Alford Academy

An Ambitious School Community
Enterprising, Engaging, Evolving
Working Together, Towards Excellence

S2 into S3 Subject Choice Booklet

March 2016

S2 into S3 Subject Choice

This booklet is available to you from January 2015, to assist you in the completion of the 'S2 into S3 Subject Choice' consultation process.

It has been updated in early March 2015, to provide you with the information you require to assist with completion of the final S2 into S3 Subject Choice forms, in preparation for session 2016-17.

CONTENTS

SECTION 1

1. INTRODUCTION Pages 2 - 4
2. INDIVIDUALISED CURRICULUM Page 5
3. SUBJECT CHOICE CALENDAR Page 5
4. DO's and DON'Ts of SUBJECT CHOICE Page 6
5. PROGRESSION AND CONTINUITY IN LEARNING Page 7
6. CAREER RESOURCES IN THE LIBRARY Page 8

SECTION 2

1. SUBJECT INDEX Page 9
2. CORE SUBJECTS Pages 10 - 12
3. SUBJECT OPTIONS Pages 13 - 21

SECTION 3

1. APPENDIX 1 – Example of Subject Choice Consultation Form Removed
   (Used in January 2015 to inform Subject Choice Request Form)
2. APPENDIX 2 – Subject Choice Request Form Page 22-23
   (Available from 5 March 2015, for submission by 19 March 2015)
3. APPENDIX 2 – Example of completed Subject Choice Request Form Page 24-25

SECTION 1

1. INTRODUCTION

Dear Parents/Carers and Pupils

This ‘S2 into S3’ Subject Choice Booklet is designed to help pupils make decisions about subject choices for study over the coming year, for session 2016-2017. In doing so, you must also consider progression from the Junior Phase (S1 – S3) into the Senior Phase (S4 – S6) and beyond.

Throughout S1 and S2, pupils have been gaining and applying skills and knowledge across a broad range of subjects from within the 8 main curriculum areas:

Mathematics and Numeracy
English, Modern Languages and Literacy
Sciences
Social Studies
Technologies
Expressive Arts
Health & Wellbeing
RME

These curriculum areas form the basis of a broad general education in the Junior Phase (S1 to S3).

Curriculum for Excellence (CfE) states that as learners progress in S1-S3 they will:

- Experience a broad general education
- Make and confirm links across all aspects of their learning including across curriculum areas and subjects, as well as personal achievements
- Be secure in their learning through to third level
- Be offered opportunities for specialisation and choice, while ensuring that they have the opportunity to cover experiences and outcomes in all eight curriculum areas, using a variety of approaches including interdisciplinary learning
- Be given opportunities to experience breadth and depth of learning and to apply skills in new and unfamiliar contexts
- Begin to consider whether, and to what extent, they will carry forward their interests in particular subjects into qualifications – and at what levels
- Have their achievements recognised through an S3 profile

Our staff believe that almost all pupils in Alford Academy will be secure in their learning through to third level by the end of S2. For this reason, we have decided to offer some subject choice in S3. This will allow pupils to continue with particular subjects from within these curriculum areas.

In line with National guidelines, the school recommends that pupils and parents keep choices broad. However, we also recognise through our mission statement that...

...one size does not fit all.
Our young people are born individuals and should leave school as individuals. Alford Academy is committed to unlocking each youngster's potential, raising their aspirations and helping them be all they can be, in a safe, healthy and caring environment.

With this in mind, we have consulted with pupils and parents as well as with staff to 'get it right' for our pupils and feedback from the consultation has helped shape our curriculum. The S2 into S3 Subject Choice form reflects the priorities communicated to us through this extensive consultation process. We trust that our pupils are able to look forward to S3 and beyond knowing that they have begun to look at where they would like to be in terms of attainment and achievement by the time they are ready to move on to life beyond school, whether this is planned for at the end of S4, S5 or S6.

We will continue to work in partnership with pupils, staff, parents and education, business and community partners to help pupils to build a clear pathway through learning – one that is right for them.

Subjects in S3

In S3 all pupils will continue to study the core subjects Physical Education (PE), Personal & Social Education (PSE) and Religious & Moral Education (RME).

In addition, pupils will continue to study Mathematics, English and a Modern Language. A further 7 subjects will be chosen by each pupil for study in S3. These seven subjects must include at least one science, one social subject, one technological subject and one expressive arts subject, with the final choicse coming from subjects offered across a range of curriculum areas.

The path has therefore been prepared for a smooth transition into S4. Subjects available for study will be familiar and offer direct progression from their learning in S2, through S3 and into S4 and beyond.

