

TAIN ROYAL ACADEMY



COURSE CHOICE INFORMATION

**FOR S2 PUPILS
MOVING INTO S3
IN 2016**

JUNIOR OPTION CHOICES FOR S2 MOVING INTO S3 IN 2016

Pupils will continue their Curriculum for Excellence courses from S2 into S3. They will follow a Broad General Education in a wide range of subjects.

Some of these are compulsory and some are optional.

Pupils will continue to engage in Experiences and Outcomes across the range of curriculum areas. The expectation is that most pupils will be working at or towards Level 4 by the end of S3.

During S3, pupils and teachers will identify the appropriate level of study for S4 which marks the beginning of secondary pupils' Senior Phase in education. Pupils can then focus on the level that is best for them in each subject, although what pupils choose in S3 does not mean that they cannot choose a subject they dropped in S3.

In the Senior Phase, subjects are taken, for the large majority of pupils, at either National 3, National 4 or National 5 level.

General information is available on the Education Scotland website in the Parentzone area: <http://www.ltscotland.org.uk/parentzone/index.asp>

CHOICE OF SUBJECTS IN OPTIONAL AREAS

Your course can be made up in a number of ways and can prepare you for a variety of careers. The choice of subjects is therefore very important. Here are some reasons to consider for choosing a particular subject.

- 1) I am good at this subject
- 2) I am only fairly good but I like studying this subject
- 3) My friends are taking this subject
- 4) I have a good idea of the career I would like to follow and this would be a useful subject.
- 5) I like the teacher of this subject

Reason 1 is very important in making your decision. If you are good at a subject it often means that you like it and will work hard at it. This will improve your chance of doing well in that subject.

Reason 2 can also be helpful in deciding, but remember that work in S3 is considered harder than in S1 and S2. Being only fairly good at a subject will mean that you have to work particularly hard to achieve good results.

Reasons 3 and 5 are not good reasons for choosing a subject. Friends can change and you may be taught by different teachers in S3 and beyond.

Reason 4 is very important, because you are deciding your future studies. A wise choice will make it possible for you either to continue the study of these subjects to National Higher Grade and to reach the level required for University or College entrance, or to obtain qualifications which will help you to secure your selected job.

Therefore, reasons 1, 2 and 4 are most important when you are choosing your subjects.

The choice of subjects is sometimes difficult. Where can you get help?

- (a) Guidance Teachers can give expert information about the subjects which you should take for certain careers
- (b) Subject Teachers can advise you about your chance of success in their particular subjects
- (c) Parents, particularly if they attend the Parents' Meeting to discuss this matter, can decide how any advice fits you as a person

PLEASE NOTE: After all pupils have made their choices it may be necessary to ask some pupils to re-choose in certain areas because of staffing issues.

Compulsory subjects

All pupils take English, Mathematics, Science, Modern Language and Physical Education. In addition, pupils will continue with Religious and Moral Education and Personal and Social Education. For one period a week, all pupils will also have Personal Support. This is an entitlement under our curriculum.

In this lesson, pupils will be offered advice on how to manage their studies effectively, how to assess and record their progress – both within subject areas and in other learning environments, for example through their participation in sports teams and musical groups, in volunteering, through Duke of Edinburgh Awards and so on.

Other subjects are chosen on the pupils' option sheets.

The notes below explain the nature of each course to assist with course choices. The guidance offered above should be used in making course choices.

A FINAL PIECE OF ADVICE

When choosing subjects, the school's advice is generally that a pupil should aim for a broad general education and should take a good spread of subjects. It is very important to think past S3 and consider how courses will lead on to S4 and beyond. It must be emphasised that for entrance to some courses at some universities a language other than English may be required, such as **FRENCH** or **GÀIDHLIG**. This should be borne in mind when making choices at this stage.

The course notes below begin with explanations of the optional subjects and then gives information about the compulsory subjects.

COMPULSORY SUBJECTS

ENGLISH

The main purpose of the Course is to provide pupils with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language. The Course offers pupils opportunities to develop and extend a wide range of skills. In particular, it aims to enable them to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

During S3 each pupil's progress will be reviewed to determine which level will suit them best when they move into S4.

MATHEMATICS

In S3, pupils studying Mathematics will continue with work based on the Curriculum for Excellence Experiences and Outcomes. They will consolidate their understanding at the level 3 and during their third year may progress onto the Level 4 outcomes.

