



# Lenzie Academy

## Which Course? S2 into S3

Session 2025-2026



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## Information for Parents

Dear Parent/Carer

March 2025

S3 is a watershed year for pupils: the final year of the Broad General Education (BGE) and the beginning of preparatory work for National Qualifications in S4. S3 allows for a greater degree of personalisation and choice as pupils will opt for nine subjects. As you will see later in this booklet, we ensure that pupils keep their options open by continuing to cover the main curricular areas of Curriculum for Excellence

Throughout S3 we will closely monitor pupils' progress and decisions will be made with regard to which level of National Qualification your child will work towards in S4. Pupils will sit qualifications in their various subjects at one level only i.e. National 3, National 4 or National 5. It is imperative therefore that we get this right, and present pupils at the level where they will achieve success. In PSE (Personal and Social Education), pupils have a series of careers lessons including Planning for Choices and Changes and My World of Work. These lessons are designed to support pupils to make informed course choice decisions. During the programme of lessons, our SDS (Skills Development Scotland) staff will visit all PSE classes.

Outlined below is a timetable of events within the course choice process:

Month/Date	Activity/Event/Support
October	<ul style="list-style-type: none"> <li>Monitoring and Tracking reports issued</li> </ul>
November	<ul style="list-style-type: none"> <li>S2 Parents Evening</li> </ul>
January	<ul style="list-style-type: none"> <li>Careers lessons in PSE programme begin</li> <li>SDS staff visit PSE classes</li> </ul>
February	<ul style="list-style-type: none"> <li>PSE careers lessons continue</li> </ul>
March	<ul style="list-style-type: none"> <li>S2 into S3 Course Choice Assembly (week beginning <b>Monday 10<sup>th</sup> March</b>)</li> <li>S2 into S3 Course Choice Parent's Meeting (<b>13<sup>th</sup> March</b>)</li> <li>"Which Course?" booklet, S3 Course Personalisation and Choice Form and parental PowerPoint available on school website. The PowerPoint explains the options process, our curricular structure and what pupils can expect in S3.</li> <li>S2 full reports issued (week beginning <b>Monday 31<sup>st</sup> March</b>)</li> <li>Guidance Interviews begin (week beginning <b>Monday 31<sup>st</sup> March</b>)</li> </ul>
April	<ul style="list-style-type: none"> <li>Course Choice form returned (as Glow form) by Wednesday <b>23<sup>rd</sup> April</b>. Link to Glow form will be issued <b>Wednesday 2<sup>nd</sup> April</b>.</li> </ul>

Our "Which Course?" booklet provides information about choosing subjects and outlines what pupils can expect in each subject on the course choice form. This includes why you should consider studying a subject, what you study, how pupils get their grades and subject-specific homework requirements. If you would like further information about the course choice process, please contact your child's Guidance teacher or me. We will be happy to provide any help or support as required.

Miss Alyson Steel  
Depute Head Teacher (S2)

## Curriculum for Excellence and National Qualifications

### 1. COURSES

In S3, the Broad General Education offers specialisation within broad curricular areas – Languages, Mathematics, Sciences, Social Subjects, Expressive Arts, Technologies, RME and Health and Wellbeing. This work will lead to SQA (Scottish Qualifications Authority) presentations at the end of S4 at National 3, National 4 or National 5. All courses further develop skills for learning, life and work.

### 2. ASSESSMENTS

During S3, pupils will be assessed in a variety of ways. Subjects will use practical work, case studies, end of topic tests and the S3 assessment block, to track and monitor pupil progress. More information about what individual subjects do can be found in the “How do pupils get their grades” section of Information from Departments.

S4 qualifications are assessed according to SQA guidelines and are graded A – D.

### 3. PROGRESSION TO S5/6

There are natural progression routes for pupils in S5 and S6. The diagram below sets out learner pathways:

S4		S5		S6
National 5	➔	Higher	➔	Advanced Higher
National 4	➔	National 5	➔	Higher
National 3	➔	National 4	➔	National 5

Progression to Higher is contingent upon success at National 5 and evidence of being able to cope with elements of the Higher-grade courses that are taught in S4.