Subject choices should be considered carefully. This Subject Choice Booklet describes the subjects on offer and gives some advice about factors to consider when making subject choices. At Alford Academy we recognise how important this time is in your son/daughter's school career and we provide subject choice support through:

- assessments and reports from subject staff which are based on a pupil's academic progress in S1 and S2

- the explanatory S3 Subject Choice meeting for S2 parents/carers on Thursday 5 March 2015. As well as providing valuable information this evening will also include a workshop entitled 'Pathways and Pitfalls'.

- the programme of work currently being followed by pupils in their weekly Personal and Social Education class which provides them with more details about what is on offer and how to go about making their choices.

- contact with the school's Careers Advisers, who are also involved in the Personal and Social Education Programme mentioned above.

- the pupils' contact with, and the support of, their Guidance Teacher who will see all S2 pupils individually to discuss and monitor course choices, in order to ensure that they follow an appropriate curriculum in S3 to support further choices for study in the Senior Phase (S4-S6).

As a result we hope that you and your son/daughter will be able to make these decisions feeling confident that you have as much information and help as you require. As always, parents/carers should contact their son/daughter's Guidance Teacher at Alford Academy for any additional support required.

Yours sincerely

Moira Milne

Head Teacher

2. INDIVIDUALISED CURRICULUM

It is important that individual needs of all our pupils are met and for some pupils an individualised curriculum may be more appropriate. For example, pupils may be advised that certain subjects may be overly demanding due to extensive extended writing. For other pupils it may not be in the pupil's best interests to follow a full diet of eight subjects in S3. In such cases we may advise certain subjects or subject combinations.

The parents of pupils who the school feel could benefit from an individualised curriculum, will be fully consulted on an individual basis to discuss the possible options.

3. SUBJECT CHOICE CALENDAR

DATE	ACTIVITY
Week beg 14 Dec 2015	S2 Reports issued.
Ongoing Nov / Dec 2015	Curriculum discussions in PSE
February 2016	Subject Choice Consultation sheet returns used to inform S3 Subject Choice form.
Wed 2 March 2016	S2 CfE Evening for Parents with focus on S2 into S3 subject choice
Fri 4 March 2016	Subject Choice booklet updated on blog and form issued to pupils
Mon 14 March 2016	S2 Parent Evening
Tues 15 March 2016	**Latest date for S2 into S3 Subject Choice form return**
Feb/Mar/Apr 2016	Subject Choice meetings (with parent/carer, pupil, PTG and DHT Curriculum) where requested / required
May 2016	Subject Choices confirmed and class lists finalised.
Tuesday 7 June 2016	Change of timetable (TBC)
Session 2016-17	Ongoing consultation with pupils, parents/carers and staff on the Senior Phase (S4-S6).

4. DO's and DON'Ts of SUBJECT CHOICE

DOs

- Read this subject choice booklet. It contains lots of useful information to help you make sound choices.
- Study your S2 report and identify the subjects you do best in. Teacher comments can guide you – read them carefully. Subject teachers can advise you on subject content. Your Guidance teacher, who knows you well, will be able to give best advice on subject choice. Be sure to discuss your choices with her/him.
- Choose subjects you work hard at and push yourself to do best in. Be honest about how well you work and the progress you are making.
- Choose a subject because you find it to be challenging and enjoyable.
- Consider likely career options. Research these and find out which subjects are most relevant for each.
- Keep choices as broad as possible.

DON'Ts

- Choose subjects based on what your friends are choosing. There is no guarantee you will end up in the same classes as them.
- Choose a subject just because you like the teacher – there is no guarantee you will have the same teacher next year.
- Avoid a subject because you don't like the teacher.
- Choose subjects based on how easy they are or how little homework there is. All subjects will become more challenging as you progress through school.
- Avoid subjects because they are demanding. Success is only achieved by working hard and doing your best.

5. PROGRESSION and CONTINUITY in LEARNING

One consideration when making choices for S3 is course pathways for progression through increased levels of certification in subsequent years. In making subject choices for S3, you are advised to be aware that whilst most subjects are available at all levels, some are not. It is wise to plan for progression from S3 subjects into certification in the Senior Phase (S4 – S6).

Please note that:

- ‘Hospitality’ in S3 leads in later years to certification at National 4 and/or National 5 but not at Higher. Thereafter, a food or textile related course, or personal development course may be offered, subject to uptake.

- ‘Design & Manufacture’ can now lead in later years to certification at National 4 and/or National 5 and also at Higher level. Additional practical woodworking or metalwork skills based courses up to National 5 may also be offered i.e. increased breadth rather than depth of learning.

