

# Tynecastle High School



S2 into S3

Learner Review Information Booklet

January/February 2018

**Curricular Area:** English

**Course Title:** English

### **Course Description**

The S3 English course will develop the skills relevant for progression to the National 4/5 course and beyond. Students will read a wide variety of different genres, produce a range of writing across the genres, take part in group discussion as well as individual talk and produce an S3 project.

### **Assessment**

In English students are assessed in the strands of Reading, Writing, Listening and Talking. Students will often be assessed on their written or oral responses to texts or topics they have studied, as well as their ability to produce writing in a range of genres. Close reading skills will be an assessment focus, as will each student's individual S3 project on a topic of their own choice.

### **Home Study Expectations**

Students are expected to devote an increasing amount of time to home study in S3, and home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on extended pieces of writing or preparing for talk assessment.

### **Possible next level of study in S4-6**

National 4, National 5, Higher, Advanced Higher

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career.

**Curricular Area:** Mathematics

**Course Title:** Mathematics

### **Course Description**

All courses within the faculty include relevant links to areas such as Health and Wellbeing (Data Analysis), Financial Education (Money), Literacy (Maths Past, Present and Future) and International Education (Number and Number Processes). Our courses are designed to build upon and extend students' Mathematics in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject.

#### **CfE Third Level**

- This course introduces and develops several key topics such as Percentages, Fractions, Ratio, Integers, Algebra and Data Handling.

#### **CfE Fourth Level**

- This course introduces and develops several key topics such as Trigonometry, Pythagoras, Algebra and Data Handling.
- For success at this level, it is essential that students are equipped with mathematical instruments and a scientific calculator. We recommend the "SHARP EL-W531" which is available to buy in school for £6.

### **Assessment**

#### **CfE Third Level**

- Students can expect to sit a short internal assessment every two months. Students will be required to perform well in these assessments in order to progress towards SQA National 4 Mathematics in S4.

#### **CfE Fourth Level**

- In addition to ongoing internal assessment, students in Sets 1 and 2 will sit a summative assessment in S3. This will consist of a Calculator and Non-Calculator paper. A pass in this assessment is essential in order for students to gain entry to the National 5 Mathematics course. Students who are not successful in this examination will work towards the SQA National 4 Mathematics qualification in S4.

### **Home Study Expectations**

Students will be issued with formal homework exercises each week/fortnight. These will be issued in the form of a worksheet or students may be directed to Edmodo or Office365 to access and complete homework tasks online. If needed, students are encouraged to seek help from their class teacher before the homework due date. The department offer study sessions at lunchtime and afterschool Monday – Thursday.

### **Possible next level of study in S4-6**

Students have the opportunity to work through a full range of courses within the Mathematics faculty at National 4, National 5, Higher, and Advanced Higher levels. We also offer courses in Lifeskills Mathematics at National 3, National 4 and National 5.

### **Wider Achievement Opportunities**

Students will be given the opportunity to take part in local and national Maths Challenges. Furthermore through celebration of famous Mathematicians (such as Ada Lovelace, Isaac Newton and Alan Turing) and important dates (World Number Day, Pi Day, Prime Number day etc) students will gain an understanding of the global aspect of Mathematics and its impact on the world around us.

### **Possible career paths**

Higher Mathematics is essential for many students considering certain STEAM courses (Science, Technology, Engineering, Arts and Mathematics) at University and College. National 5 Mathematics will serve as a good basis for students embarking on Higher Education in a non-mathematical field and National 4 Mathematics will help develop numeracy and problem solving skills that will be useful in the workplace and within Further Education. Lifeskills Mathematics will also be offered at National 3, National 4 and National 5 levels. The SQA Lifeskills Maths qualifications are designed to develop learners' mathematical reasoning skills for learning, life and work. The courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

**Curricular Area:** Modern Languages

**Course Title:** French with Spanish

### **Course Description**

This course allows students to further develop their French language skills through more in-depth exploration of topics such as sporting and leisure activities, home area and the environment and family relationships. Tasks will ensure students are sufficiently challenged at their respective levels and there will be a range of active and cooperative learning tasks. ICT will once again be used extensively to provide an engaging and interactive learning experience.

Between Christmas and February students will complete a Spanish unit which focuses on education and the world of work.

This course covers experiences and outcomes at both Level 3 and Level 4 in the skills of listening and talking, reading and writing.

Students will need a French dictionary to support their studies and these are available to buy on request from the Modern Languages department.

### **Assessment**

There will be ongoing formative assessment completed over the course of the year.

In December students will be assessed in reading and listening during the S3 examination period. Talking and writing will be assessed throughout the year.

### **Home Study Expectations**

Weekly home study will be issued and this will be skills tasks (reading, listening or writing) based on the work covered in class. Students will also be expected to spend time consolidating new vocabulary and preparing at home for speaking and writing assessments.

### **Possible next level of study in S4-6**

National 4 & 5 French, with the possibility of moving on to Higher in S5 or S6.

National 4 & 5 Spanish, with the possibility of moving on to Higher in S5 or S6.

### **Wider Achievement Opportunities**

Students in S3 also have the opportunity to learn about John Muir and will work towards achieving their John Muir Award, which will be explored in Social Subjects, Science and Modern Languages.

Students will consider the opportunities open to them to spend some time studying abroad when they are older. This will also include consideration of the benefits that this can bring them in terms of career development regardless of their chosen path.

### **Possible career paths**

Speaking another language is a qualification that is much sought after by further education establishments and employers. Some possible career paths include travel and tourism, journalism, working with international organisations, marketing, law studies and of course, teaching and interpreting.

### **Course Description**

This course allows students to build on their S1 and S2 Mandarin experience and further develop their Mandarin language skills through more in-depth exploration of topics such as sporting and leisure activities, home area and the environment and family relationships. Tasks will ensure students are sufficiently challenged at their respective levels and there will be a range of active and cooperative learning tasks. ICT will once again be used extensively to provide an engaging and interactive learning experience.

