INFORMATION ON COURSES STUDIED IN S2 SESSION 2015-16
ART & DESIGN

Our pupils learn and develop a range of key skills in Art & Design during S2. They apply these to a broad range of activities and are encouraged to express and demonstrate their ideas, feelings and opinions in a range of ways appropriate to their needs and abilities.

**Presentation Skills:** We encourage pupils to present any aspect of their artwork in a format suitable for them and which builds confidence. This includes using core communication skills when responding to the work of a chosen artist/designer creating or using ‘texts’ and completing homework tasks.

**Drawing Skills:** We introduce our pupils to diverse forms of drawing including analytical, technical, illustrative and experimental.

**Organizational Skills:** Pupils are actively encouraged to plan, work and organize their time in a safe and responsible way when completing tasks, using equipment, tools and materials. This may include using Information Technology or completing homework tasks.

**Expressive Skills:** Pupils use a variety of techniques and materials to express themselves in 2D or 3D artworks.

**Design Skills:** Pupils respond to a brief by solving problems and developing a solution within an individual and/or group setting.

BUSINESS EDUCATION

S2 Business Awareness course provides opportunities that allow learning to develop in a challenging and enjoyable way and relates the study of business to real-life contexts and the world of work.

**ICT and Presentation Skills**

- The first part of the course aims to focus on internet research skills and the use of Microsoft Office to present their findings.
- Pupils develop skills in data handling allowing them to search, sort, calculate and display information.

**Financial Awareness**

- Pupils develop an understanding of personal and business finance.
- Pupils are encouraged to express their opinions and make decisions on how to organise and manage their finances.
Business Environment

- Pupils develop an understanding of different types of businesses in the UK.
- Pupils explore the ethical issues of Fair Trade to business practices.

Pupils will experience a variety of teaching styles, and they will develop their skills by working individually, co-operatively in groups, and as part of the whole class.

COMPUTING

There are two distinct strands to the S2 Computing course.

ICT: Having a wide range of ICT skills is essential if our pupils are to be effective contributors – able to communicate and interact on a global scale.

Computing Science: Knowledge in this area will allow our pupils to have a deeper theoretical and practical understanding of how hardware and software can be developed and applied in a range of contexts. This knowledge is crucial in preparing pupils to cope with the challenges of rapidly changing digital technologies.

Our S2 course covers the following topic areas:

- Advanced Presentation & Multimedia Skills involving creating audio and video elements
- Graphics - the differences between vector & bit-mapped graphics
- Programming via animation using the Scratch environment
- Robotics involving programming
- Learning about software and system specifications

Lessons will contain both practical and theoretical elements and will involve pupils working individually, in pairs or in groups.

DRAMA

Pupils in S2 may be introduced to Drama for the first time, others may have more experience. The course is aimed at all pupils enjoying and appreciating Drama. The pupils will focus on communication; concentration; cooperation and commitment. The lessons will be mainly practical group work, with some paired and some individual work. The drama skills being addressed in S2 are:
Characterisation – pupils will explore the use of voice and movement to begin to create both stylised and realistic characters.

Devising – pupils will explore their thoughts and ideas through role play, problem solving and begin to structure their collaborative ideas into a performance.

Script work – pupils learn how to bring a scripted play from page to stage.

Introduction to technical aspects of Drama – pupils will be introduced to e.g. Costume; Make-up and Hair and other production areas such as Sound and Lighting.

Rehearsal and live performance – we focus on rehearsal and performance techniques and promote audience awareness.

Evaluating self and others – through rehearsal and watching live and videoed performance, pupils will learn how to make valued judgements and constructive criticism both of their own performance and that of others.

We build these skills within of performance contexts including: Sweeney Todd; Pantomime; Robert Burns; Masks and Elizabethan Theatre.

ENGLISH

Second year pupils follow a common English course which focusses on and assesses three elements: reading, writing, and listening and talking. The common course aims to direct pupils in their development of the basic skills in all three areas. A core textbook,” Text for Scotland: Book 2 – Building Excellence in Language” is used as an integral support in delivering the experiences and outcomes required by Curriculum for Excellence. The common course ensures consistency of delivery across the year group as well as a common approach to assessment. Within the strictures of the common course outline, each teacher has room for personalising teaching materials to suit the nature of the class.
FRENCH

In S2 pupils continue to develop the core language skills of reading, writing, talking and listening. They also develop the range of topics with which they are familiar. The focus goes well beyond European French: pupils take part in a large-scale project on “la Francophonie” - the French speaking countries of the world. This incorporates learning about Fairtrade in West Africa, picking up the theme in several curricular areas. Throughout the year they have a variety of experiences including researching a tightly-budgeted trip to Paris, creating Fairtrade campaigning materials, and having taster sessions of other languages which they may want to learn in S3 and beyond.