## Choosing Subjects ... A Guide for Parents and Carers

The Scottish Government requires that a broad and balanced education is provided in S3. This includes studying subjects including; English, Mathematics, a Modern Language, a Science, a Social Science, an Expressive Art and a Technological subject.

On the Course Personalisation and Choice form, you will see subjects listed in columns. Pupils have to select **ONE** subject from each column. As every pupil has English, Maths and French on their timetable, columns A – C do not appear on the option form.

From column D, pupils must choose a science and from column E, a social subject.

In column F – I, there is a range of subjects to choose from although we recommend pupils choose at least one **Technology** subject, as well as an **Expressive Art**. Other aspects of Curriculum for Excellence are overtaken through the study of core subjects – PE, RME and PSE.

Some pupils may be offered the Support for Learning option - Learning Across the Curriculum.

Please be aware that classes will only run where staffing and numbers are viable

To help pupils with subject choice, they will receive support from their Guidance teacher. The Guidance teacher will deliver the careers lessons as part of the PSE programme and will meet with pupils one-to-one. At this interview, they will have access to the latest S2 report with information from your child's subject teachers.

Prior to their Guidance interview, pupils should consider the following:

the strengths outlined in the S2 report; their skills and qualities and how these will be of use in the future; what career aspirations they may already have; the subjects required for any potential careers and what questions they have about their report/course choice.

After the interview, pupils will have until **Wednesday 23<sup>rd</sup> April** to submit their course choices electronically using a Glow form. The link to this form will be made available **Wednesday 2<sup>nd</sup> April**

## Choosing Subjects ... A Guide for Pupils

You have now reached an important stage in your secondary education. You have the opportunity to exercise greater personalisation and choice by reducing the number of subjects you study to **nine**. This will mean that you will still have a Broad General Education (BGE) but you will be allowed to specialise more.

It is not possible to continue to study all subjects which you have taken in S1 and S2. You must choose only **ONE**, from each column.

Points to note:

1. There are certain subjects you **must** take:

- **English, Mathematics and French** (Columns A, B, C)
- **RMPS, PE and PSE are core subjects** that every pupil will have on their timetable.

Please note that both Religious, Moral and Philosophical Studies and PE Studies may also be chosen in the option columns as a National Qualification.

2. All Pupils must also study a **science** and a **social subject**. (Columns D and E).

3. There are 4 further columns on your Personalisation and Choice Form - (Columns F, G, H and I).

Please **choose one** subject in **each** of these columns.

**Do not** select the same subject twice and look to select one technological subject and one expressive art.

Please note classes will only run where staffing and numbers are viable.

4. Note any problems on the course choice form, where it says "Unable to choose a subject you want to take?" This will also appear on the Glow form, to allow you to indicate any alternative subject you would like to take in a particular column. However, it may **NOT** be possible to accommodate your request

5. **It is vital that you select from each column.**

## Why should I pick a particular subject?

Before you select any subject, ask yourself the following questions:

### 1. Do I need it for my future career?

If you have some idea of your future career, make sure you know what subjects are required.

- Get the facts about career requirements from your guidance teacher, parents/carers, career adviser, class teacher(s)
- Use My World of Work to help

### 2. Am I good at it? Is it a strength?

- Think about your progress in each subject. Consider the information in your recent S2 report. You should be picking subjects you are good at.
- Talk to your class teacher and your Guidance teacher for advice.

### 3. Am I interested in it? Do I enjoy it?

This is a really good reason for choosing a subject .....**BUT** remember – you may have to choose between a subject you enjoy and a subject you need for a future career. That is why you need to think, very carefully, about what you choose and the reasons why you have chosen a particular subject.



# Completing the Personalisation and Choice Glow Form

1. Before completing the Personalisation and Choice Glow Form:

Read the information from departments in this booklet **very carefully**.

- ***discuss*** your ideas at home
- think carefully about your progress
- think about the ***kind of work you will do in each course***, both in class and at home
- consider your ***strengths*** and your ***skills*** and try to match them to the courses on offer
- think about your future ***career*** plans
- be prepared for your guidance interview so that you can discuss your ideas at the meeting. You should read through the information from departments which is in this booklet.