Pupils will continue to develop their mathematical skills and aptitudes in:

Expressions and Formulae

The general aim in this area is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry and statistics, and also assess skills in reasoning.

Relationships

In this area, pupils will work to develop skills linked to straightforward mathematical relationships. These include solving equations, analysing graphs and making reasoned deductions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also assess skills in reasoning.

Numeracy

The general aim of this area of the course is to develop pupils' numerical and information handling skills to solve given, real-life problems involving number, money, time and measurement. At this level, real-life problems will be straightforward and set in familiar contexts to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use and how to apply those skills to an

appropriate level of accuracy. Learners will then use their solutions to make and explain their decisions.

SCIENCE

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

BIOLOGY

Biology plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. The S3 course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society and aims to generate enthusiasm for biology through a variety of approaches to learning, with an emphasis on practical activities and the development of skills. The scale of topics ranges from molecular to whole organism and up to ecosystems. The course units are:-

Cell Biology: Learners will develop knowledge and skills and carry out practical activities related to investigation of the cell. This will include cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, proteins and biotechnology.

Multicellular Organisms: Learners will carry out practical and other learning activities related to the study of whole organisms. This will include a comparative study of animals and plants through areas such as reproduction and inheritance, the need for transport within organisms, digestion and enzymes, control and communication and health.

Life on Earth: Learning activities will be related to the study and investigation of life on Earth which will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and micro-organisms and ethical issues.

CHEMISTRY

The S3 course will be practical and experimental. Pupils will develop an understanding of:

- Chemistry's role in real life.
- applications of Chemistry in society
- how Chemical products are formed

Pupils will also develop their scientific and thinking skills as well as transferable skills such as literacy, numeracy and communication.

The course will cover three units of work which are listed below.

Chemical Changes and Structure

Concepts to be covered in the Unit will include the atomic structure, covalent and ionic bonding related to properties of materials and the chemistry of acids and bases.

Nature's Chemistry

Concepts to be covered in the Unit will include fossil fuels, conservation of mass, alternative sources of energy, carbohydrates and alcohol, and exothermic reactions.

Chemistry in Society

Concepts to be covered in the Unit will include the chemistry of metals and plastics, novel materials, and the sustainability of chemical processes in industry.

PHYSICS

Physics plays a vital role in many aspects of our lives. From the energy we use to heat and light our homes to new developments in transport systems and medicine, we see the effects of Physics everywhere. Physicists are currently engaged in a number of exciting projects at the furthest reaches of our understanding, looking at issues from the fundamentals of what everything is made of to the search for possible homes for extra-terrestrial life.

In this course we will be looking at the basics of these processes, hopefully continuing a journey to allow learners to be fully informed of the issues that affect us now and are going to be increasingly important in years to come.

Concepts studied in S3 are:

Energy and energy conservation

Energy conversion, electricity generation, power and efficiency

Heat — heat storage

Electricity — motor effect, current and voltage, circuits, Ohm's law, variable resistors

Technology

waves — longitudinal and transverse waves, wave characteristics, electromagnetic radiation, sound, wave calculations, sight defects and correction, law of reflection, and parabolic reflectors

Nuclear radiation — nuclear radiation: sources and effects

Motion — calculations involving distance, time and average speed, speed-time graphs, average speed, instantaneous speed, the relationship between speed and acceleration

Space

Forces and gravity — linear forces, Newton's laws, gravitational acceleration

Information from space — telecommunications, satellites, speed calculations

The position of Earth in our universe — the solar system, the galaxy, the universe and astronomical distances

MODERN LANGUAGES FOR LIFE AND WORK (MLLW)

This new qualification was launched in April 2013 to allow pupils to study one or two modern languages in practical and relevant contexts for **life and work**, and identify, develop and demonstrate employability skills. TRA proposes to offer it in French and German to S3 pupils.

Three units together comprise the Award which can be gained at either Level 3 or Level 4.

1. Building Own Employability Skills (BOES)
2. Modern Languages for Work Purposes (MLWP)
3. Modern Languages for Life (MLL)

TRA will do Unit 1 in **English**, Unit 2 in **French** and Unit 3 in **German**.

Aims

Unit 1 (BOES) - to provide learners with the opportunity to acquire the skills needed in order to gain employment.

Unit 2 (MLWP) - to provide learners with the opportunity to develop skills in talking and listening needed to communicate in **any** vocational context using French and to encourage learners to **reflect on the skills** required for employability.