GEOGRAPHY

Throughout the S2 Course there will be opportunities for independent, paired and collaborative working which allows pupils to build upon foundations, introduce new skills and develop the pupil’s world knowledge through the following units:

Unit 1: Worldwise Tour
Looking at each continent in turn, pupils will learn basic facts about a country in that continent as well as looking at a Geographical issue in more detail.

Unit 2: Japan: Earth Forces
Using Japan as an introduction, earth forces will be studied in detail. Where and why do earthquakes and volcanoes happen? What are the consequences and what can be done? A trip to Dynamic Earth, Edinburgh, will enhance the learning in this unit.

Unit 3: Our Divided World
Pupils will look at factors determining whether a country is ‘rich’ or ‘poor’, effects this has on the population and country as a whole.

Skills and knowledge will be assessed in a variety of ways throughout the year (for example creating an information booklet, presenting a PowerPoint and completing a piece of creative writing).
HISTORY

The S2 course looks to continue the development of an understanding of people in different times and circumstances. The course aims to focus on an understanding of the history, heritage and culture of Scotland. The values and beliefs that led to the persecution of witches in the early modern period will be investigated at a national, and a local level. The students will be encouraged to locate and explore people and events which are relevant to the locality in which they live. Students will consider the developments which occurred during the Scottish Enlightenment and will be challenged to evaluate the achievements that Scots made, and their importance to the culture of Scotland and also to the wider world. Students will also be encouraged to question why such a society which placed such high value on reason and human achievement could become involved in a slave trade which crossed continents and which formed the basis for the prosperity enjoyed by many within this country. Students will also explore and evaluate different types of evidence in classroom situations and by participating in specific historical investigations.

The pupils will experience a variety of teaching styles, and they will develop their skills by working individually, co-operatively in a small group, and as part of the whole class.

HOME ECONOMICS

The S2 Home Economics course aims to ensure that all pupils experience A Curriculum for Excellence with focus on the third level. A variety of learning and teaching experiences including cooperative learning are used to ensure pupils develop as responsible citizens, effective contributors, confident individuals and become successful learners.

Units covered this year are:

- Eating for Health
- You Are What You Eat
- Get Ready to Cook
- Design & Make a Pasta Dish
- Design & Make a Holder
- Design & Make a Fairtrade Cake

The S2 course will cover both food and fabric topics. Emphasis within this year will be to focus on healthy eating & nutrition and developing practical skills preparing pupils for the courses offered in S3. Pupils will be given the opportunity to achieve
“The Elementary Food & Health Certificate” issued from The Royal Environmental Institute of Scotland. Practical activities support learning & are linked to theory lessons. Pupils are assessed in two elements: knowledge & understanding and practical & organisational skills.

Homework is an essential part of the learning where all pupils are expected to complete and return homework signed by parent or guardian.

Design & Make activities are assessed with assessment criteria provided for each stage. Pupils will plan, prepare, make and evaluate a chosen item during the process.

**MATHEMATICS**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Classes are set according to ability working towards Level 2, 3 or 4. The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

**Number, money and measure**
- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

**Shape, position and movement**
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.
Information handling
- Data and analysis
- Ideas of chance and uncertainty.

The mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.

MODERN STUDIES

The aim of the S2 Modern Studies course is to ensure that all pupils experience the ethos of A Curriculum for Excellence.

All pupils will engage in a variety of learning and teaching experiences aimed at developing them as individuals who will progress as responsible citizens, effective contributors, confident individuals and become successful learners.

Skills & experiences from S1 will be developed during the course of S2. Modern Studies is a subject that introduces pupils to the social, economic and political influences that permeate contemporary society. By its very nature the S2 Modern Studies course will develop pupils as confident and successful learners who will become aware of their responsibilities within their community and society as a whole.

While there is knowledge content within which concepts are taught there is also a variety of learning experiences pupils are exposed to.

Unit 1: Democracy - Pupils will learn about Democracy in the UK and the wider world. Pupils work in group settings and work co-operatively to achieve an understanding of concepts. Group presentations are designed to reinforce and enhance a curriculum for excellence. Homework exercises are designed as investigative exercises to encourage a tangible awareness of contemporary examples. The use of audio-visual material and interrogation of the internet "bring the subject alive". The materials used reinforce the contemporary, and thus, relevance of the subject to pupils.

Unit 2: Injustice - Pupils will learn about issues which relate to injustice and means of addressing these problems. Pupils will experience a variety of learning strategies designed to develop them as successful and confident learners.

Parents can contribute to their child’s learning experience by encouraging them to watch the news and current affairs programmes or reading about issues in national and/or local press.

