



Harris Academy
S2 – S3
Course Choice

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January 2021

Letter from the Head Teacher

Dear Parent/Carer

S3 Progression Routes Within Broad General Education

Over the past two years your young person's education has been structured within a broad and general curriculum which has developed the learning experiences and outcomes of their primary school experience.

As your young person moves into S3 their will continue to follow a broad and general curriculum but with the opportunity to begin to personalise their course of study through choosing to specialise in a smaller number of subjects from those studied in S1/2.

For more information, please visit <http://harrisacademy.ea.dundee.city.sch.uk/> and select the course choice tab. It is our aim to provide you with the best advice to ensure that you can support your child making well considered decisions about which subjects to study.

This booklet is one part of a package of advice which will be made available to you and your child by the school. It explains the procedure for choosing courses and provides information about the subjects which can be studied in S3.

The course choice sheet with which your child has been issued enables him/her to choose subjects which he/she will study in S3. Please note that, based on Education Scotland's advice, we ask departments to use some time in the latter part of the S3 course to deliver work towards National qualifications.

I would encourage you to use the information in this booklet as a starting point for a discussion with your child and the school about the options for S3.

As always, should you wish to discuss any aspect of your child's education, please do not hesitate to get in touch with me at the school.

Yours sincerely



Mr B Millar
Head Teacher

Course Choice Programme

We realise this is an important stage in our young people's school career and we have arranged the following programme to help.

1. **S2 Report:**
2. **SE Lesson: Week Beginning 1st^h of February.** This will explain in more detail the course choice process and to discuss choices on offer in S3.
3. **Meeting with Guidance Teacher: Starting 8th of February.**

There will be an opportunity for every young person to have a one to one meeting with their guidance teacher, to discuss strengths, possible careers, and next steps. Following this meeting your young person will take home a completed course choice form for further discussion with home. This remains in draft format until the form is returned to the school office.
4. **Course Choice Evening: TBC due to Covid-19 Restrictions**

This is an opportunity to find out about our course choice process and the transition to Senior Phase
5. **Parent / Carer Contact Evening: TBC due to Covid-19 Restrictions**

This is an opportunity to meet your child's teachers including guidance staff and Skills Development Scotland staff.
6. **Return Course Choice Form: no later than the 26/02/2021**

Completed forms should be returned to the school office.

Art & Design

Course Content:

The course builds upon the CfE Broad General Education and Expressive Arts Experiences and Outcomes across S1 and S2. Pupils are encouraged to develop individual work in both Expressive and Design areas as well as undertake a study of the work of artists and designers. In S3, pupils continue with the CfE Broad General Education and will continue to experiment with a wide range of media and technologies, learning how to handle these with greater control and assurance in order to create images and objects. Focussing on the visual elements and visual concepts, pupils developing skills and creativity lead them to produce original ideas in both Expressive and Design work. The development of pupils' ability to record and observe is also an important part of the course and skills learnt here have many applications in other areas of the curriculum. Pupils' critical skills will also be developed giving pupils the ability to analyse art and design techniques, processes and concepts allowing them to make informed judgements about their own and others' work. In addition to this pupils will be introduced to Art & Design ICT skills, including Photoshop. All pupils would find the Art & Design BGE course rigorous, relevant and enjoyable.

S3 Course units – Pop Art Unit, Portrait Unit, Gift Bag Design unit, Co-operative Landscape unit and Fashion Design Vans Trainer Design unit. S3 pupil will also sit an S3 practical drawing exam and a critical analysis exam as preparation for the senior phase.

Assessment:

All learners will be given verbal and written feedback on their artwork, critical work and home learning on a regular basis and in this subject pupils are heavily assessed through the process of formative assessment. In S3 evidence of pupils' progress is gathered through the assessment of Expressive & Design coursework produced over a period of time as well as evidence produced during specific assessments. The main focus of assessment is pupils developing practical skills, awareness and importance of deadlines and to develop visual awareness in all pupils. Skills in communicating, creative problem solving and justifying opinions of their own and others work are also assessed in the form of peer and self-assessment.

