- Pupils who live through the school values and model excellence in PE.
- Pupils who show a genuine interest in sport and physical activity through PE and extra-curricular settings.
- Pupils interested in researching alternative sports, which are not a part of the traditional curriculum.
- Pupils willing to give up time at lunch and after school to help with extra-curricular clubs.
- Pupils with an interest in and enthusiasm for developing the movement and performance skills of others.
- Pupils who demonstrate outstanding social skills when interacting with peers.
- Pupils who enjoy a wide range of activities, not just one or two.
- Pupils who have shown high levels of participation and motivation in PE throughout S1&S2.
- Pupils who enjoy learning in practical contexts - both leading and participating in learning.

Physics

Course Outline

- **Waves.** An introduction to the concept of waves. This understanding is applied to sound and light waves. The “invisible” electromagnetic spectrum family of waves which include radio, microwave and x-ray waves is explored including the many applications that make our current life-styles possible (e.g. wifi, mobile phone applications, thermal imaging, satellite communication and medical physics).
- **Electricity and electrical circuits.** This unit starts with the natural phenomenon of lightning and static electricity (think of the “zap” you sometimes get when climbing off a trampoline). The ability to calculate and predict electrical quantities (e.g. current, voltage) is developed. This is then applied to electrical circuits and simple electronic circuits such as central heating or automatic light switch control.
- **Space physics.** The solar system and wider universe. Manned and unmanned space exploration. This is a particularly active topic as missions for humans to live on the Moon, explore Mars and the rest of the solar system are planned over the next decade. The beginning of the universe, “the Big Bang”, is explained and scientific evidence for this given.

These three topics build on knowledge gained in S1 and S2 Science. The S3 Physics course encourages pupils to understand and investigate the world **and universe** around them in an engaging and enjoyable way.

Skills Development

Pupil led investigations on magnetism and other physics topics are used to evidence pupil skill development. Scientific investigative skills such as researching information, planning and carrying out experiments, processing and analysing data, drawing conclusions, evaluating results and procedures and writing a scientific communication. They will also develop their skills of problem solving.

Method of Delivery

The department provide detailed pupil notes (on paper and as online materials) for all topics covered. A large number of questions including “exam-style” questions are used in class and as homework to develop pupil knowledge and skills.

The course develops a knowledge and understanding of physics through a combination of practical experimental work and whole class learning activities. Students consolidate their subject knowledge and develop their problem-solving and thinking skills by practicing a variety of problem-based activities.

Homework Requirements

Homework is an important part of the course and issued regularly.

Assessment

During the broad general education, learners in physics are assessed by summative, end-of-unit assessments which evaluate progression in knowledge and understanding through the Experiences and Outcomes. Practical and investigative skills are also assessed on an ongoing basis throughout the session.

Progression to Senior Phase:

The S3 course prepares pupils fully to progress to the senior phase at ‘National 5’, ‘National 4’ or ‘National 3’ level. The level of study undertaken during the senior phase will be linked to the learner’s prior achievements during the broad general education.

Practical Cookery

Why study BGE Practical Cookery?

The Scottish Catering and Hospitality industries are large, vibrant and growing, collectively employing a significant proportion of the nation's workforce.

Employers are looking for well-educated and skilled workers who are capable of further professional training. This course provides the basic skills. It is a **practical course** with a wide range of practical activities suitable for all.

Course Outline

The course contains a significant practical component which involves experiential learning and is supported by related theory. It develops learner's practical cookery skills as well as their knowledge and understanding of ingredients.

Its contribution to vocational education is just as significant as it opens up progression to a range of careers in the catering, hospitality and tourism industries. It provides a set of foundation skills for those who wish to progress to professional hospitality courses or work – either as a career or for part time work while studying. It uses real life hospitality contexts, which makes it relevant to the world of work

Skills Development

Practical Cookery develops the following skills, knowledge and understanding and aims to enable learners to:

- become familiar with basic cookery skills, simple preparation techniques and cookery processes
- understand the importance of food safety and hygiene and work safely and hygienically
- acquire an understanding of ingredients, their uses and an awareness of responsible sourcing and sustainability
- develop and awareness of the impact of the choice of ingredients on health and wellbeing
- follow simple recipes
- be able to plan to manage time
- plan and produce simple meals and garnish/decorate appropriately
- develop numeracy through the ability to weigh, measure, cost, portion and manage time
- develop literacy through reading, writing, listening and talking

Homework

Homework provides the opportunity to develop, consolidate and revise the skills, knowledge and understanding being taught. Homework will take a variety of forms in order to develop the skills of the course as well as subject specific knowledge and will depend on the topic of study and the information required. Practising recipes/skills regularly at home is very important to ensure continual progression of skills, pace of work and organisation.