Modern Studies lends itself well to A Curriculum for Excellence and you are encouraged to discuss with your child the topics learnt in class.
MUSIC

In S2, pupils develop integrated performing, composing, improvising and listening skills. Pupils work across a broad range of styles, genres and instruments, building on their own interests and skills, taking on new roles and responsibilities. Pupils explore and engage with music, learning how to communicate their ideas through music, working individually and collaborating with others. Pupils participate in small groups or whole class performance, integrating music technology skills to capture their progress.

Pupils focus on building their music performance skills, developing their skills on a range of instruments and then decide their two focus areas. Pupils will continue to grow in confidence in understanding and apply music literacy to their practical work.

Through developing their performing skills, pupils are expected to become more independent in their learning, further improving their organisation and management. The course covers a range of specific Understand Music topics, including Pop, Rock, World, Scottish and Film music. Pupils also work towards developing their music technology skills by using music production software, giving an insight into the Music Technology course in S3.

PHYSICAL EDUCATION

In curriculum for excellence physical education sits within the curricular area of Health and Wellbeing.

In S2 all pupils participate in a wide range of activities including indoor team games, outdoor team games, racket sports, gymnastics, dance, athletics, swimming, fitness, social dance and trampolining. However, activities will vary from class to class due to the availability of facilities.

Pupils will improve their physical skills and knowledge through a variety of learning experiences. These include practising and refining skills, co-operating, competing, problem solving and evaluating.
RELIGIOUS AND MORAL EDUCATION

The S2 course in RME enables pupils to:

- Learn about and from the beliefs, values, practices and traditions of the major world religions as well as considering those of secular society.
- Explore values such as wisdom, justice, compassion and integrity.
- Further develop their skills of reflection, empathy, critical thinking, and moral decision making.

There are three key areas of focus in the S2 RME curriculum:

**Beliefs**
Pupils will examine a range of beliefs human beings hold about ultimate question. In particular pupils will consider questions which relate to the origins of the universe and human life. Pupils will study the creation stories of a number of world religions and compare them with current scientific theories. In doing so pupils will develop their understanding of the relationship between religion and science and the differing roles both have to play in the world today.

**Values and Issues**
Pupils will consider the link between our beliefs and our actions. Through an examination of the Holocaust and the life of Dr Martin Luther King, pupils will develop their own understanding of values such as honesty, respect and compassion and will consider how these values might be applied to moral issues today in order to create a more just, equal, compassionate and tolerant society.

**Practices and Traditions**
Pupils will examine a variety of different religious practices and traditions and consider the importance of them in the lives of believers and society in general. Examples will be taken from both the local and the global community.

SCIENCE

The S2 science course follows a similar structure to the S1 course with pupils following separate units of work in each of the discrete sciences at level 3. The units are:

- **Biology** - Plants, Microorganisms and Body Systems.
- **Chemistry** - Separation, Solubility and pH.
- **Physics** - Forces, Space and Light

Each of the units covers the scientific concepts within the level 3 experience and outcomes through a variety of activities allowing pupils to work both individually and collaboratively with members of a small group. The topics cover aspects which pupils
are naturally curious about in order to foster a lifelong interest in the sciences. There is also a strong focus on experimental work to give pupils the opportunity to build on their practical skills to ensure they are well prepared for S3. There are many opportunities for pupils to enhance their scientific literacy skills through activities involving reading increasingly complex texts, using specialist vocabulary and writing experimental reports. Likewise the use of formulas and the processing and presentation of data is encouraged to develop numeracy skills which will be increasingly useful in S3.

Teachers use a variety of assessment approaches both formative and summative to measure pupil progress in science. Examples of such activities include: Friction Investigation Report, Life on other Planets Report and the Body Systems test. In addition there is also a standard written assessment in November containing questions based around pupils learning in S1 and S2. The marks and comments from these assessments are used to inform S2 reports which follow.

Throughout their time in science pupils will be shown the relevance of science in everyday lives and for potential career pathways. To help prepare pupils for subject specialisation in S3 teachers will give impartial advice about the content and challenges of each discrete science course in S3.

TECHNOLOGY

Our area of the Curriculum for Excellence is known as “the technologies” Two “organisers” are identified for learning within this area and these are:

• Technological developments in society
• Design, Manufacture, Graphics and Engineering

There are also links to a number of organisers – for example the use of ICT to enhance learning.

Every pupil will experience working with wood, metal and plastics and will make a variety of artefacts. Each of these artefacts will have some individual pupil input and choice as to their appearance.

Every pupil will undertake challenging graphics exercise both manually and using CAD software.

Every pupil will make an electrical circuit and incorporate it into a practical project; they will also simulate the circuit using appropriate software.