This course covers experiences and outcomes at both Level 3 and Level 4 in the skills of listening and talking, reading and writing.

### **Assessment**

There will be ongoing formative assessment completed over the course of the year. In December students will be assessed in reading and listening during the S3 examination period. Talking and writing will be assessed throughout the year.

### **Home Study Expectations**

Weekly home study will be issued and this will be skills tasks (reading, listening or writing) based on the work covered in class. Students will also be expected to spend time consolidating new vocabulary and preparing at home for speaking and writing assessments.

### **Possible next level of study in S4-6**

National 4 & 5 Mandarin, with the possibility of moving on to Higher in S5 or S6.

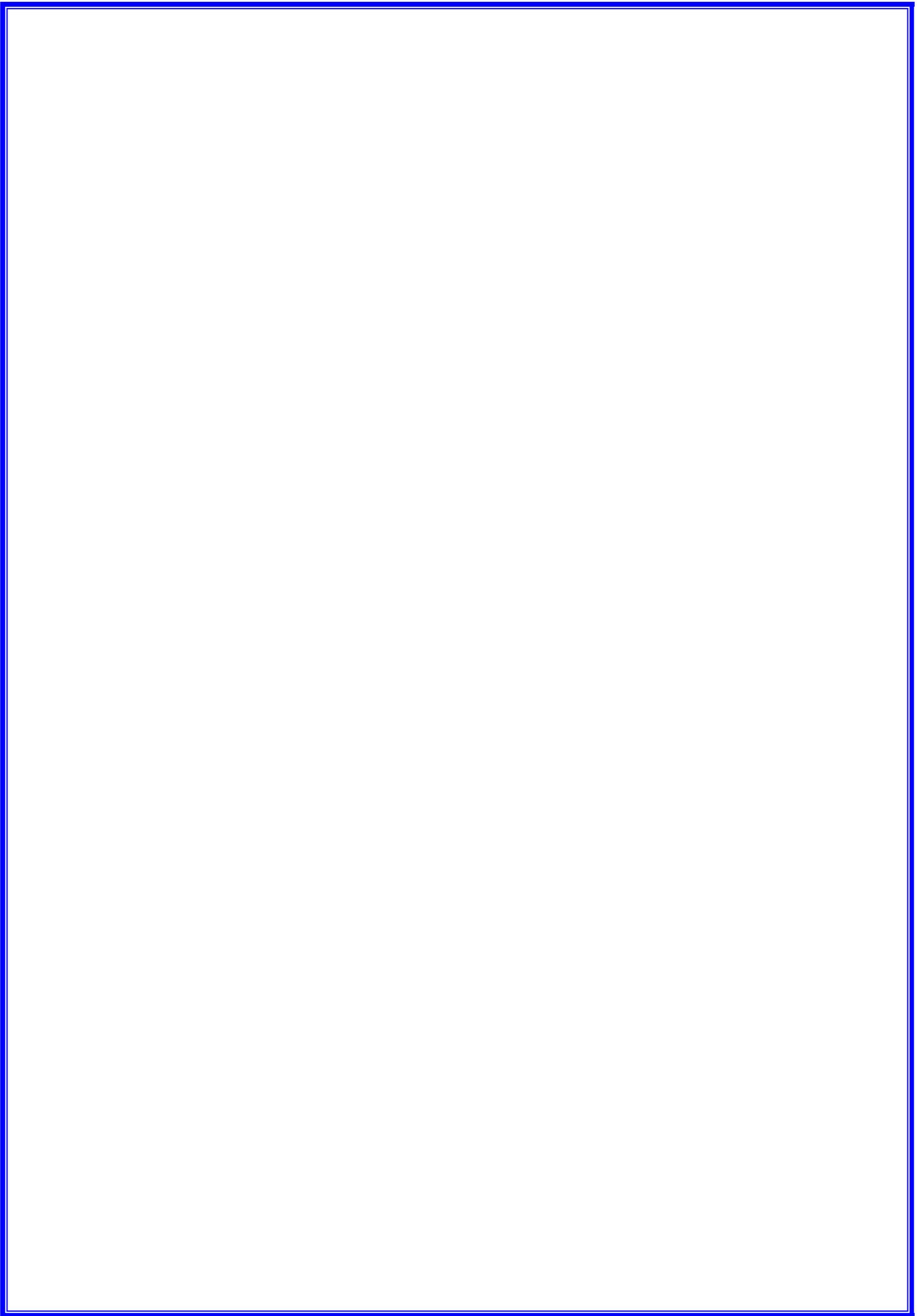
### **Wider Achievement Opportunities**

Students will have the opportunities to attend various trips related to Chinese language and Culture. Previous events have included immersion afternoons at schools within the authority, zoo trips and visits to university language departments.

Students will consider the opportunities open to them to spend some time studying abroad when they are older. This will also include consideration of the benefits that this can bring them in terms of career development regardless of their chosen path.

### **Possible career paths**

Mandarin is the most spoken language in the world. By developing language and cultural skills in Mandarin you set yourself aside as a highly valued job candidate. Speaking another language is qualification that is much sought after by further education establishments and employers. Some possible career paths include travel and tourism, journalism, working with international organisations, marketing, law studies and of course, teaching and interpreting.



**Curricular Area:** Science

**Course Title:** Biology



### **Course Description**

Fragile Earth CfE Level 3 and 4

- How do humans obtain food, energy, raw materials and water?
- What conflicts does this have for the environment?
- How can science help to resolve any environmental issues it causes?

Human Survival CfE Level 3 and 4

- What do humans need to do to stay healthy?
- How can we use technology to measure health?
- How does our body defend us against disease?

Life on Earth National 4 with the opportunity to experience some National 5 level work

- How are plants distributed over the globe and what effect do humans have on them?
- How is energy captured by plants and how does energy flow through an ecosystem?
- How are animals and plants adapted for different environments?