S3 Personalisation and Choice Booklet

Assessment

Assessment will be continuous throughout the session. Assessments will be in the form of written and practical activities.

How can you help?

Support can best be given by ensuring that your child is fully prepared for practical lessons and that practical skills are re-enforced at home.

Special Requirements

In practical food preparation a suitable container for the safe transportation of food is required.

Progression to the Senior Phase

This course lays the foundations for future study and learners in Hospitality: Practical Cookery may progress to study National 4 and National 5 Hospitality. The level of study undertaken during the senior phase will be linked to the learner's prior achievements during the broad general education.

Practical Woodworking Skills

Why Study Practical Woodworking?

The course is largely workshop-based and provides a broad introduction to practical woodworking. The course provides opportunities for learners to gain skills in reading drawings and working to given sizes within a tolerance. Learners will use a variety of machines, tools, equipment and materials in a safe and controlled manner.

The aim of the Course is to enable learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem solving skills
- psychomotor skills (manual dexterity and control)
- knowledge of sustainability issues in a practical woodworking context

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wishing to complete National 4/5 in Practical Woodwork. Pupils with an interest in pursuing a trade when they leave school would benefit from completing the course.

Courses

Further study in the subject will be offered at the following levels:

- National 4 and National 5.

Assessment of Courses

All courses will be assessed and marked throughout the session by class teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, physical demonstrations, verbal responses and written assessments.

Homework

Written homework will be given to pupils on a regular basis to consolidate learning and help improve knowledge recall. Homework may also be completed using digital formats.

Equipment

All necessary equipment and PPE will be provided within school.

Progression to Senior Phase

This course or its components may provide progression to:

- National 4/5 Practical Woodworking
- National 4/5 Practical Metalworking (S5/6 only)
- Further study, employment or training e.g. apprenticeship or college

Spanish

Why choose Spanish?

Spanish is the third most spoken language in the world behind Mandarin and English. It is also the native language to around 400 million people across 44 countries. Knowledge of a foreign language can help open doors to job opportunities that you might not have had access to before. There are a number of jobs that require a basic proficiency in another language. In this global world, the more people that you can communicate with, the more valuable you are as an employee.

Moreover, learning a third language is proven to be easier given your existing knowledge of French (the vocabulary and grammar rules) so it is well worth giving it a shot!

Course Outline

The main purpose of the Course is to develop the skills of listening and talking, reading and writing, in order to understand and use Spanish. The development of these skills will also contribute towards the development of literacy skills as pupils will be able to reflect on how these relate to English.

The Course will also offer pupils experiences where they can develop and extend a wide range of skills for life and work. There will be opportunities for pupils to communicate, be critical thinkers, develop cultural awareness, and be creative.

Skills Development

Learning a new language enables our pupils to make connections with different people and their cultures and to play a fuller part as global citizens. Language is at the core of thinking. Pupils reflect, communicate and develop ideas through language. This Course provides pupils with the opportunities to develop skills which are essential for learning, work and life and will put them on a par with their international peers. Pupils will also be encouraged to develop proficient dictionary skills.

Method of Delivery

Pupils will encounter a wide range of different texts in different media. There is a course book which all pupils have access to but this will be supplemented by worksheets, ICT, film, music, practical activities, group and project work.

Homework Requirements

Homework is an important part of a pupils' coursework and is issued regularly.

Assessment Requirements

All assessments that take place during this Course will be internal. Pupils will be required to provide evidence of both their listening and reading skills and their talking and writing skills as well as their knowledge about language.

Pupils will have to complete an assignment which will demonstrate their ability to plan and research a chosen topic in a familiar context, using their reading and writing skills. They will present their findings, which will provide evidence of their listening and talking skills in Spanish.

Pupils will also be encouraged to take responsibility for their own learning through evaluation and target setting. This will empower them and help to encourage independent learning habits which will continue for life.

Progression to Senior Phase

This Course will provide progression to SQA qualifications in Modern Languages or related areas, or further study, employment or training.