Additional Information:

The S3 course provides the basis for National courses. The National 4 course is made up of three units: Expressive unit with Critical Studies, Design Unit with Critical Studies and an "Added Value" Unit, which is sufficiently open and flexible to allow for personalisation of choice. Further details are available on the SQA website.

Biology

Course Content:

The course follows the Curriculum for Excellence Biology Level 4 Outcomes. However, pupils will have the opportunity to consolidate at Level 3 and work will be differentiated as appropriate.

During this course pupils will study:

Biodiversity and Interdependence (growth, reproduction, respiration)

Energy Sources and Sustainability (risks and benefits of different energy sources, conservation, protecting the environment)

Body Systems and Cells (homeostasis, behaviour, cell division)

Biotechnology (brewing, making bread and yoghurt, gene therapy)

Assessment:

Formative assessments will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments.

Additional Information:

The course will allow pupils to acquire a good basic knowledge of Biology with reference to topical issues

The approach and content to this course is influenced by the need to articulate with all national courses which will be offered in S4.

Business & IT

Course Content:

During this course pupils will study:

- Accounting
 - Cash Budgets, Break Even Analysis, Profit and Loss Calculations, Income Statements, Statements of Financial Position and Spreadsheets.
- Administration & IT
 - Spreadsheets, Databases, Word, PowerPoint, Internet Research, E-Diary, Email and Travel Arrangements.
- Business Management
 - Needs and Wants Goods and Services, Marketing, Sectors of Industry, Sectors of the Economy, Business Ethics/Social Responsibility and Finance.

Assessment:

Formative and summative assessment will be used throughout the course to provide feedback on progress and identify next steps. These will form the basis of recommended levels for S4 in either Administration & IT, Business Management and/or Accounting.

Additional Information:

The course will allow pupils to acquire a good basic knowledge of Administration & IT, Accounting and Business Management.

Chemistry

Course Content:

During this course pupils will study

Bonding, structure and properties (of elements and compounds)

Carbon chemistry (including materials derived from crude oil)

Metals and the reactivity series

Electrochemical cells

Energy changes (during chemical reactions)

Conservation of mass

The carbon cycle

Environmental chemistry

Assessment:

Formative assessment will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments. This will allow pupils to make an informed choice about whether to pursue National 4 or National 5 Chemistry.

Additional Information:

The course will allow pupils to acquire a good basic knowledge of chemistry with reference to topical issues.

Computing Science

Course Content:

- Graphics and Animations.
- Software Design and Development.
The programmer lies at the heart of every computer game. Learn more and develop your skills in this part of the course.
- Web design and development. Pupils will develop their HTML through a range of practical tasks.
- Learn how databases are used to support all Social Media sites.
- Learn about computer systems and new technologies.
- This course will equip learners with the basic knowledge and skills relating to cybersecurity which are essential for every citizen.
- Learn about Cyber hygiene (personal data security) to Cyberwarfare (Cyberattacks between nations) and Cyber-resilience in the workplace (how to protect businesses from Cyber threats).
- Learn about Computing technology and its importance to the economy and the environment.

Assessment:

Pupils will build and maintain an electronic portfolio of files including: graphics, animation, research, programs and web pages. A combination of formative and summative assessment will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will be completing Level 3 and working within Level 4 of the Curriculum for Excellence Outcomes. This will include individual and group work, problem solving tasks and class discussion.

Design and Manufacture

Course Content:

The Design and Manufacture course in S3 is informed by the Craft and Design elements of the Technologies Experiences and Outcomes at Level 3 and 4. As the course progresses it will address some of the National 4 assessment standards for Design and Manufacture.

- Identify factors that influence design and apply these in a simple design task
- Develop and communicate design concepts for a simple design task
- Evaluate an existing product.
- Investigate materials for manufacturing tasks in a workshop context
- Prepare for manufacturing tasks in a workshop context
- Plan and implement a manufacturing sequence for a prototype
- Review manufacturing processes and a finished prototype

More information is available:

<https://www.education.gov.scot/Documents/Technologies-es-os.pdf>

<https://www.sqa.org.uk/sqa/47450.html>

Assessment:

Internally assessed coursework will be assessed against the Level 3 and 4 benchmarks for the Technologies and some evidence for outcomes of National 4 Design and Manufacture Units may be secured.