### **Assessment**

There are a variety of assessments to allow students to demonstrate their knowledge ranging from making an “Organism from another Planet” model, writing a scientific report, contributing to a debate, writing front pages of a newspaper, making posters as well as more formal “tests”

### **Home Study Expectations**

This can range from research to more extended pieces of work. Usually formal home study is issued every 2 weeks.

### **Possible next level of study in S4-6**

Students will be able to progress in 3 ways:

National 4 or 5 in Biology leading to Higher Human Biology and then Advanced Higher Biology

Or:

National 3 or 4 in Environmental Science leading to N5 Environmental Science in S5 and then Higher Environmental Science in S6.

Or:

National 5 Skills for Work Laboratory Science

### **Wider Achievement Opportunities**

Learning will be consolidated by research projects, experiments, dissections, visiting lectures and trips.

### **Possible career paths**

There are lots of career options including sport and exercise careers, research in laboratories or the natural environment, health care, food related careers, **environmental management and conservation, education, biotechnology,**

**forensic science, Science advisors for politics and policy makers, consultants on economic impact of biological issues, Science writing and communication, art: illustrations in Biology textbooks, magazines and many more.**

For more information see: <https://www.rsb.org.uk/careers-and-cpd/careers>

**Curricular Area:** Science

**Course Title:** Environmental Science



### **Course Description**

Living Environment National 3

- What factors affect where organisms live?
- Why are plants so important?
- Potential impact of chemicals used to improve the world's food production.

Earth's Resources National 3 with the opportunity to experience some National 4 level work

- Renewable energy sources and their use on Scotland, benefits and potential problems
- Minerals, rocks and soils.

Sustainability National 3 with the opportunity to experience some National 4 level work

- What is climate change, what causes it, what consequences are there and can anything be done to manage its impact?

### **Assessment**

There are a variety of assessments to allow students to demonstrate their knowledge ranging from making a "Renewable power plants" model, writing a scientific report, contributing to a debate, writing front pages of a newspaper, making posters as well as more formal "tests"

### **Home Study Expectations**

This can range from research to more extended pieces of work. Usually formal home study is issued every 2-3 weeks.

### **Possible next level of study in S4-6**

Students will be able to progress in 3 ways:

National 4 in Environmental Science leading to N5 Environmental Science in S5 and then Higher Environmental Science in S6

Or:

National 4 in Biology or Chemistry or Physics in S4 leading to National 5 in Biology or Chemistry or Physics in S5

Or:

National 5 Skills for Work Laboratory Science

### **Wider Achievement Opportunities**

Learning will be consolidated by research projects, experiments, dissections, visiting lectures and trips

### **Possible career paths**

There are lots of career options including tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats, e.g. ecologist, land surveyor, energy engineer, tree surgeon, waste plant manager. For more information see:

<https://nationalcareersservice.direct.gov.uk/job-profiles/environmental-sciences>

**Curricular Area:** Science

**Course Title:** Chemistry



### **Course Description**

Fragile Earth CfE Level 3 and 4

- How do humans obtain food, energy, raw materials and water?
- What conflicts does this have for the environment?
- How can science help to resolve any environmental issues it causes?

Nature's Chemistry CfE Level 3 and 4

- What are fuels and what impact does their use have on the environment?
- What can Chemists do to improve crop yield?
- The chemistry of everyday consumer products that come from plants, e.g. medicines, food, drink

Rates of Reactions National 4 with the opportunity to experience some National 5 level work

- What makes some chemical reactions quicker than others?
- How can we measure the rate of chemical reactions?

Atoms, Elements and Bonding National 4 with the opportunity to experience some National 5 level work

- What are atoms and ions?
- How do atoms join together to form compounds?

### **Assessment**

There are a variety of assessments to allow students to demonstrate their knowledge ranging from making a "Planet to sustain life" model, writing a scientific report, contributing to a debate, writing front pages of a newspaper, making posters as well as more formal "tests"

### **Home Study Expectations**

This can range from research to more extended pieces of work. Usually formal home study is issued every 2 weeks.

### **Possible next level of study in S4-6**

Students will be able to progress in 2 ways:

National 4 or 5 in Chemistry leading to Higher Chemistry and then Advanced Higher Chemistry

Or:

National 5 Skills for Work Laboratory Science

Or:

National 3 or 4 in Environmental Science leading to N5 Environmental Science in S5 and then Higher Environmental Science in S6.

## Wider Achievement Opportunities

Learning will be consolidated by research projects, experiments, investigations, visiting lectures and trips.

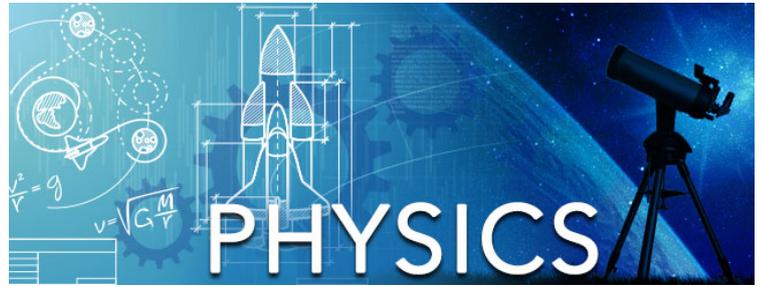
### Possible career paths

There are lots of career options both in and out of the laboratory e.g. discovering new medicines, protecting the environment, inventing new products, using forensic analysis to solve crime, Science advisors **for politics and policy makers, consultants on** economic impact of chemical issues, **Science writing and communication, art:** illustrations in Chemistry textbooks, magazines and many more.

For more information see: <http://www.rsc.org/careers/future/career-options>

**Curricular Area:** Science

**Course Title:** Physics



### **Course Description**

Fragile Earth CfE Level 3 and 4

- How do humans obtain food, energy, raw materials and water?
- What conflicts does this have for the environment?
- How can science help to resolve any environmental issues it causes?

Waves and Radiation CfE Level 3, 4 with the opportunity to experience some National 5 level work

- How do we use waves and light as technology in our modern world?
- What are the sources, effects and risks of nuclear radiation?