2. **Try to choose a broad range of subjects** which will give you a ***balanced course*** and leave open as many ***career choices*** as possible.

- If you have any questions about an S3 course, talk to your class teacher or the subject principal teacher

### S3 Course Personalisation & Choice Form 2025/2026

Name: \_\_\_\_\_ Guid Group: \_\_\_\_\_

- Pupils must choose one option from columns D – I. Circle your choice.
- When indicating a choice, **please note classes will only run where staffing and numbers are viable.**

D	E	F	G	H	I
Biology Chemistry Physics	Geography History Modern Studies	Accounts Art & Design Business Management Dance Practical Cookery Music PE Studies Practical Woodworking Spanish	Administration Business Management Engineering Science Graphic Communication Health & Food Tech Music Technology PE Studies Physics	Art & Design Biology Chemistry Geography Graphic Communication Health & Food Tech History Practical Cookery Music PE Studies Physics	Administration Biology Chemistry Computing Practical Cookery Modern Studies Music PE Studies Practical Woodworking RMPS (Religious, Moral & Philosophical Studies) Spanish

- If a subject you wish to take does not appear in the column, please explain this in the problem box below.

**Unable to choose a subject you want to take?** Please write subject in the next box and detail the clash preventing choice.

<b>PT Guidance Signature:</b> _____  <b>Comment:</b> _____  _____	<b>Parent Signature :</b> _____	<b>Date:</b> _____
	<b>Pupil Signature:</b> _____	<b>Date:</b> _____

**Return Date: 23<sup>rd</sup> April 2025**

# **Information From Departments**

# Art and Design

## Why Study Art & Design?

Art & Design is everywhere around us: in architecture, fashion, graphics, product and interior design. In fact, everything we use in our daily lives has been through the hands of a designer or artist.



Art provides opportunities to express the way you see and comment on the world around you.

Natural talent is not the most important attribute for those choosing art. If you are prepared to work hard, experiment and be creative you will learn a great deal from the S3 Art and design curriculum. Your learning in art will also benefit your learning in other subjects. The most important attributes in successful learners are problem solving and creativity, both of which are developed in S3 Art and Design.

There are incredible university courses and jobs which benefit hugely from Art and Design. These include: Product Design, Architecture, Photography; Film Making, Computer Game Design, Fashion, Graphic Design, Interior Design, Sports Kit Designer. Creative Industry is a rapidly growing sector which is massively important to the Scottish economy. It is also one of the areas of employment least likely to be replaced by AI.

Art in S3 is an amazing creative outlet and will give you the opportunity to produce something that is entirely new and unique to you.

## What do you study?



S3 will help prepare pupils for Senior Phase national courses that will be available to pupils at all levels and the course is split into two units.

- 1. Design**
- 2. Expressive**

## Content of Course

Develop skills and experiment with new media, materials and technology; Solve problems through design; Observe and record through expressive drawing painting and 3D activities; Develop knowledge and understanding of artist's and designer's work and approaches in critical studies.

## How do pupils get their grades?

In S3 Levels 4 & 5 are assessed within the department to help scaffold learning and to give clear and accurate pathways for S4. Practical work is robustly moderated within the department and detailed feedback given to ensure an accurate understanding of the level that you are working at



In S4 at National 5, students are required to sit an external exam set by the SQA. Grades awarded range from A to D.

## Homework Requirements

Practical and written homework will be issued regularly and will include: drawing; research; presentation of written work; exam revision and completion of folios.





# Biology



## Why study biology?

How are scientists trying to clone a woolly mammoth?

How have scientists created a 'glow in the dark' pig?

How did scientists grow a human ear on a mouse?

All these questions can be answered by studying Biology.

Biology is the study of all living things, from micro-organisms to the largest life forms we know about.



## Biology is an important subject to study as it:

- Helps you understand how your body works and how to stay healthy.
- Helps you to understand the world around you.
- Helps you make informed decisions about topical issues in Biology such as cloning or genetic engineering.