Unit 3 (MLL) – to provide learners with the opportunity to develop skills in talking and listening in practical and relevant contexts using German and to allow learners to explore the culture and everyday life in countries where the language is spoken.

Benefits

1. A focus on employability and positive destinations – practical employability skills such as interview skills, CV writing, searching for jobs are developed. The Award has direct relevance to future careers.
2. Assessment will occur during day-to-day learning. Writing is used to aid learning but is **not assessed**.
3. Personalisation and choice in MLL: pupils are able to choose the focus for MLL based on their interests. Consideration will be given to ‘survival language’ for daily life.
4. Studying two languages within the same Award: French and German, means there will be more variety.
5. All language skills are transferrable to other languages. Employers know this.
6. Communication skills are enhanced and hence also personal confidence.
7. The Award will appear on pupil’s SQA certificates.

Pupils will be able to continue with French or German Language Awards at National 4/5 in Senior Phase.

PHYSICAL EDUCATION (Core)

Aims of the Course

The main purpose is to develop, demonstrate and improve practical and performance skills in physical activities. The course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. By participating in practical activities, pupils can demonstrate initiative, decision making and problem solving. They will also have the opportunity to develop team building skills and enhance their ability to compete, co-operate and collaborate. This makes physical education an ideal platform for developing confidence, resilience and responsibility.

The Course aims to enable our pupils to:

- develop and demonstrate understanding of the principles and factors underpinning and impacting on physical performance
- explain factors which impact positively and negatively on engagement and performance in physical activities
- build capacity to enhance effective performance
- examine and analyse performance to inform and influence personal improvement

At the end of S3, a decision will be made over what assessment level each pupil will be presented at in S4.

RELIGIOUS AND MORAL EDUCATION

During S3 pupils study a range of topics on moral decision making. This includes considering different religious and secular perspectives as well as ensuring pupils can justify their views.

Topics include:

- Medical ethics
- Relationships and choice
- Human rights
- War and peace
- Ecology and environment
- Martin Luther King and race relations

PERSONAL SUPPORT

For one period per week pupils will be working with a member of staff who will get to know them well over the year.

In this lesson, pupils will be offered advice on how to manage their studies effectively, how to assess and record their progress – both within subject areas and in other learning environments, for example through their participation in sports teams and musical groups, in volunteering , through Duke of Edinburgh Awards and so on.

ART AND DESIGN

Purpose and aims of the Course

The Course provides opportunities for our pupils to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. They will develop their appreciation of art and design work and create original expressive and design ideas.

Pupils will also explore and develop their thoughts and ideas before exploring how they can use art and design media, equipment and materials creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technologies when developing and producing art and design work.

As they develop their practical skills, our pupils will investigate how artists and designers create and develop their ideas. Developing their appreciation of art and design practice helps them to develop their critical thinking skills. Reflective skills are also developed.

The aims of the Course are to enable all our pupils to:

- communicate personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies
- demonstrate knowledge, understanding and appreciation of art and design practice
- work imaginatively and develop individual creativity developing skills in problem solving, critical thinking and reflective practice
- understand the social and cultural influences on artists and designers and their work

Pupils will be able use a range of 2D and/or 3D media, materials and techniques and/or technologies; and work independently and/or in collaboration with others as part of a creative team.

On completing the Course, learners will be able to plan, produce and present creative art and design work; develop and refine expressive compositions and design proposals; and solve design problems and evaluate design proposals.

Throughout, our pupils will be encouraged to reflect on and evaluate their own work and the work of others.

DESIGN & MANUFACTURE

The course introduces learners to the multi-faceted world of product design and manufacturing. The course combines technological rigour with design creativity and innovation. It provides opportunities to further acquire and develop attributes and capabilities including:

- creativity, flexibility and adaptability
- enthusiasm and a willingness to learn
- perseverance, independence and resilience
- responsibility and reliability
- confidence and enterprise.

Pupils are encouraged to exercise imagination, creativity and logical thinking. The course not only allows learners to become effective contributors but also better informed and discerning consumers.

The Materials and Design course is practical and provides an introduction to design, materials and manufacturing processes. It provides opportunities to gain skills in both designing and making a product. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

They will also learn a range of workshop skills including using various tools, equipment and materials safely and correctly. The course is delivered using a problem solving and practical creativity approach

PRACTICAL WOODWORK

Practical Woodwork is the investigation and practise of how to join wood successfully in the workshop. This subject is taught as standalone units used to develop practical woodworking skills, practical creativity and problem solving. Learners develop understanding of safe working practices in a workshop environment. . The course culminates in a course assignment to pull all of the skills learned together while producing a timber artefact which allows an element of personalisation.