Dynamics National 4 with the opportunity to experience some National 5 level work

- How do forces such as gravity affect travel to other planets?
- How likely are extra-terrestrials to exist in our universe?

### **Assessment**

There are a variety of assessments to allow students to demonstrate their knowledge ranging from making a “Fuels of the Future” model, writing a scientific report, contributing to a debate, writing front pages of a newspaper, making posters as well as more formal “tests”

### **Home Study Expectations**

This can range from research to more extended pieces of work. Usually formal home study is issued every 2 weeks.

### **Possible next level of study in S4-6**

Students will be able to progress in 2 ways:

National 4 or 5 in Physics leading to Higher Physics and then Advanced Higher Physics

Or:

National 5 Skills for Work Laboratory Science

Or:

National 4 in Practical Electronics

### **Wider Achievement Opportunities**

Learning will be consolidated by research projects, experiments, visiting lectures and trips.

### **Possible career paths**

There are lots of career options including many types of engineering careers e.g. aeronautical, electrical, civil or mechanical, research in laboratories or the natural

environment, geologist, medical physicist, food related careers, **meteorology, and education**, Science advisors **for politics and policy makers, consultants on** economic impact of chemical issues, **Science writing and communication**, art: illustrations in Physics textbooks, magazines and many more.

For more information see <http://www.physics.org/careers.asp?contentid=381>

**Curricular Area:** Social Subjects

**Course Title:** Business and Accounts

Students will study a broad range of topics in the **Business** section of the course including:

**Role of business in society** - wealth creation, sectors of activity and **the satisfaction of consumer needs and wants.**

**Types of small business organisations, How Businesses Develop**

**Functional departments – marketing, human resources, operations, finance, research & development and administration & IT**

**ICT in business**



Students will study a broad range of topics in the Accounts section of the course including:

**Preparing Financial Accounting Information** – ledger accounts, preparing **Income Statements and Statements of Financial Position**

**Preparing Management Accounting Information** – preparing **Cash Budgets and payment of wages.**



### **Assessment**

Assessment over the year will be done through various activities such as in writing (for example, multiple choice and exam type questions); demonstrated by students using their ICT skills; and by orally responding to question and answer session in class.

### **Home Study Expectations**

Home study will be research based or written and given approximately once every 2 weeks to assess the student's progress, improve understanding of work completed in class, and to provide breadth and challenge.

### **Possible next level of study in S4-6**

National 4 or National 5 in Business Management or  
National 5 in Accounts

### **Wider Achievement Opportunities**

Opportunities to take part in business games in partnership with KPMG, visiting speakers, leadership opportunities and enterprise activities.

### **Possible Career Paths**

Marketing, **insurance**, accounting, **law**, manufacturing, **advertising**, economics, **banking**, entrepreneurship, **hospitality management.**

**Course description**

Geography is learning about the world we live in. It gives us a better understanding of how the world has been shaped through time and how people have adapted to life on earth in different parts of the world. It gives us an insight into the many different traditions and cultures across the world and how as people we can live with each other in a tolerant and responsible way by living sustainably and by being global citizens and looking after the environment in which we live. In S3 you will have many opportunities to explore some of the key issues that affect you as a global citizen today

**Structure of the course**

**Scotland's place in the world**

This unit will look at where we live and who lives in Scotland. It will also explore the pressures that an ageing and increasing population is bringing to the Government and how this is managed. We will then look at Edinburgh as an urban area and the problems that a growing city faces and compare that with a less economically developed city in Brazil.

**Agriculture and food production**

Have you ever wondered where your dinner comes from? (No, not the supermarket but before that!) Why is it that some countries suffer from a lack of food whilst others seem to have far too much? In this unit we will learn about where our food comes from and how farming has changed in the UK since World War 2. We will look at how food is produced and if it is sustainable.

**Globalisation and trade**

Have you ever thought about where your mobile phone comes from, who makes your clothes and where the bananas you eat come from? In this unit we will explore how countries trade with each other and what the term globalisation actually means. How fair is fair trade?

**Powers of the planet**

We will learn about the powers of earthquakes, volcanoes and tsunamis in this unit linking our learning to famous case studies such as the Boxing Day tsunami in 2004 and the eruption of Mount St Helen's.

**Climate change-what is all the fuss about?**

In this unit we will we learn about where we get our energy from and how climate change is impacting on the people, environment and landscape around the world. We will look at how countries are working together towards creating a more sustainable future and the role that we can all play to make a difference.

**Water wars**

In this unit we will explore where water comes from, how it is spread around the world and why water is such an important resource. We will explore why some places suffer from extreme shortages whilst other places have too much. We will then look at how this can create conflict and we will look at how this managed.

## **Assessment**

This will be continuous throughout the year with the creation of a portfolio of work.

## **Home Study Expectations**

There will regular home study issued that you will be asked to complete.

## **Possible next level of study in S4-6**

Nat 4/5 Geography, Higher Geography, Advanced Higher Geography  
Nat 4/5 Travel and Tourism

## **Wider Achievement Opportunities**

Field work-No Geography course would be complete without some time spent outside! In this section of the course we will learn some main enquiry skills such as questionnaires, road traffic surveys and Environmental Quality index surveys using our local area.

## **Possible career paths**

Geography is a very desirable qualification and sought after by colleges and universities due to the range of skills that it teaches. Some of the many possible careers include environmental management, leisure and recreation, town and country planning, surveying and travel and tourism.

### **Course Description**

History is a fascinating subject that develops a variety of skills. History is all about people; it is about us and everything that has happened to us. Humans have done remarkable things – they have lived in caves, burnt people as witches, learned to fly through the air; they are the most clever and the most cruel creatures of the world.

S3 History builds on learning from S2 in key areas such as: literacy skills, investigation and skills of analysis. You will be given the opportunity to explore and evaluate different types of sources and evidence. You will also be given the opportunity to enhance your presentation skills, both orally and on paper.