For all subjects:

- Plan for continuity of learning as far as possible. Under current curriculum plans, this means that, of the 10 subjects you choose to study in S3, you should plan to continue with 6 of these into S4 and 5 or 6 of them into S5. This should allow for maximum attainment and a better sense of achievement.

- We aim to work closely with you and your parents/carers to ensure that the subject choices you make are right for you. Your Principal Teacher of Guidance (PTG) and Depute Head Teacher (DHT) Curriculum will examine your choices and will arrange to discuss these with you if we feel your choices are insufficiently broad or inappropriate to your individual needs. If you wish to follow a more specialised curriculum than that advised, you should have sound rationale for doing so, based on strengths, likely career aspirations etc.

- If at any stage you feel you need to revisit a choice of subject you are advised to discuss this with your PTG and/or DHT Curriculum as soon as possible to minimise the impact of a change of subject.

6. CAREER RESOURCES IN THE LIBRARY

The library has a range of resources for parents and pupils to access through our school network computers. We have a range of books giving details of many jobs that can be borrowed. There are also other resources such as:

- Careers in Scotland
- Job seeking Skills
- Apprenticeship Guides
- CVs and Interview materials … and many more to help you plan career pathways.
- Each university and College publishes a prospectus which will be available online. These give lists of courses for study, as well as general information about the University or College and the town or city in which it is situated.
- Signposts: a box of cards, each outlining the main aspects of the job. These are a good starting point and the information usually includes useful websites, addresses and telephone numbers for you to contact.

If you need assistance using the Careers Section in the library, please ask the Library staff who will be happy to help you.

In addition, one of the best resources to inform subject choice and career planning is the My World Of Work website.

SECTION 2

Over the next few pages you will find information on each of the subject options available to you, as well as the core subjects that all pupils will study. The various subject options are arranged in alphabetical order within the eight broad curriculum areas.

1. CORE SUBJECTS These subjects are mandatory, in line with our National curriculum.

Curriculum Area	Core Subjects	Page
		11
Numeracy and Mathematics:	Mathematics	
		11
Literacy and Languages:	English	12
	Modern Languages: French or Spanish	12
Health & Wellbeing:	PSE	13
	Physical Education	13
Religious & Moral Education:	RMPS	13
MEL (Mentoring for Effective Learning)		14
Wider Achievement		14

2. SUBJECT OPTIONS These options allow our S3 pupils a degree of subject choice. Pupils can opt to continue with the subjects they feel are most relevant to them as individuals as they study these in more depth, in prepare for qualifications in the senior phase.

Curriculum Areas	Subject Options	Page
Expressive Arts:	Drama, Music and Creative Media	15
	Art & Design	16
Health & Wellbeing:	Physical Education (PE)	16
	Food and Health (Hospitality)	17
Literacy & Languages	2nd Modern Language: German	17
Religious & Moral Education:	RMPS	18
Sciences:	Biology	18
	Chemistry	19
	Physics	19
Social Studies:	Geography	20
	History	20
	Modern Studies	21
Technologies:	Administration & IT	21
	Business	22
	Computing Science & IT	22
	Design & Manufacture	23
	Graphic Communication	23

1. **CORE SUBJECTS** These subjects are mandatory, in line with our National curriculum.

Mathematics

The course is designed to allow for natural progression from the course followed in S2 to certification in S4 and beyond.

There will be a clear focus on the development of knowledge and skills in many areas, including:

- Numeracy
- Money
- Shape
- Measurement
- Algebra
- Trigonometry and
- Statistics

The course aims to enable pupils to develop the mathematical skills and understanding required for their present needs, and for the future demands of adult life, employment, further study and training.

In addition, the aim is to develop an appreciation and enjoyment of mathematics and an awareness of its importance in society, its historical significance and its role in the development of technology. During S3 pupils undertake a mini-project researching into either the life of a famous mathematician or mathematical topic.

English

In S3 the English Course will provide a broad preparation for National 4 & 5 and provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. These skills are essential for learning, life and work and the course will offer opportunities to develop the ability to communicate thoughts and feelings, respond to others and use different media effectively for learning and communication.

The course also provides learners with the opportunity to develop an understanding of how language works, and use language to communicate ideas and information. Pupils will also develop skills in creative and critical thinking to help them formulate ideas and arguments as well as personal, interpersonal and team working skills. Additionally, there will be an opportunity to enhance their enjoyment and their understanding of their own and other cultures through a thematic course structure and associated texts.