Additional Information:

Progression

This course is designed to enable progression in S4 to national qualifications in Manufacture. However, progression to either Design, Engineer and Construct at level 2, Graphic Communication, Engineering Science, Practical Woodworking or Practical Metalworking at N4 or N5 may in certain circumstances also be possible.

Drama

Course Content:

A broad overview this course includes learning about:

- Drama Skills: characterisation and rehearsal techniques
- Production Skills: Applying theatre arts and technologies (set, lighting, sound, props, costume, make-up and hair)
- Responding to stimuli
- Social and Cultural Influences on Drama
- Form, genre, style, structure and conventions
- Creating mood, atmosphere and dramatic tension
- Applying evaluation skills

Team-work and cooperation are central to all Drama activities. Learners will work in a variety of group formations collaborating with and supporting others to complete tasks.

Assessment:

- Formative and summative assessment techniques
- Learners reflect on their own work, self and peer evaluating and discussing ways to improve.
- Meaningful home learning to enhance understanding will be available on Show My Homework

Additional Information:

The S3 course offers a clear progression to SQA qualifications in National 3/4/5 Drama. Opportunities to present to a wider audience in an Acting or Production role are available.

The Duke of Edinburgh's Award

Bronze Award. The Duke of Edinburgh's award is a flexible personal development programme that helps to develop pupils for life and work. The award is hugely valued by employers, universities and colleges worldwide.

Course Content:

Pupils will choose to do one of the three sections (**volunteering, physical, skill**) for six months and the other two for three months each. Pupils will spend three periods a week working on each of the three sections. Class teaching will also include:

- Navigation training.
- Basic First Aid training.
- Nutrition (what to eat on expedition).
- Team work.
- Expedition supplies (what to take and how to pack for expedition).
- Basic camp craft (using stoves, pitching tents).
- Respecting the countryside (Outdoor Access Code).
- Working on the DofE (online Duke of Edinburgh) portfolio – recording the activities you do each week.
- Classes will also include engaging with various media (literature, pictures, audio-visual) that is related to planning and being part of an expedition.

Assessment:

Pupils will be assessed on their completion of the three sections outlined below plus expedition.

- **Volunteering** within the school, wider community, or for a person in the community.
- Taking part in a **physical** activity, this can be an activity they do already or something new.
- Develop a new or existing **skill**.
- The final part of the award involves training for, planning for, and taking part in a two day, one night **expedition**.

Skills developed:

Numerous employers with international reputations have endorsed the skills acquired from the Duke of Edinburgh award, including, Tesco, British Gas, Starbucks, Burberry, Diageo, FedEx, Expedia.

You will develop many existing skills and learn new ones doing the Duke of Edinburgh award, including:

- *Leadership.*
- *Problem-solving.*
- *Teamwork.*
- *Self-motivation.*
- *Communication.*
- *Confidence.*
- *Consideration.*
- *Resilience.*

93% of participants feel that D of E has helped them to work in a team and 84% feel that they have become a more responsible person¹.

Further information:

If you visit the website <https://www.dofe.org/doing-your-dofe> you will find much more information and also some testimonies from people who have gone through the award already.

There is no progression in the senior phase

Engineering Science

Course Content

The Engineering Science course in S3 is informed by the Engineering elements of the Technologies Experiences and Outcomes at Level 3 and 4. As the course progresses it will address some of the National 4 assessment standards for Engineering Science.

Course Content:

- Gaining an understanding and experience of the software used
- Use and understanding of Programmable Control
- Basic analogue Electronics theory
- Use understanding of Pneumatics
- Analysing problems and designing solutions
- Testing and evaluating solutions

More information is available:

<https://www.education.gov.scot/Documents/Technologies-es-os.pdf>

<https://www.sqa.org.uk/sqa/47451.html>

Assessment:

Internally assessed coursework will be assessed against the Level 3 and 4 benchmarks for the Technologies and some evidence for outcomes of National 4 Engineering Science Units may be secured.

Additional Information:

Progression

This course is designed to enable progression in S4 to national courses in Engineering Science. However, progression to either Design, Engineer and Construct at level 2, Design and Manufacture, Graphic Communication, Practical Woodworking or Practical Metalworking at either national courses may in certain circumstances also be possible.