ENGINEERING SCIENCE

Engineering Science develop a range of technological skills, including skills in: analysis and problem solving, design, use of equipment and materials, and evaluation of products and systems. The course culminates in a course assignment to pull all of the aspects together and an external examination.

GRAPHIC COMMUNICATION

This course introduces pupils to the diverse and ever increasing presentation methods employed in graphic communication. It provides opportunities to further acquire and develop attributes and capabilities including

- creativity, flexibility and adaptability
- enthusiasm and a willingness to learn
- perseverance, independence and resilience
- responsibility and reliability
- confidence and enterprise

Pupils will be able to: initiate, develop and communicate ideas graphically; interpret graphic communications initiated by others; use graphic communication equipment, software and materials effectively; and apply knowledge and understanding of graphic communication standards and protocols, where these apply.

The course consists of three elements:

- 2D graphic communication
- 3D and pictorial graphic communication
- Graphic communication project

The skills gained in this course are life skills and below are some possible careers where these skills would be a positive boon.

Engineering Designing	Mechanical, Electrical and Civil Product, Interior, Illustrator, Graphic Design, Textile and fashion
Engineering Crafts	Apprenticeships Joiner, Electrician, Builder, Sheet Metalworking and fabrication
Teaching Architecture	Technology, Primary

GÀIDHLIG

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use Gàidhlig. The Course offers learners opportunities to develop and extend a wide range of skills. In particular, it aims to enable learners to develop:

- the ability to listen and talk, read and write in Gàidhlig, as appropriate to purpose, audience and context
- the ability to understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- the ability to create and produce texts, as appropriate to purpose, audience and context
- the ability to plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- the ability to apply knowledge of language
- knowledge of Gàidhlig cultural heritage, and the cultural heritage of others

GEOGRAPHY

Geography is essentially the study of the planet we live on, the people and places on it and how they all interact. It is well placed for those interested in the potential effects of climate change and renewable energy.

The course will involve units of work based on three major themes. These themes are:

1. Human Geography

Landscapes- students will be able to explain how physical systems such as rivers continue to shape the Earth surface.

2. Physical Geography

Settlement Studies- Students will be able explain the development of the main features of an urban environment.

3. Geographical Interactions

Natural Environments- Student will investigate the climate, physical features and living things in the Tundra, Rainforest, Mediterranean and Deserts. As well as assessing the human impact in these environments.

4. OS Map Work and Field Work Techniques

Pupils will engage with a variety of field work gathering and processing techniques, including the use of OS maps.

The work is made up of a variety of activities designed to promote full participation and dialogue including paired and group tasks as well as individual written work. A wide range of resources such as text books, DVDs, PCs, maps, atlases are available to help you complete these tasks. You will also take part in debates and discussions on topical issues and give presentations on issues such as climate change and wind farm locations.

Importantly there will also be fieldwork opportunities to enhance skills using a wide variety equipment.

WHY STUDY GEOGRAPHY?

The skills you are taught in Geography are sought after by numerous employers making a qualification in Geography as asset in a very wide variety of careers.

HISTORY

The new S3 History course involves pupils studying the causes and consequences of change over the last 300 years. The purpose of it 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, country and wider world.

Pupils will study four units:

- 1. The Making of Modern Scotland:** Pupils will become more aware of their heritage by studying many key themes and events that have shaped our nation from 1800 to the present day. It will draw on knowledge and skills learned during S1 and S2.
- 2. A Free Choice Investigation Unit:** Pupils will have an opportunity to practise and develop their investigative skills in preparation for N4/5 courses by researching a topic of their choice.
- 3. The Slave Trade:** Topics include the triangle trade, treatment of the slaves, the effects of slavery on Britain as well as the abolitionist campaigns. The legacy of slavery will also be assessed taking into account local examples. This unit provides important background knowledge for those wishing to study N4/5 level History in S4.
- 4. World War One:** This unit requires pupils to study the causes of the First World War and experiences of soldiers in the trenches on the Western Front including the range of new weapons that were used.

In order to enhance their understanding of this part of the course, pupils will have an opportunity to visit First World War trenches in Belgium during 2016 which will benefit them both in S3 and S4.