Core Modern Language Experience in French or Spanish

In S2 we focussed on developing a good working knowledge of the practical 'coping' language pupils will need, in order to successfully manage a variety of common, everyday situations. As pupils progress into S3 they will continue to develop their skills in talking, listening, reading, writing and also knowledge about language, but within the context of more interesting, challenging topics drawn from the broad themes of Society and Culture.

Unit 1 is a transition unit, in which pupils develop the skills to understand and communicate more extended information and sustain conversations about aspects of family life. Thereafter, depending upon the language being studied, pupils will encounter some new and very different themes, such as young citizens of a global community – looking at issues affecting young people today, and studying the lives of some young people in countries of the developing world, where the language being studied is spoken.

Throughout the S3 course, pupils are building on their knowledge of language in general, learning how to use different tense systems, and how to understand, analyse and produce more complex, detailed language. Through the study of another language, pupils gain an increased awareness of the interconnected nature of languages, and an improved understanding of their own native language. Thus, the study of a second language plays an important part in the development of general literacy and communication skills. It also provides pupils with the language tools they will need, should they choose to take up the study of a different language, either in the Senior Phase or in later life.

Core PSE

The learning and teaching focus in Personal and Social Education (PSE) is on qualities, skills, knowledge and understanding needed for pupils to:

- function effectively as individuals and learners
- form considerate and supportive relationships
- interact effectively with the natural and social environment
- make the transition to adult and working life
- operate effectively within society

PSE helps pupils to get the most out of school and allows them to develop skills useful throughout life.

Topics covered include:

- relationships
- drug awareness
- study skills
- preparation for work, including work experience
- career pathways

Core Physical Education (PE)

This course enables all learners to enjoy and succeed in a range of physical activities.

Learners have the opportunity, through analysing performance, understanding what is required to improve and then applying this to enhance their own effectiveness in performance, to develop, demonstrate and improve practical and performance skills in physical activities.

Learners will experience a range of roles and responsibilities during Physical Education and this allows them to develop interpersonal skills and contributes to their social and emotional development.

The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. By actively participating in physical activities, learners can demonstrate initiative, decision making and problem solving.

Pupils will cover some of the level 4 experiences and outcomes by participating in a range of activities from the following categories: Team Games, Individual, Health & Fitness, Aquatic, Winter sports and Creative & Aesthetic.

Core RMPS

The aim of Core RMPS is to educate pupils about the society in which we live, as well as allowing them the opportunity to consider their own beliefs. Analysis and evaluation skills will be further developed in order to help pupils not only have an opinion, but know why they hold that opinion. We will also investigate the opinions of others (philosophical, faith-based, secular) and examine whether or not they have any merit. Units from the following list will build on knowledge gained, and skills developed in S1 & S2.

Life After Death – an investigation of different beliefs about life after death. Is there life after death? What evidence do we have from our ancient ancestors? We learn about reincarnation, out of body experiences, ideas of heaven and hell and recent scientific discovery. We look at answers from religious, secular, scientific and philosophical standpoints.

Crime & Punishment – a look at the aims of punishment and different viewpoints on the issue from ancient times to the present day. We also investigate the death penalty. Viewpoints include religious, secular and philosophical.

Happiness – a look at different responses to happiness. What is happiness? How important is it? Does it even exist?

Issues of Belief – this unit looks at the relationship between beliefs, actions and consequences. What different types of beliefs are there? What do these beliefs lead people to do? How do my own personal beliefs affect my actions? What can I do to make a difference? Why should I even try?

Bob Marley – the life and beliefs of Rastas are examined and evaluated. What DO they actually believe? Why? How did Bob Marley's beliefs affect his life? What difference did he try to make and why?

Studying RMPS at Core level should enrich pupils and help them to develop their own informed response to the variety of beliefs, values and attitudes that they will find in society, as well as further improving analysis and evaluation skills. They should find it gives them an all round education which better equips them to enter the world of work.

Mentoring for Effective Learning

In addition to these core subjects, pupils will be given opportunities Mentoring for Effective Learning to maximise their skills and potential for learning and achievement.

Mentoring for Effective Learning will take place during one 50 minute period per week. During this time a member of teaching staff (a key adult) will work closely with each group of pupils (previously registration classes) to get to know them as learners and to help the youngsters become more self aware in terms of their own learning and potential.
One focus will be around building the four capacities: To be

- successful learners
- effective contributors
- confident individuals and
- responsible citizens.

House and year group assemblies will take place at this time, supported by our Chaplaincy team. In addition, pupils of varying age groups will have opportunities to work together to reach common goals.

Wider Achievement (WA)

Wider Achievement is also a feature of our curriculum in S1- S6. We are continually building on our Wider Achievement programme and this year we will introduce our Junior Phase programme.