S3 History focuses on the events of the early 20<sup>th</sup> century and how they have influenced today's world both in a Scottish and international context. Topics include:

- **Empire and Industry**  
A study of Britain at the beginning of the twentieth century, including the impact of industry and the British Empire. We will investigate inequality between different groups. This unit includes a case study on Titanic.
- **Women and the Vote**  
A study of Britain at the turn of the twentieth century. Students will learn about attitudes towards women before 1900 as well as the events and campaigns which changed those attitudes and won the vote for women on equal terms with men.
- **International Conflict**  
An in depth study of the Cause, Effects and Consequences of War. Students will discover how wars begin; how they affect the people in the battlefields and those left behind; and their lasting effect on the world. This will include a personal research projects to challenge students to go beyond what we teach in the classroom.

### **Assessment**

Learners will be assessed through a range of assignments: in class presentations and debate, extended writing, investigations, information displays, source handling exercises and formal end of unit tests.

### **Home Study Expectations**

Homework will be issued regularly and will range from written assignments, research tasks, creative writing to reviewing course work. In S3 History homework will form part of continual assessment and students are encouraged to take a mature organised approach in this area.

**Possible next level of study in S4-6**

National 4 and 5, Higher, Advanced Higher.

**Wider Achievement Opportunities**

S3 students in the past have also had the chance to engage in learning outside of the classroom through theatre trips and museum visits. There is also the possibility of participation in future residential excursions to places such as the WWI Battlefields.

**Possible career paths**

Historian, journalism, writer, researcher, lawyer, archiving, librarian, Civil Service, politics, education, tourism and heritage, museum curator, art historian, charity work.

### **Course Description**

Modern Studies is an exciting subject which investigates a whole number of local and international issues. In S3 students can expect to study a broad range of topics including:

**International terrorism** – We will investigate the causes of international terrorism, the methods used by terrorist organisations and the impact of terrorism around the world. We will also discuss the most suitable responses to international terrorism.

**Crime and the law in the UK** – Why do people commit crime, and how does it affect us? These, and other questions will be explored. We will also look at the different ways of tackling crime, by examining the police, the courts and the penal system in Scotland

**Democracy in the UK**– What voice do we have in the UK and how can we express our opinions? In this unit we will find out how – and why – we should become active citizens by looking at participation and decision making in the UK.

**Behind the wall** – Investigating the barriers – both physical and theoretical – that divide societies around the world to find out about the causes and effects of social, political and economic division. We will explore themes connected to issues such as conflict and cooperation, migration, poverty and censorship through case studies including the West Bank, the Mexican border fence and China's 'Iron Firewall'.

### **Assessment**

Due to the current nature of the subject and the idea that it changes as our world evolves there are a wide variety of ways students will be assessed including presentations, essays, elections and debates.

### **Home Study Expectations**

Pupils will be set a variety of home learning tasks, such as research projects, practise questions or creating presentations using iPad apps. Students of Modern Studies are also expected to keep up to date with current affairs by reading, watching or listening to the news.

### **Possible next level of study in S4-6**

National 4 and 5, Higher, Advanced Higher

### **Wider Achievement Opportunities**

With the subject content being in the news so often there will be opportunities to have guest speakers come and share their expertise and chances to visit places like the Scottish Parliament at Holyrood.

### **Possible career paths**

Students who study Modern Studies can go on to work in a whole variety of fields including Law, Police, Social Work and Politics.

### Course Description

This course will continue to develop the knowledge, skills and abilities learned from the S1-2 Information Literacy course.

- ✓ Students will learn how to **act safely and responsibly online**.
- ✓ Students will further develop their skills using **Word Processing, Spreadsheets, Databases, Desk Top Publishing, PowerPoint and the Internet**.
- ✓ Students will learn the key personal responsibilities for **health, safety and security in the workplace**.
- ✓ Students should ultimately be able to carry out administrative tasks to **organise and support a small scale event** eg. a fundraising fun day.



### Assessment

Assessments will be mainly be project based practical tasks, some written assessments and also observations of students working.

### Home Study Expectations

There will be limited home study in the course as it is very practical and skills based. Home study will be issued on an ad hoc basis as necessary.

### Possible next level of study in S4-6

National 4 or National 5 Admin and IT in S4.  
National 5 or Higher Admin and IT in S5/S6.

### Wider Achievement Opportunities

There will be opportunities to **visit workplaces and experience the world of work**. Leadership and enterprise opportunities will exist throughout the course during **project based work**. The course also allows students to apply their knowledge, understanding and practical skills to **solve problems** and help others at home and in almost any job they take in the future.

### Possible Career Paths

Banking, **accounting**, insurance, **travel and tourism**, office management, **clerical work**, human resources, **events management**, local government, **court administration**, housing administration.



### Course Description

This course will continue to develop the knowledge, skills and abilities learned from the S1-S2 Information Literacy course, as well as study a broad range of new topics including:

#### Online Communication

**Multimedia**

**Computer Systems**

**Computers' impact Economy and the Environment**

**Staying Safe Online**

**Games Design**

**Software Application Packages**

**Programming**



#### Assessment

There will be a range of written assessments, and practical assessments throughout the year.

#### Home Study Expectations

Home study will be issued once every two weeks (on average).

#### Possible next level of study in S4-6

National 4 or National 5 Computing Science in S4.

National 5 or Higher Computing Science in S5/S6.

#### Wider Achievement Opportunities

The Computing Science course allows students to **develop their knowledge, understanding and skills outside of school**, particularly if they own a smartphone, or a tablet / laptop / personal computer. The course also allows them to apply their knowledge, understanding and practical skills to **solve problems** and help others at home and in almost any job they take in the future.

#### Possible Career Paths

Animation, **business analysis**, computer aided design, **computer games programming**, computer hardware engineering, **games production management**, IT consultant, **IT help desk support**, IT project management, **multimedia development**, network management, **software programming**, systems development, **teaching**, web development.