English

Course Content:

Pupils will continue to cover the Experiences and Outcomes related to Reading, Writing, Listening and Talking at Levels 3 and 4.

Topics covered will allow all pupils to develop their skills within the 4 elements of English detailed above. In addition, pupils will have the opportunity to use these skills by making connections with other curricular areas and will be able to develop as independent learners. They will gain more experience of their role in working effectively with others. Equally, they will be able to recognise the role they play within the wider community.

Assessment:

Assessment will be on-going, using both formative and summative.

In Reading pupils will be assessed as they respond to a variety of 'Texts'. This will involve Close Reading comprehension and how well they understand the different 'Texts' studied.

In Writing pupils will have the opportunity to produce a variety of 'Texts'. They will be assessed on their ability to utilise the success criteria for each genre of Writing.

In Listening and Talking pupils will be assessed on their ability to work effectively in a group as well as being able to present their views in a range of situations.

Additional Information:

Progression into S4 will be at National 3, National 4 or National 5.

Geography

Course Content:

The S3 Geography course sets out to explore people and place, and to develop an awareness of the world around us. Pupils will be encouraged to become responsible citizens by developing a greater understanding of the processes which have an impact on their environment. They will also develop skills which are transferrable to other areas of study and which they will use in everyday life.

Topics studied will include the following:

- Environmental Issues
- River Landscapes and Flood Management
- Development & Health
- Globalisation

Skills such as map reading, gathering, processing and interpreting information will also be developed throughout the course. Pupils will use a wide range of resources throughout the course, including maps, textbooks, computers and television and film clips.

Assessment:

The S3 course covers experiences and outcomes at levels 3 and 4 within the Curriculum for Excellence guidelines.

Assessment will therefore be ongoing throughout the year, using both formative and summative methods.

Additional Information:

The main focus of the S3 course will be to help prepare pupils for progression to the National qualifications in S4.

Graphic Communication

Course Content

The Graphic Communication course in S3 is informed by the Graphics elements of the Technologies Experiences and Outcomes at Level 3 and 4. As the course progresses it will address some of the National 4 assessment standards for Graphic

Course Content:

- Produce and interpret simple 2D pictorial sketches, pictorial drawings and 3D CAD models.
- Produce simple 2D and 3D pictorial and 3D illustrations.
- Create simple 2D pictorial and 3D promotional displays.

More information is available:

<https://www.education.gov.scot/Documents/Technologies-es-os.pdf>

<https://www.sqa.org.uk/sqa/47452.html>

Assessment:

Internally assessed coursework will be assessed against the Level 3 and 4 benchmarks for the Technologies and some evidence for outcomes of National 4 Graphic Communication Units may be secured.

Additional Information:

Progression

This course is designed to enable progression in S4 to national qualifications in Graphic Communication. However, progression to either Design, Engineer and Construct at level 2, Design and Manufacture, Engineering Science, Practical Woodworking or Practical Metalworking at either N4 or N5 may in certain circumstances also be possible.

History

Course Content:

- **Campaigning for Change - Social Change 1900-79**

This unit will examine social, economic and political change in the past and assess its impact on people's lives with a particular focus on women and education.

- **Germany: the Nazi Regime**

This unit will examine the Nazis in power in Germany and will therefore include; the rise of Nazi power and the impact of this power on Germany and why this possibly led to the conflict of World War Two.

- **History Mysteries**

This unit will give pupils the opportunity to investigate 'Dark Dundee' . There will also be an opportunity to investigate the assassination of JFK.

Assessment:

Candidates will be assessed so that progress can be monitored through the Curriculum for Excellence levels on the ability to

- Demonstrate a good breadth of knowledge and understanding of the course.
- Demonstrate the ability to independently research, select and then present evidence.
- Demonstrate the ability to evaluate sources and consider different viewpoints.

A variety of assessment strategies will therefore be used to look at the progress of the learner either individually or when contributing within a group.

Additional Information:

Home learning is important to consolidate knowledge and understanding of historical themes and to further develop skills of explaining historical developments and events, the drawing of conclusions and evaluating of historical sources.