The activities included in Wider Achievement are carefully selected and developed to ensure a range of skills – subject specific, personal and interpersonal, transferrable and life enhancing – are built upon year on year, helping youngsters to meet the challenges that lie ahead as they progress from Junior to Senior phase and beyond.

2. SUBJECT OPTIONS

EXPRESSIVE ARTS

Drama, Music and Creative Media

S3 courses

The faculty offers a creative environment for all students wishing to explore the possibilities that the expressive arts can offer. The courses available are flexible so that students may specialise in Drama, Music or Creative Media or combine these specialisms according to the needs of the individual.

Whilst courses develop the skills learnt in the S1/2 expressive arts (Drama, Music & Creative Media) programme they also allow every student to progress in accordance with their growing interests.

Drama: Here we explore the nature of performance and its ability to expand our perspectives. Using stimulus materials pupils will research the issues behind current affairs, art, music and many other cultural, environmental and student driven topics.

Assessment is diary driven with significant and crucial written responses to the performance process in all areas of study.

Music: Courses progress the S1/2 faculty experience, allowing for both instrumental training and concept exploration. The music department works in close collaboration with Drama and Creative Media so that pupils can continue to explore their own potential whilst preserving the more traditional pathways to success within this discipline for students wishing to pursue this.

The instrumental service, available to all pupils, works in close collaboration with the Drama, Music and Creative Media faculty, allowing for age and stage development whilst preserving the faculty ethos of offering a creative environment for all of our students to develop their creative potential.

S3 courses available within the faculty use broad performance techniques, non-naturalistic styles, musicology and devising strategies within the collaborative and co-operative classroom. The courses on offer here allow students to get to know themselves and how they interpret the world in which they live via a creative response.

‘The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.’

S3 Art and Design

The Course provides opportunities for learners to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work and create original expressive and design ideas. Learners will explore 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 learners develop their practical skills, they will investigate how artists and designers create and develop their ideas. Developing their appreciation of art and design practice helps learners to develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice. This will help learners when developing and refining their creative ideas.

The aims of the Course are to enable learners to:

- explore personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies
- develop 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
- learn about the social and cultural influences on artists and designers and their work

Due to the practical nature of this course there will be a charge for the materials used.
A&D offers the keen student an opportunity to develop creativity and nurture personal expression. These demands require dedication to building skills and that requires practice; both in and out of school.
Genuine enthusiasm is key, rather than relying on natural talent alone.

HEALTH & WELLBEING / EXPRESSIVE ARTS

Physical Education (PE)

Learners who complete this course will be able to

- Develop and demonstrate knowledge of the principles and factors underpinning and impacting on performance
- Describe factors which impact positively and negatively on engagement and performance in physical activities
- Build capacity to enhance effective performance
- Reflect on, and monitor performance to inform and influence personal improvement

Activities include Football, Swimming, Gymnastics, Basketball, Badminton and Skiing and there are two units within the course:

Performance skills
Factors impacting on performance

Pupils must take part in and come prepared with the appropriate kit for all of the activities highlighted above i.e.

- football boots and shin guards for football and hockey
- goggles for swimming
- padded gloves for Skiing etc

HEALTH & WELLBEING / TECHNOLOGIES

Food, Health and Hospitality

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

In S3, pupils continue to develop knowledge and understanding in Food and Health. They also develop practical cookery skills appropriate to the hospitality industry. Pupils will focus on a wide range of food skills and processes.

Learners will:

- gain a range of basic cookery skills, food preparation techniques and cookery processes
- develop understanding of ingredients and their uses
- develop an awareness of the impact of the choice of ingredients on health and wellbeing
- follow simple recipes to produce simple dishes
- develop an increasing understanding of the importance of food safety and hygiene

This is a practical subject which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work. Its uniqueness lies in introducing learners to practical cookery in hospitality-related contexts.

Due to the practical content there is a charge for the ingredients used in the course.

LITERACY (MODERN LANGUAGES)

S3 Modern Languages: Experience of a Second Modern Language in German

In addition to pupils continuing to develop their skills in the language studied in S1 and S2, the Modern Languages Faculty is keen to offer pupils the opportunity to gain experience and a basic working knowledge in a second modern foreign language.

Since pupils in S2 currently study French or Spanish, this introductory course is being offered in German, subject to sufficient uptake.

This course is intended to be an introduction to a second modern foreign language and as such, no prior knowledge of the language is needed. However, this option may also allow some pupils to revisit and take up a language which they encountered as part of their language learning in primary school.

