

Tynecastle High School



S1

Course Information Booklet

September 2020

Course Description

The BGE English course will develop students' skills in the four strands of reading, writing, listening and talking. To meet Third and Fourth Level benchmarks, students will read a wide variety of texts, produce a range of writing across the genres, take part in talk activities and consolidate skills in close reading in preparation for NQ English courses in the Senior Phase.

All S1/2 students will also have dedicated library time each week to encourage and facilitate their development as keen and enthusiastic readers.

Assessment

In English students are assessed in the strands of reading, writing, listening and talking. Students will regularly be assessed on their written or oral responses to texts or topics they have studied, as well as their ability to produce increasingly complex writing in a range of genres and styles. Group and individual talk assessment will be assessed as appropriate.

Home Learning Expectations

S1/2 students will complete two homework booklets over the year: Close Reading and Knowledge about Language. In addition to this, teachers will set additional homeworks as appropriate to the class. These may include tasks such as working on extended pieces of writing or preparing for talk assessment.

We also strongly encourage students to read as much and as widely as possible.

Wider Achievement Opportunities

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing for Teen Titles, debating, Carnegie Shadowing group, Young Readers' Club, drama workshops and many other activities.

Possible career paths

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

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 "FX-85GTX" which is available to buy in school for £9.

Assessment**CfE Second/Third/Fourth Level**

- Students can expect to sit a short internal assessment every two months. Students will be required to make a home study plan to prepare for these assessments. The results of these assessments will give an indication of what topics students need to focus on to improve.

Home Study Expectations

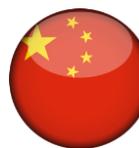
Students will be issued with formal homework exercises each week/fortnight. These will be issued in the form of a worksheet or students may be directed to Microsoft Teams. If needed, students are encouraged to seek help from their class teacher before the homework due date.

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 (Maths Week Scotland, 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.



Course Description

This course allows students to further develop their French language skills through more in-depth exploration of topics such as giving personal information, home area, school life and free time activities. Throughout these topics, students will explore various cultural differences of French speaking countries. There will be an introduction to French grammar to ensure students gain flexibility and independence in using the language. Through learning a language, students will enhance their literacy skills as well as develop a wider understanding of the French speaking world. 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.

As part of our commitment to the 1+2 languages initiative students will develop their Mandarin skills from primary school in S1. Students will learn to give personal information, discuss their likes and dislikes, and learn how to order in a Chinese restaurant. Culture will be embedded alongside the language, and students will have the opportunity to learn about Chinese festivals, how to write in characters and use Chinese calligraphy,

Assessment

Students will work towards 3rd level CfE benchmarks and will be assessed in the four language skill areas of talking, listening, reading and writing. Formal assessments will take place at the end of each unit but all students will gather a portfolio of their best work throughout their BGE Modern Languages experience.

Home Learning expectations

All students are issued with a Home Learning booklet and an accompanying Vocabulary booklet. These can also be found on the Modern Languages school website. Home Learning will be issued weekly and should take around 15 – 20 minutes to complete. There may be instances when students are expected to learn vocabulary or revise for a talking assessment instead of completing a written activity from the booklet. Students are also encouraged to use the Linguascope website to revise vocabulary on a regular basis. The username and password will be issued in class.

Students should try to buy a French dictionary to support their studies.

Wider Achievement Opportunities

Students have the opportunity to attend a foreign film club and there are opportunities for trips abroad in conjunction with other faculties. Over the last few years students have had the opportunity to have a tour of the Visit Scotland offices, attend screenings of French films, visit Edinburgh Zoo, train at Real Madrid's facilities and watch a La Liga game, visit Beijing and go on a Battlefields trip to Belgium.

Possible Career Paths

Knowledge of another language greatly increases job prospects as it demonstrates a strong work ethic, the ability to communicate effectively and a deeper understanding of other cultures. As well as the traditional interpreting and translating paths there is a wealth of jobs where languages are seen as a valuable skill, these include:

- Journalism
- Hospitality
- Marketing
- Tourism
- Primary teaching
- Leisure (football teams always need translators!)
- Law
- Working in international organisations

Course Description



The topics in S1 allow students to experience Biology, Chemistry, Environmental Science and Physics.

- Cells
- Energy Flow
- Forces & Weight
- Heat
- Matter
- Periodic Table

In addition, there are three topics linking Science to Life and Work called “Sugar in Drinks” “Topical Science” and “A Wee Taste of Spirit” as well “Numeracy in Science” and “Literacy in Science” topics.

Assessment

Students are issued with Science Passports to allow them to track their own progress linked to the Benchmarks, Experiences & Outcomes and Skills at Levels 3 and 4. The information to complete these is gathered as a natural part of the learning process, with the emphasis on students demonstrating their knowledge at the beginning and end of a topic. There is also a variety of assessments to allow students to demonstrate their knowledge by completing ‘make’, ‘say’, ‘write’ or ‘do’ activities as well as more formal “tests”.