Pupils are expected to be responsible for keeping all their work up to date, neat and tidy.

Home Economics

Course Content:

- Pupils will be studying Level 3 and Level 4 Experiences and Outcomes from the areas of both Health and Wellbeing and Technology.
- This course will give pupils an insight into the Health and Food Technology course as well as Practical Cookery, Practical Cake Craft and Fashion and Textile Technology.
- Pupils will develop knowledge of the relationship between health and nutrition.
- Pupils will develop practical skills to allow them to apply their knowledge.
- Pupils will develop an understanding of the importance of food safety and hygiene and learn to work safely and hygienically.
- Pupils will develop an understanding of food preparation techniques and cookery processes.
- Pupils will develop skills in fabric construction techniques.

Assessment:

- Assessment will take place during and at the end of each unit of work.
- This will take place in the form of both written assessments and practical assessments.
- Peer and self-assessments also feature within the course.
- Pupils' hygiene knowledge will be assessed through the R.E.H.I.S. Examination. (Royal Environmental Health Institute for Scotland).

Additional Information:

After S3 pupils can progress on to

- National 4 / 5 Health and Food Technology
- National 4 / 5 Practical Cookery
- National 4 / 5 Early Learning and Childcare
- National 4 / 5 Fashion and Textile Technology

Beyond this pupils can progress on to either –

- Higher / Adv Higher Health and Food Technology
- Higher Fashion and Textile Technology
- N5 Practical Cake Craft

Literacy

Course Content:

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant context and gain confidence to access new and more challenging texts in a variety of situations.

The course we are offering in S3 is a Structured Literacy Programme designed for pupils who have a specific difficulty in language.

It aims to improve their skill in the following main areas:-

Reading

Spelling

Vocabulary

Presentation

Assessment:

Assessment methodologies will be varied to ensure pupils receive focussed feedback that aids their progress and development.

Assessment methods may include:

Formative feedback (written and verbal)

Effective questioning

Summative assessment of pieces of work

Peer/self-assessment

Group presentations

Observation

Mathematics

Course Content:

The Mathematics courses at Levels 2, 3 and 4 are based on Experiences and Outcomes which cover Number, Money and Measurement, Shape, Position and Movement and Information Handling.

The Mathematics courses are designed to equip pupils with the skills needed to interpret and analyse information, simplify and solve problems and make informed decisions. The skills developed in these courses are key skills required for life, learning and work

A variety of teaching approaches will be used including:

Working independently, learning collaboratively, use of technology, developing mental agility, maintaining cross curricular links, opportunities for classroom discussion, developing problem solving skills.

Assessment:

The department will use different forms of assessment including:-

- Calculator and non-calculator
- Individual and group problem solving tasks
- Home learning
- Classroom discussion
- Project work
- Mental agility

Additional Information:

At the end of S3 pupils will be allocated to New Qualifications Mathematics courses based on work covered during S1, S2 and S3.

French & Spanish

Course Content:

Pupils will continue to cover the Experiences and Outcomes within the four skills of Listening and Talking, Reading and Writing at Levels 3 and 4.

Topics covered will provide pupils with the opportunity to improve their language skills and will cover the broad contexts of Citizenship, Society, Learning, Employability and Culture.

Assessment:

Assessment will be on-going. Formative and Summative assessment will be used to monitor pupil progress.

Pupils will be tested in their Reading and Listening skills through class tasks and will do formal comprehension tests at various stages of the year.

Talking and Writing will be assessed through a variety of tasks such as PowerPoint presentations and conversations.

Additional Information:

Pupils will be able to continue their study of their main modern language but can choose to continue in their third language using the free choice. Pupils may alternatively, choose to pick up a new second language as their free choice.

Progression into S4 would be at National 3, National 4 or National 5.

It may be the case that for some pupils 'Languages for Life and Work' is a more appropriate option for progression into S3.

Modern Studies

Course Content:

Political: An introduction to the UK and Scottish parliaments; including the roles of our elected representatives.

Social: Crime and Law in our society and Social Inequalities

International: International Relations. The changing role of alliances such as NATO and the UN; particularly since the events of 9/11, including responses to international conflict situations throughout the world. Also, the role of the USA as a world power.