Pupils will discover for themselves that the experience of learning one foreign language has left them well-equipped to acquire other new languages, and to appreciate that all language is connected. The study of other languages will also help pupils to appreciate, understand and improve how they use their own native language.

Participation in this course means that pupils will be able to make well-informed choices about which languages(s) they may wish to study in the Senior Phase (S4-S6), based on their own personal experience of two different languages in S1-S3. This experience also means that they will be in a strong position to progress qualifications in either (or both) language(s).

RME

RMPS

RMPS as a subject option will build on experiences and outcomes gained in S1&S2, as well as introducing pupils to a more in depth study of philosophy, morality and religion. We will investigate one moral issue and start to learn more about one of the World Religions.

‘Morals & Beliefs’ looks at morality and deals with real life issues affecting us all, either directly or indirectly. We first of all look at what morality is. Then we move onto looking at how different groups of people make up their minds about moral issues. We then apply this knowledge to issues such as abortion, drugs, euthanasia, animal testing, forced marriage, homosexuality, honour killings etc. What different opinions do people hold about these issues? Why do they hold them? Pupils then pick a moral issue to do a project on. They find out facts about the issue, and use their knowledge of moral and philosophical stances to investigate different viewpoints.

‘Crime & Punishment’ includes questions such as: Why do we punish people? What types of punishment are used? Do they work? What about Capital Punishment? What is involved? Does anyone deserve to be put to death?

‘How to Argue’ is a short unit on how to be a good critical thinker. It will prepare pupils for the philosophy unit “Does God Exist”, which is part of the Nat 4/5 curriculum.

This course allows pupils not only to learn about the society in which we live, but also to further develop analysis and evaluation skills. They will gain the ability to think for themselves and be able to justify their opinions with well-thought out arguments.

SCIENCES

S3 Biology

Studying Biology in S3 will give you the opportunity to gain an understanding in two main areas. The first area will focus on biological cell processes and their uses, as well as look at the basis for inheritance (why we are as we are). The second area will focus on life on earth.

The cell processes that you will study are; the properties and uses of enzymes, factors that limit photosynthesis and anaerobic & aerobic respiration. While studying these areas you will also look at therapeutic applications (looking at possible illness cures), as well as how we can use micro-organisms to provide us with useful products.

While studying the basis of inheritance, you will gain an understanding of DNA, genes, chromosomes and how genetic information is passed from generation to generation.

Life on Earth will give you the opportunity to use biological techniques to look at the distribution of populations and communities within ecosystems, study the features of ecosystems and learn how an organism’s behaviour and adaptations help them to survive in different ecosystems, as well as the impact humans can have on these.

Studying biology will not only give you a sound knowledge of biological processes and life on earth, but you will use this knowledge to develop skills to investigate, through experimentation, as well as use your skills to explore moral/ethical implications related to therapeutic applications.

Chemistry

Chemistry is an essential part of our lives. It is concerned with the food we eat, the fuel we burn and the clothes we wear. Many people find that their understanding and interest in science is enriched by a study of Chemistry which also provides an essential foundation to understanding concepts in other Science subjects – many topics (e.g. electrochemistry and carbohydrates) overlap with Physics and Biology.

This Chemistry course takes a hands-on practical approach and will give you a fascinating insight into the thousands of applications of Chemistry in our lives. In addition, we will cover the basic topics necessary to progress to qualifications in S4.

Atomic Structure and Bonding: The course will start with the most basic concepts of atomic structure, and how these atoms join together to make different substances. This leads on to understanding and explaining the properties of these different substances. There will be some calculations at the end of this topic.

Fuels and Hydrocarbons: In this topic, you will study the basics of Nature's chemistry which is based on the element carbon. You will learn about the structure and reactions of hydrocarbons and everyday products obtained from them.

Metals and the Electrochemical Series: Here, you will learn about the extraction, reactions and alloys of metals then use this knowledge to study the production of electricity in electrochemical cells.

Throughout the course, you will develop other important skills such as practical, investigative and study skills.

Physics

Physics is fun, challenging and is the science that ties everything scientific together. It helps us to explain how the world behaves around us, how the laws of nature operate and to understand how things work. The great thing about Physics is that it is constantly unveiling new facts about our universe - from the very small, like sub-atomic particles, to the very large, like black holes and galaxies.

The course will also give you the opportunity to develop the following skills:

- Integration and application of physics knowledge and understanding
- Application of scientific enquiry and analytical thinking skills
- The ability to explain the impact of applications to society and the environment.

In addition, the course offers many opportunities for hands-on practical work and will include the topics outlined below:

Introduction to waves: You will begin by learning about the properties of waves, diffraction, refraction, critical angle, optical fibres and the electromagnetic spectrum. You will also do some wave calculations,

Radioactivity: This topic looks at atomic structure, the different types of radiation, background radiation, absorption, half-life and radiological protection and safety.