**Curricular Area:** Technologies

**Course Title:** Design and Manufacture

### **Course Description**

Students develop skills and knowledge through analysis of existing products, designing, manufacturing and evaluating their own artefacts using wood, metal and plastic as well as a series of problem solving tasks. They will also develop knowledge and understanding of manufacturing processes and materials, as well as an understanding of the impact of design and manufacturing technologies on our environment and society.

### **Assessment**

Students will be assessed using a wide variety of methods. They will have practical demonstrations, verbal and electronic presentations, written assignments, make videos to explain their learning to others, and many more. For each project there is a range of assessment opportunities that provide the students with a choice on how they wish to present their learning.

### **Home Study Expectations**

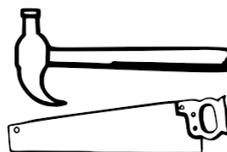
Students will have homework that accompanies each of the design units throughout the course. They will also have other 'one off' tasks looking further into different manufacturing processes and contrasting industry manufacturing methods with those we carry out in school, as well as continually developing key skills such as sketching.

### **Possible next level of study in S4-6**

Students can continue to develop their skills and knowledge from National 4, into National 5, then beyond into Higher. This course also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. Design and Manufacture provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

### **Wider Achievement Opportunities**

Students will be given the chance to take part in a visit to a local university to look at modern manufacturing techniques and modelling processes using CAD/CAM.



**Curricular Area:** Technologies

**Course Title:** Graphic Communication

### **Course Description**

Students develop skills in reading, interpreting, and creating graphics – both electronically and paper-based. They will develop spatial awareness and visual literacy through a series of projects, learning to use graphics equipment, materials and software; extend and apply their knowledge and understanding of graphic standards and where these apply; and develop an awareness of the impact of graphic communication technologies on our environment and society.

### **Assessment**

Students will be assessed using a wide variety of methods. They will have practical demonstrations, verbal and electronic presentations, written assignments, make videos to explain their learning to others, and many more. For each project there are a range of assessment opportunities that provide the students with a choice on how they wish to present their learning.

### **Home Study Expectations**

Students will have homework that accompanies each of the projects throughout the course. They will also have other homework tasks which aim to develop their skills and knowledge with a range of drawing, rendering, presentation and publishing methodologies.

### **Possible next level of study in S4-6**

Students can continue to develop their skills and knowledge from National 4, into National 5, then beyond into Higher and Advanced Higher.

### **Wider Achievement Opportunities**

Students will have the opportunity to present their Desktop Publishing work to a practising Graphic Designer.

### **Possible career paths**

This course also provides a foundation for those considering further study, or a career, in design, publishing, animation, architecture, and related disciplines. Graphic Communication provides a complementary experience for those studying subjects in the technologies and expressive arts.



**Curricular Area:** Technologies  
**Course Description**

**Course Title:** Health and Food Technology

This course combines practical cookery with food technology and health. It seeks to develop students' skills of food preparation and cookery processes and apply their knowledge in practical contexts.

### **Students will learn**

- Cookery skills and processes
- To choose ingredients to prepare and make a variety of dishes
- The impact of choice of ingredients on health
- To be aware of the need for responsible sourcing and sustainability of ingredients
- To apply safety and hygiene regulations in the kitchen
- Basic technological skills related to food technology
- Design and make activities related to food product development and contemporary food issues

### **Possible next level of study in S4-6**

Students will be able to progress in 2 ways:

National 4 & 5, then Higher and Advanced Higher Health and Food Technology

Or:

National 4 & 5 Hospitality Practical Cookery/ Practical Cake Craft

### **Assessment**

Assessment is carried out in various ways-

Peer and self-assessment of both written and practical work

Group discussion and co-operative activities and presentation.

### **Home Study Expectations**

Homework is linked to class lessons and is set approx. fortnightly.

It is also expected that students will practice some of the practical skills at home.

### **Wider Achievement Opportunities**

Students will have the opportunity to learn about the Food Product development process and may be able to design make and market their own products.

Students may also be able to enter the Edinburgh Futurechef competition.



**Curricular Area:** Technologies

**Course Title:** Child Care with Textiles

### **Course Description**

This course will give students the opportunity to learn about care and development of babies and young children both in a home and nursery setting. Students will also design and make play related items for children and practice some basic food preparation skills.

### **Students will learn**

- An introduction to Early Education and Child care, pregnancy and birth
- How to care for babies and young children
- Parenting skills
- How play is important in the development of children from birth to 5
- Introduction to textile techniques
- Safe use of textile equipment

### **Possible next level of study in S4-6**

National 4, National 5, Higher in Fashion and Textile Technology  
National 4 and National 5 Skills for Work Early Education and Childcare

### **Assessment**

Assessment is carried out in various ways-  
Peer and self-assessment of both written and practical work  
Group discussion and co-operative activities and presentation.

### **Home Study Expectations**

Homework is linked to class lessons and is set approximately fortnightly.  
It is also expected that students will practice some of the practical skills at home.

### **Wider Achievement Opportunities**

Students will have the opportunity to take home one of our interactive babies to give them a near to life experience of caring for a baby. This is optional but most students who have tried this in the past have found it to be a very fulfilling experience. There may be the opportunity to visit a nursery and/or interview a Health Visitor



**Curricular Area:** Expressive Arts

**Course Title:** Art and Design

### **Course Description**

The course is made up of four modules – Drawing, Painting, 3D Design and 2D Design.

Students will develop existing skills and build a portfolio of work which will demonstrate new skills and techniques as well as critical and creative thinking. The modules will stem from close examination of artist and designers work.

### **Possible next level of study in S4-6**

National 4, National 5, Higher, Advanced Higher in Art & Design.

### **Assessment**

Assessment is carried out in various ways:

- Peer and self-assessment.
- End of unit evaluation with agreed next steps in discussion with teacher.
- Group discussion and co-operative activities.
- Selection for display of completed work.

### **Home Study Expectations**

Homework is linked to class lessons and is set approximately fortnightly. The schedule for the year is on Edmodo and also displayed on the student notice board in the department for the year ahead.