Home Study Expectations

This can range from reading over class notes, carrying out research to more extended pieces of work. Usually formal home study is issued every 2 weeks.

Wider Achievement Opportunities

Learning will be consolidated by research projects, experiments, dissections, opportunities for digital learning, visiting lectures and trips. There is also a popular STEM club.

Possible career paths

There are lots of career options including: sport and exercise careers, many types of engineering careers, research in laboratories or the natural environment, health care, food related careers, **environmental management and conservation, tackling issues such as global climate change, education, biotechnology, forensic science**, Science advisors **for politics and policy makers, consultants on economic impact of science issues, Science writing and communication**, and many more.

For more information see:

<https://www.rsb.org.uk/careers-and-cpd/careers>

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

<http://www.rsc.org/careers/future/career-options>

<http://www.physics.org/careers.asp?contentid=381>

Curricular Area: S1 BGE Social Subjects **Course Title:** Social Subjects

Course Description

In S1 students cover all three Social Subjects and Religious and Moral Education.

The units they will complete currently are:

Geography – Map skills; Earth Forces,

History – ‘How is History made?’; Ancient Civilisations, Medieval Edinburgh

Modern Studies – ‘Power to the People’; ‘Would you leave Home?’

RME – Christianity and Scotland

Assessment

Learning is assessed through a range of formal and informal assessment tasks linked to the third level benchmarks. Assessments involve a range of skills such as literacy, creativity, decision making and problem solving.

Home Learning Expectations

A ‘Homework Menu’ is set at the beginning of each unit of learning. Students are given the opportunity for personalisation and choice, and to challenge themselves by selecting a range of activities to be completed each term. Students are reminded of the ‘Homework Menu’ each week and targets are set regarding when tasks must be completed by.

Wider Achievement Opportunities

Learning is enhanced in Social Subjects through opportunities to conduct research projects, drama and role-play, class presentations, cooperative learning, creative writing, digital learning. Students in the past have benefitted from visits from expert partners such as the University of Stirling Geobus workshops, to a range of trips to museums, local places of historical interest, and the Scottish Parliament.

Possible career paths

A range of careers are open to those who choose to continue studying social subjects:

Historian, journalism, writer, researcher, archiving, librarian, Civil Service, politics, education, tourism and heritage, museum curator, art historian, charity work, law, police, social work and politics, cartography, environmental scientist, town planner, conservation work, landscape architect, public sector, psychotherapy and counselling.

Course Description

S1 BGE Technologies (IT) – In S1 students learn about the importance of digital literacy while improve their digital literacy skills. The work they will complete is grouped under the following course areas:

- Digital Communication and using O365
- Searching and Presenting Information – Interdisciplinary Project
- Information Organisation and Retrieval in Databases
- Designing, building and testing Computing solutions using Scratch
- Web Design and Development

Assessment

Learning is assessed through a range of formal and informal assessment tasks linked to the third level benchmarks.

Home Learning Expectations

Students have access to Office365 from any internet-enabled device within and outside of school. As such they can access the suite of applications from Office365 to consolidate their skills. Students will be issued with a piece of formal homework for each of the course areas outlined in the course description.

Wider Achievement Opportunities

Technologies (IT) run an integrated course with our school library allowing students the opportunity to develop their research and presentation skills. Students are also involved in a range of activities which develop their literacy, numeracy and employability skills through the use of IT.

Possible career paths

A range of careers are open to those who choose to continue studying within Technologies faculty including:

Social media marketing, marketing, insurance, accounting, law, manufacturing, advertising, economics, banking, entrepreneurship, hospitality management, animation, 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. There are currently over 85,000 employment opportunities in the technology sector in Edinburgh and the number of roles is forecast to increase significantly over the next 10 years.

Course Description

The S1 course is made up of five units-

- Introduction to Woodworking,
- Introduction to Plastics,
- Introduction to Metalwork
- Introduction to Graphics
- Introduction to the Design Process

Students will learn and develop new skills and working practices. They will acquire knowledge and understanding of theory related to materials and resources and put it in to practice through practical lessons in the graphics room and workshops.

Assessment

Assessment is carried out in a variety of ways, including both written and practical assessment, group discussion and co-operative activities.

Peer and self-assessment is used to enable students to progress and to determine next steps and targets.

Homework expectations

Homework tasks will be set at the end of each unit and help students to consolidate knowledge and understanding of topics covered in class.

Wider Achievement Opportunities

Students have the opportunity to participate in a variety of after school clubs including Engine rebuild and Bicycle maintenance.

Possible Career Paths

Study of CDT subjects can lead to careers in Design, engineering, information technology, carpentry, joinery, welding, construction.

Curricular Area: Technologies
Course Title: S1 Home Economics

Department: Home Economics

Course Description

The S1 course is made up of three units. Introduction to Food, Introduction to Fashion and Textiles and Food Safety and Hygiene.