Motion and application: Here, you will study how things move, including distance and displacement, speed and velocity, acceleration, forces and their effects.

Electricity and Electronics: A look at current, voltage and resistance. You will also study electromagnetism electricity generators and electric motors, as well as an introduction to digital electronics, looking at input and output devices, logic gates and electronic circuit design.

SOCIAL SUBJECTS

Geography

In S3 pupils will study topics and complete tasks which correspond to the learning outcomes and experiences outlined in CfE. Learners in Geography will continue to develop an understanding of people, places and environments across the world. There will be an opportunity to develop transferable skills such as mapping and active learning is encouraged. Pupils will also learn how to apply literacy, numeracy and graphicacy skills. There will be a focus on research skills, including gathering, processing, interpreting and presenting information.

The course includes an introduction to mapping and tracking skills (Ordnance Survey mapping, Geographic Information Systems and Global Positioning Systems). Pupils carry out basic fieldwork techniques and put their newly acquired skills to the test around Alford! Pupils study the Aberdeenshire landscape from the mountains to the sea by following the course of the River Don. They study the physical features of the landscape and how people make use of these different landscapes. In addition, they look at local, national and global tourism and learn a little about weather and climate. Pupils also compare how we live in Scotland (developed country) with a poorer (developing) country. The focus will be on personalisation and choice, culminating in a research project. Homework is set regularly, with plenty of time for completion and includes Knowledge and Understanding plus Skills exercises as well as practice for the course assignments. Geography skills are very much sought after and valued by many employers. If you are interested in the future of the planet, the area you live in, working with people, maps or software, are fascinated by the natural environment, new places, the economy or global issues, then Geography is for you!

History

In S3 pupils will be given the opportunity to study several exciting topics and develop important transferable skills that will aid them for the rest of their lives.

The first unit is an introduction to medieval history. Here we focus on the importance of knights, castles and the church in medieval times. Pupils will learn how to become a knight, by attending our knight training school. They will construct a life size suit of armour, learning the different types of components and take part in the castle building game. The second unit focuses a clash between two different cultures. We look at the story of the Spanish conquest of the Aztec Empire. Who are the Aztecs, what was their culture like and what happened when Cortes invaded? In the third unit we will be studying the First World War. Hot on the heels of looking at WW2 in S2, in S3 we carry out an in depth study of the tragedy, types of warfare and global nature of this haunting conflict. Finally we will do a pupil led project looking at an area of history that they are interested in. The pupils will be in charge for this, and the final piece of work can be in many different formats, from a project report to a DVD recording of their work.

Throughout the year, while studying history pupils will gain invaluable skills including the ability to develop an argument on paper, analyse information, detect bias and exaggeration and confidence in debating and discussing important issues.

Modern Studies

Modern Studies draws on the social sciences of politics and sociology and pupils will gradually build up a framework of social and political knowledge.

In S3 pupils will study two topics with the aim of developing skills of reaching and justifying conclusions in the context of contemporary British and international issues. In the first unit we will examine Crime and the Law in Britain. We will look at the impact of crime and the attempts to tackle the problems of crime in Britain. We intend to work with the help of Grampian Police in this unit and intend to visit police headquarters and see firsthand the many different ways that crime is investigated and solved in Scotland. In the Second unit we will look at an International issue that affects the world powers such as Conflict. We will look at the many aspects of this and how it all affects Britain. We will investigate in more detail the issues we looked at in S2 such as The war against Terrorism.

Finally, pupils will be given the opportunity to also carry out a project on a subject of their choice from Modern Studies. They may decide to make a documentary about an issue they are interested in or perhaps carry out an investigation on something or even make a short film. Each pupil will be able to decide on their own topic to investigate and decide the way that they are going to present.

The Modern Studies Course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others: openness to new thinking and ideas, and a sense of responsibility and global citizenship.

TECHNOLOGIES

Administration and IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. The key purpose of the course is to develop learners' administrative and IT skills and will include: key legislation affecting employees, good customer care, IT skills and organisational skills in the context of organising a small-scale event.

You will build on your experiences in the S2 Enterprise and Enabling Technologies course and the Course will contain a lot of practical work which uses real-life contexts and is relevant to the world of work. The Course will also help your general education as it will develop essential skills which will stand you in good stead for a large number of careers. It will also help your vocational education as it will open up progression to a range of careers in Administration and IT. The Course also supports the wider curriculum through its emphasis on IT.