### **Possible next level of study in S4-6**

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

Possible career paths include Art and Design foundation and Diploma courses at Edinburgh College and Degree Level Study at various art colleges.

### **Wider Achievement Opportunities**

Students have the opportunity to take part in exhibitions out with as well as within the school.

Students take part in national competitions relevant to their course. E.g. Edinburgh Zoo Logo design competition as part of the Graphic unit.

S3 have the opportunity to attend a relevant exhibition at one of the Galleries in Edinburgh.



**Curricular Area:** Expressive Arts

**Course Title:** PE Performance & Analysis

### **Course Description**

This is an opportunity for students with a genuine interest in improving performance to follow an introductory practical course delivered at CfE level 4

### **Structure of course:**

The course is made up of the following components:

<b>Possession Games</b>	Football/Hockey/ Basketball/ Volleyball
<b>Striking &amp; Fielding</b>	Softball/Cricket
<b>Rebound Games</b>	Badminton/Table Tennis/Tennis
<b>Athletic</b>	Fitness – Physical, Skill Related & Mental, Testing & Methods of Training, Athletics
<b>Creative &amp; Aesthetic</b>	Gymnastics, Problem solving in games

Using a variety of methods, performance will be analysed and evaluated to support developing competence and capacity.

**\*Practical skills will require video evidence for assessment purposes\***

### **Assessment**

1. You will develop movement skills & competencies in various activities in preparation for Nationals
2. You will focus on developing cooperation and competition through a range of practical activities, individually and with others, in ways which make various demands on the performer
3. You will identify and distinguish different abilities by evaluating and appreciating one's own performance and those of others
4. To enhance personal and social development by sharing ideas, communicating decisions and coming to terms with responses to various types of challenges

### **Home Study Expectations**

Students will be required to document their performances by uploading video and providing written evidence via Edmodo or Showbie. This will be issued regularly to complement class work

### **Possible next level of study in S4-6**

Students will have the opportunity to continue with National 4 and National 5 qualifications in S4 with the possibility of progression to Higher and Advanced Higher in S5 /S6.

### **Wider Achievement Opportunities**

Lunchtime & extra curricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement

### **Course Description**

This new course will allow students the opportunity to develop their knowledge and understanding of Dance through a range of styles and in doing so achieve the Experiences and Outcomes of the Curriculum for Excellence at a level which is appropriate to their ability. They will gain experience in Choreography, Contemporary, Ethnic, Street, Jazz and Hip Hop. The course will require participation in an after school technique class delivered in school.

### **Structure of the course**

1. Develop dance technique and performance skills in a range of styles
2. Provide the skills and techniques to choreograph a sequence or dance piece
3. Enhance your understanding of how to look after and use your body in a safe dance environment
4. Develop leadership skills
5. Establish teamwork through, pair, group and class activities
6. Develop confidence through performance

### **Choose Dance if you**

- Would like to develop your skills and knowledge of Dance.
- Want to learn different Dance styles.
- Would like to be able to create your own pieces of Dance.
- Want to improve your fitness levels.
- Are keen and enthusiastic.
- Are able to work independently and/or part of a team.
- Can remember your kit (dance uniform will be required)

**\*Practical skills will require video evidence for assessment purposes\***

### **Home Study Expectations**

Written and practical home study will be issued regularly to complement class work. Students will also be required to attend as many professional dance performances that become available.

### **Possible next level of study in S4-6**

Students will have the opportunity to continue with SCQF Level 4 units and National 5 qualification in S4 with the possibility of progression to Higher in S5 /6.

### **Wider Achievement Opportunities**

Lunchtime & extra curricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement

### **Course Description**

In this exciting new course you will be developing skills in four areas: Music Technology, Performing in a Group/Band, Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music and Creating Music. You will then use these skills in short projects such as Live and Studio Recordings of a band, Radio Broadcasts containing Jingles, Interviews and Adverts, Ringtones, TV Adverts, Foley, Sound effects and Music for Films and Gaming.

### **Structure of the course**

#### **Technology**

You will use current music software packages and apps along with iPads, Mac Mini's and iMacs to enhance your learning experience. You will learn how to set up a studio using appropriate equipment and techniques and record, edit and mix music. You will use all of these skills in your short projects.

#### **Performing in a group/band**

You will develop essential skills on an instrument of your choice and use these skills to be able to perform with others. You will have the opportunity to receive a weekly instrumental lesson.

#### **Understanding Music**

You will explore different styles of 20<sup>th</sup> and 21<sup>st</sup> Century music and examine how the music is put together; investigate how the styles developed, their culture and the influence of music technology on music; develop an understanding of the music industry and copyright.

#### **Creating Music**

You will have the opportunity to experiment and create your own music in different styles through performance, working together with others, using music software and recording using technology. You will use these skills to create Radio Jingles, Ringtones and Film and Gaming soundtracks.

### **Assessment**

- You will create logs showing the music technology skills you have covered and a folio of the short projects you have completed
- You will perform as part of a group and record using different types of technology
- You will contribute to group projects, describe different styles of music, research influential artists and technology and complete song plans.

### **Home Study Expectations**

At least three sessions of 30 minutes performing will be expected on your instrument per week. In addition you will complete short quiz's or research tasks during each unit. You may be given an extended project to complete over a few weeks.

### **Possible next level of study in S4-6**

National 4, National 5 and Higher in Music Technology.

In addition, you can study a performing unit on one instrument or voice at all levels from National 4 to Advanced Higher.

### **Wider Achievement Opportunities**

Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Creating Radio Interview podcasts, Jingles, Adverts and Recording Bands for Tynie FM; Sound Engineering in school events such as the pantomime, music showcases, lunchtime concerts

### **Course Description**

In this exciting course you will be developing skills in three areas: Performing Skills on two instruments, Composing Skills, Understanding Music from the Baroque period to 20<sup>th</sup> Century music.