Assessment:

Meeting the Experiences & Outcomes of Levels 3 and 4 within the CfE guidelines through a mixture of formative and summative assessments, observing individual and group work presentations and building on the skills necessary to achieve a pass at National 4/5 levels; how to gather, synthesise and present information on a particular topic.

Additional Information:

As a department we are working towards preparing pupils in S3 for the new National 4 and National 5 assessments. As always, Modern Studies will develop the conceptual skills linked to our subject, such as, ideology, rights and responsibilities, and power.

Music Performing

Course Content:

There are 3 elements to the S3 Music course.;

Performing:

Developing skills on two instruments through performing a wide variety of styles. Pupils will take part in performing platforms and participate in self and peer assessment.

Composing:

Creating music through composing music in different genres.

Understanding:

Listening to music in a wide range of styles and learning about musical concepts associated with these styles/genres. This course also covers musical literacy skills.

This course covers Levels 3 and 4 Experiences and Outcomes.

Assessment:

Both formative and summative assessment techniques will be used.

Self-reflection on own work and teacher/peer assessment.

Regular practice of performing is expected either at home or in the department at lunch times. Home learning tasks will also be issued to reinforce the understanding element.

Additional Information:

The S3 course will offer a clear progression to SQA qualifications at National 3, National 4 and National 5 Music and Music Technology

Music Technology

Course Content:

This course is an introduction to level 3 & 4 music technology skills. There are two main elements

Technology

Developing technology and ICT skills through recording a variety of sounds in different formats including instrumental performances, sound for film and MIDI.

Developing and understanding of manipulating and mixing audio.

Understanding:

Listening to music in a wide range of styles and learning about musical concepts associated with these styles/genres, learning about intellectual property, investigating specific music technology developments and the use of effects and processes and applying all of this understanding in questions associated with listening to music.

Assessment:

Both formative and summative assessment techniques will be used.

Self-reflection on own work and teacher/peer assessment.

Home learning tasks will also be issued to reinforce the understanding element.

Additional Information:

The S3 course will offer a clear progression to SQA qualifications at National 3, National 4 and National 5 Music and Music Technology.

Physical Education

Course Content:

Aims of the Course

- To improve physical performance in sport
- To further develop pupil interest in Physical Education
- To know and understand the principles and concepts impacting on performance

Activities

During the course pupils will participate in a variety of activities. These may include **badminton, basketball, swimming, table tennis, football, handball, volleyball, athletics** and **fitness**. There will be an element of flexibility for which activities will run depending upon pupil uptake/interest.

Assessment:

All units will be internally assessed and are on a pass/fail basis. Each unit will have equal weighting.

Skills for Learning, Life and Work	Progression
1 Literacy	National 3 Physical Education
2 Listening and Talking	National 4 Physical Education
3 Health and Wellbeing, Emotional Wellbeing & Physical Wellbeing	National 5 Physical Education Higher Physical Education
4 Employability, Enterprise & Working with others	College or University for PE
5 – Thinking Skills, Understanding & Applying	or sport related courses

Course Units

Performance Skills: - Pupils will have the opportunity to develop a range of simple and complex performance skills and apply these within game situations.

Factors Impacting on Performance:-Pupils will explore and raise their awareness of factors which impact on participation and performance in physical activities. There will be opportunity to reflect on analyse and monitor their own performance.

Additional Information:

- Pupils selecting this course will also still follow core PE in addition.
- Ensure you like all the activities listed before choosing this course

Physics

Course Content:

The course will incorporate the Physics Outcomes from the Level 4 Science Experiences & Outcomes within Curriculum for Excellence. However, pupils will have the opportunity to consolidate at Level 3 and work will be differentiated as appropriate.

During this course pupils will study:

Energy generation – fossil fuels, renewable energy

Space – astronomy and our knowledge of the universe

Electrical circuits – series & parallel circuits, current, voltage, domestic circuits

Electronics – input and output devices, LEDs, thermistors, solenoids...