You will be able to use the following software: word processing, spreadsheets, databases and desktop publishing, internet and email. You will also develop the ability to organise, process and communicate information and be able to organise and support small-scale events such as meetings or fund-raising events.

The Course will also support your personal and social development and will serve you very well in your day-to-day lives.

Business

Business is relevant to everybody – no matter what route their life takes. We all come into contact with business on a daily basis, from using public transport, to buying something in a shop to watching TV. Businesses have a powerful influence and impact on us, the economy and the world.

The business course will enable you to understand how businesses operate and the activities they will undertake. It will also develop your employability and enterprise skills.

You will also look at the world of personal finance – managing your money, credit and debts, planning your future and starting your own business.

Computing Science and ICT

Computing science is vitally important to virtually every aspect of everyday life. Computing science shapes the world we live in and is becoming increasing relevant in a number of fields including science, engineering, medicine, business, education and entertainment.

In the S3 course you will build on the skills and experiences you gained in S2 'Enterprise and Enabling Technologies' by exploring a variety of Computing and Information Science areas through a number of exciting and challenging tasks. The S3 course is composed of several units, touching upon many cutting-edge areas of Computing Science.

In the "Software Development" unit you will learn more about the Scratch programming and get to design and build your own computer games.

In the "Computer Systems, Networks and Security Issues" unit you will learn about the threats posed by hackers and learn how to stay safe online. In addition to this, you will also learn about many of the latest developments in a range of technologies, including smart phones and artificial intelligence.

You will work independently and in groups to share ideas and outcomes using collaborative, on-line environments such as Glow. There will be many opportunities for you to monitor and evaluate your progress, through self-assessment questionnaires and to demonstrate your understanding using posters, presentations and wikis.

Not only will this course teach you valuable computer skills that will help you understand and get the most out of modern technology, it will also provide you with the opportunity to plan, implement and evaluate your work, essential skills for the successful completion of the research-based added value units in senior phase courses at school and beyond. Regardless of the career you are thinking of pursuing, confidence with technology is becoming increasingly important in the modern world.

Design and Manufacture

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make a bird table using metal and wood.
The course combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the balance that often exists between factors surrounding aesthetics, function, economics and the environment.

The Course allows learners to consider the various factors that impact on a product's design. The learner will consider the life cycle of a product and gain opportunities to develop skills that are of general value for learning, life and work:

- reading drawings and diagrams
- the ability to explain and communicate design ideas and practical details
- the ability to devise and develop practical solutions to design problems
- developing skills to manufacture their design ideas e.g. welding, and wood joining methods.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.

Due to the practical nature of the course there is a charge for materials used.

Graphic Communication

During the course learners will develop skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact and graphics that transmit information.

The course will concentrate on level 4 experiences and outcomes.

Pupils will:

- develop their creativity and skills within a 2D graphic communication context.

- develop their creativity and skills within a 3D and pictorial graphic communication context.

- initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

The course will develop an understanding of how graphic communication technologies impact on our environment and society.

There will also be CAD and CAG elements to the course where pupils will learn skills to create visually effective graphic presentation and use 3D modelling software to create items and generate orthographic and pictorial views.

ALFORD ACADEMY S2 into S3 SUBJECT REQUEST FORM for SESSION 2016-2017

NAME _____ CLASS: _____ PTG: _____

Column A	Column B	Column C (Choose ONE)	Column D (Choose ONE)	Column E (Choose ONE)	Column F (Choose ONE)	Column G (Choose ONE)	Columns H, I and J Choose THREE and ONE Reserve		
English	Mathematics	French Spanish	Biology Chemistry Physics	Geography History Modern Studies	Admin Business Computing Design & Manufacture Graphic Com Hospitality	Art & Design Drama Music	Chemistry Geography Admin Art & Design Graphic Communication	Physics History Computing Drama Design & Manufacture	RMPS Physical Ed. Business Music 2nd Modern Language
		My current option is	My choice of Science is	My choice of Social Subject	My choice of Technology is	My choice of Exp Art is	My 1st choice for H –J is	My 2nd choice for H –J is	My 3rd choice for H –J is
			Reserve	Reserve	Reserve	Reserve	Reserve		

INSTRUCTIONS

Put your choice for each column and your reserve choice for columns D – J in the shaded boxes provided and return the signed form to your Guidance Teacher.

CORE SUBJECTS

Personal & Social Ed

Mentoring for Effective Learning

Physical Education

RMPS

Wider Achievement

SIGNATURES

Pupil _____ Date _____

Parent / Carer _____ Date _____

Guidance Teacher _____ Date _____

DHT Curriculum _____ Date _____