### **Structure of the course**

#### **Performing Skills**

You will develop/further develop performing skills on two instruments of your choice, with support and in consultation with your music teacher and a specialist instrumental teacher. If appropriate to your choices, you could receive one 30 minute instrumental lesson with a specialist teacher per week, usually on your first instrument. You will study your second instrument with your class teacher.

#### **Composing Skills**

You will develop essential skills in composing with Melody, Rhythm, Harmony, Timbre and Structure. You will use instruments and technology, such as GarageBand on iPad and Mac, to create your own music in different styles, learning how to use and develop different musical concepts and composing techniques in your original pieces of music.

#### **Understanding Music**

You will explore different styles and genres of music from the Baroque, Classical, Romantic and 20<sup>th</sup> Century periods. You will examine and identify how the music is put together in terms of structure and the instruments, voices, playing and compositional techniques used. You will investigate how the different styles of music developed, and the social and cultural influences on the music; develop an understanding of appropriate music notation; learn to make evaluative comments on the musical performance of professionals in terms of style, instrumentation and identify the musical concepts heard in the music.

### **Assessment**

- In consultation with your teacher, you will choose, prepare and perform a programme of at least two contrasting pieces, at the level that suits you, on both instruments. You will reflect on your performances and identify strengths and next steps.
- You will create a folio of short pieces of your own, original music
- You will contribute to group projects, listen to different styles of music and identify the instruments and concepts that you hear, learn to describe different styles of music and research the works of influential composers.

### **Home Study Expectations**

At least three 15-20 minute performing sessions will be expected on each instrument per week to improve your skills and technique. Practice rooms are available to book at break and lunch time. If you take your instrument home/have an instrument at home, you will be able to complete your practice at home. In

addition you will be asked to complete short quizzes, exercises or research tasks. You may be given an extended project to complete over a few weeks.

### **Possible next level of study in S4-6**

National 4, National 5, Higher and Advanced Higher in Music Performing.

In addition, you can study a performing unit on one instrument or voice, or two instruments/one instrument and voice, at all levels from National 4 to Advanced Higher, during your Instrumental Music Lessons at Tynecastle.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, concerts, award ceremonies and end of term films.

**Curricular Area:** Religious and Moral Education    **Course Title:** Religious, Moral and Philosophical Studies (RMPS)

### **Course Description**

RMPS is about

- asking questions and discussing ideas
- thinking about the big questions of life
- exploring moral issues
- finding out about world religions and how they affect people's lives.

The RMPS course in S3 will build on the topics covered in core RME in S1 and S2.

Students will study the following two units:

#### **Morality and Belief**

Attitudes towards issues such as Euthanasia, Abortion, or The Just War theory (when is it right to go to war?)

#### **Religious and Philosophical Question**

Questioning the existence of God and if there is a God, why is there suffering in the world?

#### **Assessment**

Students will be assessed through their involvement in group work tasks, presentations, written assessment and oral assessment.

#### **Homework Study expectations:**

Research, regular revision, homework booklets and class set questions.

#### **Possible next level of study in S4-6**

National 3, National 4, National 5 Religious, Moral and Philosophical Studies (RMPS)

#### **Wider Achievement Opportunities**

Students will be engaged in a wide range of activities and learning experiences and these will include:

- Co-operative & collaborative learning and team work activities
- Individual tasks
- Pupil led activities
- Use of ICT for research and presentation
- Interpreting sources and literature
- Debates and discussion
- Poster work
- Presentations
- Drama
- Report writing & presenting

**Curricular area:** Health and Wellbeing

**Course Title:** Personal & Social  
Development (PDA)

### **Course Description**

**This Course is offered to a small number of students who may need extra support to engage with a full curricular experience.**

Throughout the course students are encouraged to organise and sustain their own partnerships and forge links out with the school environment. The four units – Self in Community, Self and Work, Self-Awareness and Practical abilities - incorporate all CfE themes, with Health and Well Being at the forefront. The course is project based with advisor guidance only. Four units need to be completed to gain a National 4 award and these can be completed within two academic sessions.

### **Next level of study in S4**

It is expected that students will continue into S4. However, as units are flexible and stand alone, the course can be offered to students who are new to the school in S3 or S4.

### **Home Study Expectations**

Research for projects is requested several times per term.

### **Assessment**

Internally assessed.

### **Wider achievement**

Opportunities are incorporated within projects.

**Curricular Area:** Health and Wellbeing

**Course Title:** Compulsory Core PE

### **Course Description**

Core Physical Education is a compulsory subject and its objective is to ensure that all students participate and understand the importance of Physical Activity as part of life long learning. The course offers a wide range of activities, allowing students an element breadth and choice married with some compulsory elements, such as social dance. Students will select a course of activities allowing them to work towards achieving outcomes and experiences as part of curriculum for excellence at CfE level 3/4.

The PE Department will offer Sport Education as part of this course. This allows all students to be active in the lesson by assigning roles other than just playing or participating, for example they may manage or umpire activities. This will improve knowledge, confidence and make all students feel involved.

**PE kit is essential and a full change should be brought on PE days, even if your child is unable to participate. In such situations a Sport Education role will be assigned to them.**

### **Wider Achievement Opportunities**

Lunchtime & extra curricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement

**Curricular area:** RME

**Title:** Compulsory Core Religious and Moral Studies

### **Course Description**

Students will investigate a variety of contemporary moral issues which include ethics, homelessness, poverty, drugs, violence, prejudice and discrimination. They will be encouraged to express their own views and feelings on these issues with confidence as well as listening to and respecting the views and feelings of others.

Core RMPS will continue to focus on the development of the person in relation to self-awareness, relationships with others, and the realm of beliefs, values and practices. Students will be encouraged to engage personally with topics explored as they search for answers to questions about meaning, value and purpose in life.

### **Assessment**

Assessment is carried out in various ways including peer and self assessment of both written and practical work

### **Home Study Expectations**

This can range from research to more extended pieces of work.

### **Possible next level of study in S4-6**

Core RMPS will continue throughout students time at school.

### **Wider Achievement Opportunities**

Opportunities are incorporated within projects.