Sound waves – decibels, speed of sound, frequency, wavelength

Waves – interference, ultrasound

Motion – speed, distance, time, acceleration, force, Newton's Laws

Forces – magnetism & magnetic fields, electromagnets, gravitation

Electromagnetic Spectrum – visible light, infrared, ultraviolet, radar, X-rays, gamma rays

Assessment:

Formative assessments will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments. This will allow pupils to make an informed choice about whether to pursue national qualifications in 4th year.

Additional Information:

The course will allow pupils to acquire a good basic knowledge of Physics, with reference to topical issues.

The approach and content to this course is influenced by the need to articulate with national Physics courses which will be offered in S4.

RMPS

Course Content:

BUDDHISM – World Religion - We will learn about the religion of Buddhism, exploring key beliefs such as **karma, reincarnation** and **meditation**. As part of exploring Buddhism in Scotland today, we will visit the 'Kagya Samye Ling' Buddhist monastery in the Scottish borders.

WHAT HAPPENS WHEN WE DIE? - Religious & Philosophical Questions – What happens when we die? Do we go to heaven? Are we born again? Do we become ghosts or spirits? In this unit we will explore the many different beliefs about the afterlife.

PHILOSOPHY - Epistemology – How do you know that you're not dreaming right now as you read this? **In fact...can you even be sure that you exist?!** Together we will explore what we know, how we know it, and if we can ever *really* be sure that we're not surrounded by robots pretending to be people...

CAPITAL PUNISHMENT – Morality & Belief – Should we be allowed to punish people by killing them? Should Scotland bring back the death penalty? What do the pupils and teachers of Harris Academy think? Activities include: conducting a whole-school survey, media presentation, script writing a short drama, mock interview and campaign brochure/poster.

Assessment:

Both Level 3 and Level 4 Outcomes and Experiences are assessed. The learning experiences and activities have been designed to allow pupils the opportunity to demonstrate their knowledge and understanding, skills, attributes and capabilities. Evidence will be gained from day-to-day learning as well as from specific assessment tasks, activities and tests. There are opportunities for pupils to choose their preferred assessment style: oral; written; audio visual. Peer assessment and self-assessment are also an important part of the assessment process. Evidence will be gathered via a range of assessment experiences other than questioning and written responses such as: group tasks, presentations, creative writing, debates, script writing, artwork, reports, film, projects, mock interviews, class discussion, poetry and drama performance. Assessment focuses on three key areas: Christianity, World Religions and the Development of Beliefs and Values. The experiences and outcomes assessed include:

I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09e**

I can explain a range of beliefs which followers of world religions hold about 'ultimate questions' and participate in debates about these. **RME 3-04c**

Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life. **RME 4-06a**

Through exploring a range of issues of morality, I can consider Christian responses to these issues and relate these to my own developing values. **RME 4-02a**

Additional Information:

This course is not the same course as the Core RME course. Every pupil receives 1 period of Core RME as part of the national core requirements. The above course is a completely separate, challenging and exciting course which will be delivered in an additional 3 periods per week.

Practical Metal and Woodwork

Course Content

The Practical Wood and Metalworking course in S3 is informed by the Craft elements of the Technologies Experiences and Outcomes at Level 3 and 4. As the course progresses it will address some of the National 4 assessment standards for Practical Wood and Metalworking

Assessment:

Internally assessed coursework will be assessed against the Level 3 and 4 benchmarks for the Technologies and some evidence for outcomes of National 4 Practical Wood and Metalworking Units may be secured

Additional Information:

Progression

This course is designed to enable progression in S4 to Practical Woodworking and or Practical Metalworking at national qualifications. However, progression to either Design and Manufacture, Design, Engineer and Construct, Engineering Science and Graphic Communication at either N4 or N5 may in certain circumstances also be possible.

Wider Achievement – Activity Maker

Course Content:

This course is a great introduction to leadership.

It specifically develops skills of communication, organisation, collaboration and teamwork in a fun and engaging way as well as challenging the young person in their development of the **Curriculum for Excellence four capacities**; helping young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Assessment:

A variety of assessment methodologies are used to allow pupils to receive focussed feedback which will aid progress and development throughout the course of the year.

A PlayMaker Award is available for pupils who engage in the required level engagement.

Additional Information:

For pupils who achieve success at this level in S3, recommended progression would be to Personal Development Awards in S4