Pupils will also be introduced to computer programming.
What next?

S2 – A similar timetable structure to build on and further develop knowledge and skills from S1.

S3 and S4 – the choice to undertake new National 4 and National 5 Level courses in:
• Design and Manufacture (National 4/5)
• Graphic Communication (national 4/5)
• Engineering Science (National 4/5)

This only applies to pupils who have secured CfE Level 3 within this department as well as in English and Maths. Pupils who have not secured level 3 in these areas can elect to study Practical Craft Skills (National 3) before possibly moving into National Level 4 Design & Manufacture, Engineering Science and Graphic Communication in S4.
S2 ELECTIVES

MUSIC ELECTIVE:

Pupils are given time and space for Group and Solo performance projects. Teacher and peer support is given to extend their practical ability and broaden pupil interest in performing and composing. “Perform, Compose, Record”

My learning in, through and about the Expressive Arts:

- Enables me to experience the inspiration and power of the arts, recognises and nurtures my creative and aesthetic talents.

FOOTBALL ELECTIVE:

The football elective has been structured to allow pupils to develop both their individual and team skills. This has involved working on fundamental skills such as passing, control, and shooting. In addition, the class has also focused on football specific fitness such as agility, stamina and speed. Alongside skill development, the class has also been exposed to decision making, co-operation with others, effective communication and developing an understanding of the key principles of defence and attack. Individual player progress has been monitored via observation and pupils will be asked to rate their own performance in relation to a shared set of criteria.

HOCKEY ELECTIVE:

This year pupils have been working to develop more complex skills and set pieces such as short corners. Fitness has also been an important part of the course. Teamwork and tactics have been the focus in game situations along with role related responsibilities. Future sessions will focus on improving skill level and decision making in full sided games. During the winter, sessions are indoors at Bells’ Sports Centre.

GYMNASTICS

Pupils have been able to access Olympic gymnastics equipment at a local club during this elective. Skill development is an integral part of the gymnastics course and pupils will take part in differentiated tasks which best suit their ability. Pupils will work on improving their balance, inversion, rotation and flight on floor and a variety of apparatus. They will have the opportunity to perform alone, in pairs and in groups. A greater understanding of warm up and the specific fitness requirements for gymnastics will be developed.

RUGBY ELECTIVE:

The Academy Rugby elective incorporates: 1 period of strength and conditioning, 1 period of Skill development and game awareness. Throughout the year the players have been developing their physical competence and technical ability through practices and conditioned games.
Rugby Elective Programme content:
- Scottish Rugby Key National Themes/skills: hand catch, tackling, offload and ball presentation.
- Game sense skills: decision-making, defence, attack, 2v1.
- Physical competencies: agility, core strength, speed, strength.
- Mental skills: focus, discipline, confidence and teamwork.
  Lifestyle management: nutrition, hydration, rest.

DANCE ELECTIVE:

Pupils will experience a range of dance styles during this elective. They will cooperate, support and work with others throughout this course. Pupils are encouraged to be creative and choreograph their own work. They are learning to develop their ability to convey thoughts and meaning through movement. Dances will be performed in front of classmates, peers and staff.

COOKING ELECTIVE:

Chef Skills elective aims to develop practical cookery skills by covering a range of food preparation techniques and cookery processes while making creative and challenging dishes. Dishes are grouped into techniques and processes to ensure progression and development.

FABRIC ELECTIVE:

Fabric skills elective aims to enhance sewing skills while covering a variety of sewing techniques. This year the focus is on making fabric garments including a fully lined waistcoat.

ART ELECTIVE:

Pupils will have the opportunity to enhance the skills taught in the BGE Art class and will also gain experience of using different techniques not taught in the ‘regular’ Art class.

TECHNOLOGY ELECTIVE:

Pupils will have the opportunity to use a variety of skills not gained in the BGE Technology curriculum. You will cover aspects such as Computer Aided Manufacture and electronics.
**Sustainability**

*Why is there an island in the Maldives in the middle of the Indian Ocean that is entirely full of rubbish? What can we do about it?*

You will learn about many of the current issues around sustainability and how recycling can help maintain the earth’s natural resources, using studies from around the world. You will be involved in and lead many practical activities such as audits and surveys of the school and local area which will be used to develop actions plans and campaigns to reduce litter, encouraging recycling and sustainability.

You will utilise numerous skills such as communication, teamwork, ICT and presentation skills through this fun, interactive and challenging course. You will develop leadership skills as you are encouraged to take the initiative on tasks and develop your own ideas. As a result you will build your confidence, build positive relationships and have a positive impact on the school and local community.

“The greatest threat to our planet is the belief that someone else will save it.”

Robert Swann