Students will learn and develop new practical skills and working processes. They will acquire knowledge and understanding of theory related to Food and Textiles and put it in to practice through practical lessons.

Assessment

Assessment is carried out in a variety of ways, including both written and practical assessment, group discussion and co-operative activities.

Peer and self- assessment is used to enable students to progress and to determine next steps and targets.

Home Learning expectations

Homework tasks will be set for each unit with students able to pick their preferred task from a list of options. Students are also encouraged to develop their practical skills further at home and to collect photographs of dishes they have cooked or craft work they have completed.

Wider Achievement Opportunities

Students have the opportunity to participate in the after school Food Skills short course which is run by senior students in 5 week blocks from the October break onwards.

Possible Career Paths

Study of Home Economics subjects can lead to careers in Food Science, Food Technology, retail, Textile/Fashion Design, Interior Design, Early Education and Childcare, Teaching, Hospitality Industry

Course Description

The course is made up of five modules – Drawing and Still Life, Portraiture, Design: IDL Graphic Design project and Landscape.

Students will learn and develop concepts and working processes. They will 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.

Assessment

Assessment is carried out in various ways, based on shared criteria.

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 Learning expectations

Homework is linked to class lessons and is set approximately fortnightly. Students are also encouraged to develop their own personal Artwork as an alternative to set tasks. The schedule for the year is on the school website, displayed on the student notice board in the classrooms and department corridor for the year ahead.

Wider Achievement Opportunities

Students have the opportunity to take part in competitions and exhibitions out with as well as within the school such as the RSA student competition, St Martin's Annual Art Exhibition and Friends of the RSA Student Awards.

Possible Career Paths

The Creative, Complex problem solving and Critical thinking skills gained in an Art and Design Education can lead to careers as Expressive artists, Graphic Design, Illustration, Architecture, Landscape Architect, Fashion Design, Museum Curator, Art Historian, Art Educator, Art Therapy, Web Design, Textile/Fashion Design, Product Design, Interior Design, Multi- Media Design, Video Design, Animation, Photography, Film and TV design Careers.

S1- 3 Broad General Education

The S1-3 broad general education (BGE) is based on the benchmarks of “Curriculum for Excellence”, and offers a natural progression to presentation at National and Higher.

Throughout we will focus and assess students on the four competencies below:



Our aim is to ensure that all students participate and understand the importance of Physical Activity as part of lifelong learning.

The course offers a wide range of activities, allowing students elements of breadth and choice along with some compulsory elements, such as social dance. Students will participate in many sports under the following headings:

- Possession Games
- Striking & Fielding
- Rebound Games
- Athletic Activities
- Creative & Aesthetic Activities

Assessment

As you go through your learning journey in the PE department, you will be given the opportunity to **demonstrate, identify, evaluate and justify** a number of the **skills** and **qualities** shown above. You will be encouraged to identify strengths and weaknesses and then plan to develop these.

As you progress through your time in Tynecastle PE department, you may wonder

“How do the teachers know what I am achieving and what level I am working at?”.

A good way for you to think about this is by thinking about 3 things:

1. My performance

2. My development

3. My leadership and thinking

Your teacher will use the criteria above and comment whether they think you are working towards the statement, consistently working at the statement or working beyond the statement moving towards the next.

Please also remember that we all have different learning speeds depending on prior experiences it may take some people longer or less time to reach each statement. Do not compare yourself to others but more importantly focus on your own development as part of the learning process.

Extra-Curricular Opportunities

Attendance at extra-curricular clubs will allow for further reinforcement of competencies and extended “play” opportunities in a range of activities organised by staff and Active Schools. These opportunities are available both at lunchtime and after school and are displayed outside on the PE noticeboard.

Possible career paths

A range of careers are open to those who choose to continue studying Physical Education:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

Course Description

Students will develop skills in three areas: Performing Skills on a range of instruments – drum kit, tuned percussion, guitar, bass, ukulele, voice and keyboard. They will learn about Composing Skills and Understanding Music from the Baroque period to 20th 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.

Understanding Music

You will explore different styles and genres of music from the Baroque, Classical, Pop, Romantic and 20th 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

Assessment is in line with BGE outcomes:

<https://education.gov.scot/Documents/expressive-arts-eo.pdf>

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 Learning Expectations

Students involved with music instructors are expected to practice 20 minutes each night

Whole class flexible tasks are issued throughout the year

Wider Achievement Opportunities

Choir, Bands, lunchtime music sessions, performance showcase opportunities such as the Christmas concert, performances in assemblies and within the community, such as performing at the annual St Martin's Community Art Exhibition Schools Concert and the Tynecastle Burns Supper, Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, award ceremonies and end of term films.

Possible career paths

Teacher, Sound Engineer, Professional Musician, Games designer, TV or Media