The effects of the war on people in Britain and Germany will also be covered. Pupils will study the Armistice, Treaty of Versailles and efforts to maintain peace in the aftermath of war.

In addition to demonstrating the knowledge and understanding of the course content, pupils will be assessed on their historical skills. The basic skills of evaluating sources have been taught during S2. Pupils will build on these to allow them to compare two historical sources with differing viewpoints and to evaluate the usefulness of a given source up to National level standard.

WHY STUDY HISTORY?

History will help you to develop a variety of skills, showing you how to find and research information, how to use it properly, and explain what has happened in the past, as well as why and how.

HOSPITALITY: Practical cookery

The course builds on experiences and outcomes of the health and wellbeing curriculum area and also the Technologies curriculum area. It provides opportunities to further acquire and develop attributes and capabilities including

- creativity, flexibility and adaptability
- enthusiasm and a willingness to learn
- perseverance, independence and resilience
- responsibility and reliability
- confidence and enterprise

The Practical Cookery course will allow you to develop cookery-related knowledge, understanding and skills, and to use them at home and in the wider community.

The course will appeal to you if you are interested in food and cooking and enjoy being creative with food.

On completing the course you will be more familiar with a range of cookery skills, food preparation techniques and cookery methods. You will have some understanding of ingredients and develop an awareness of the impact of choice on health and wellbeing. You will be able to select and prepare from a list of simple recipes a main course and a desert and be able to plan, produce and present a meal.

Throughout the course you will have developed an understanding of the importance of food safety and hygiene.

The course consists of the following areas of study:

- Processes and Techniques
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Producing a meal

Studying this course would help to support your personal and social development and prepare you for further training and employment in the hospitality industry.

MUSIC

The music course involves pupils developing skills in performing, creating and understanding.

The course consists of three elements –

- **Performing.** Pupils will continue to expand and broaden skills learnt in S1 and S2 on their two chosen instruments. They perform in a variety of styles and will reflect on and evaluate their own work and that of others. They will perform both solo and in a group setting.
- **Creating.** Through music literacy, pupils will complete worksheets and will create their own music.
- **Understanding.** Pupils will listen to various styles of music and will be able to identify a range of music concepts associated with these styles.

Developing skills in these elements allows for course activities in which our pupils can work independently and in collaboration with others. The practical nature of the course allows pupils to show imagination and allows them to acquire skills in areas which are of a particular interest to them.

They perform, create and understand styles of music including – Scottish, Swing, Ragtime and Pop/Rock.

The course encourages pupils to perform to others and so promotes confidence. The practice required to develop these skills helps promote life skills such as effective time management, perseverance and commitment.

PHYSICAL EDUCATION – ELECTIVE COURSE

The purpose of the Elective Physical Education course in S3 is to further develop practical performance and to build on the self and peer assessment/evaluation skills that have been introduced during S1-S2. There will be a variety of opportunities for pupils to perform both individually and as part of a group and pupils will be challenged to perform different roles within the activities.

Pupils will be encouraged to actively analyse and evaluate their performance over a range of activities and build up a picture of the strengths and weaknesses of their own performance and that of others.

The Course aims to enable our pupils to:

® Further develop practical performance, particularly in terms of tactical play and teamwork

® Experience in more detail how principles of play such as width and depth can influence performance

® Have opportunities to evaluate their own performance and that of others using observation schedules, video analysis and standardised testing

® Broaden their knowledge and experience in terms of the factors that can influence performance

At the end of the course pupils will be able to progress to National 4 or National 5 Physical Education in S4.

LITERACY ELECTIVE

Pupils will be involved in activities and in projects which will further enhance their capabilities in communication skills as they move towards completion of their Broad General Education.

The focus will be on enhancing skills in Reading, Writing and in Listening and Talking through creating texts which will promote the principle that literacy knowledge and applications form a central part of all our pupils' education.

We anticipate that the course will be delivered, through project work and the sharing of ideas, in close collaboration with all other subjects.

DIGITAL TECHNOLOGY

Our course is a follow-up of the S1 introduction to coding and teaches coding and the fundamentals of the digital world, while also developing skills in problem solving, creativity, communication and teamwork. With a focus on solving real issues that matter to young people, pupils learn the full software product development process in a hands-on way.

MAKE AND BAKE

In this elective you will get the opportunity to make and bake food that you will enjoy eating and sharing. You will also make and bake for others in the school e.g. for Parents Evenings and for charity events e.g. MacMillan Coffee Morning.