## People who study biology could be involved in careers in –

- Healthcare (medicine, pharmacist, dentist, nurse, psychology)
- Sport and exercise (science, medical genetics, physiotherapy)
- Environment (conservation, botany, ecology, zoology)
- Research (microbiology, immunology, pharmacology, biotechnology)

Also the research, investigative and problem solving skills you learn in biology are valuable in any career.

## What do you study?

Biology in S3 will follow a blended learning curriculum in which students will learn level 4 CfE outcomes which will be developed into related National 3, 4 or 5 outcomes as appropriate.

In the **Life on Earth** Unit, students will learn about ecosystems and biodiversity. This includes:



- Environmental factors.
- The importance of biodiversity and variation.
- Population growth.
- Behaviour.
- Energy in ecosystems.
- Nutrient cycles.
- Evolution and natural selection.

In the **Multicellular Organisms** Unit, pupils will learn about plants and animals. This includes:

- Cell division and cell specialisation.
- The nervous system and communication.
- Reproduction and inheritance.
- Organs and organ systems.
- Plant reproduction and propagation.
- Transport in plants and animals.
- The heart.



In the **Cell Biology** Unit, pupils will learn about cells and cellular processes. This includes:

- Cell Structure
- Transport Across Cell Membranes
- DNA and Protein Production
- Proteins
- Genetic Engineering
- Respiration

### How Do Pupils Get Their Grades?

In S3, pupils will complete class tests at the end of each topic and an exam covering all of the S3 material. This will help to determine whether a pupil will undertake National 4 or National 5 Biology in S4.

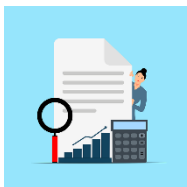
National 4 Biology students will be required to pass three Unit assessments as well as an Added Value Unit. These assessments are assessed internally and are awarded on a pass/fail basis.

National 5 Biology students will be required to sit an examination paper (100 marks) and complete an assignment (20 marks – scaled to 25 marks). These are submitted to the SQA and an overall grade is awarded. National 5 awards are graded A-D.

### Homework Requirements



Students in the Biology department are expected to read their class notes and previous work on a weekly basis, even if there is no formal homework set by the class teacher. Written homework will be issued regularly and will usually consist of completing questions. This could also include taking notes, problem solving activities or carrying out independent research in preparation for group project work.



# Business Education: Accounting



## Why Study Accounting?

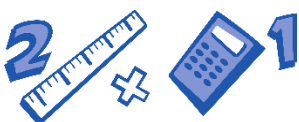
Businesses need money to grow and succeed, and accountants play a huge role in helping them manage their finances. The financial sector is a huge employer in Scotland and careers in accounting and finance can have high salaries.

This course helps you understand just how important accounting is in the world of business. You'll learn valuable skills that will give you the knowledge to understand and actively contribute to the exciting and fast-changing financial world. The course encourages you to think logically and apply accounting principles in your own life which will help you make more-informed decisions about your financial future.

Throughout this course, you will develop key skills, knowledge, and understanding, including:



- *Numeracy skills*
- *Problem solving skills*
- *Entrepreneurial attributes*
- *Prepare and present a range of straightforward accounting statements*
- *Use accounting information to calculate business revenues, costs and profits*
- *Use ICT to produce and present accounting information professionally*
- *Evaluate the success of a business based on accounting information*



We will develop your accounting knowledge and understanding and develop your IT skills. There will be a mix of cooperative or independent tasks that develop teamwork and using initiative.

## What Do You Study?

in S3, the Accounting course will cover Level 4 CfE outcomes and experiences that progress towards the National 5 course that can be studied in S4.

These outcomes and experiences will include topics on:

- **Financial Accounting** – Looking at the role of the financial accountant within a Sole Trader business and completing some practical tasks. These will include creating financial documents such as invoices, credit notes and bank accounts. You will also create some financial statements for a business such as an income statement and statement of financial position. You will also look at the different sources of finance available to businesses and problem solve which would be most suitable for different scenarios.
- **Management Accounting** – Looking at the roles and responsibilities of a management accountant. This involves learning about different costs incurred by a business and using these to calculate how much a job will cost and how much to charge for the service. Calculating wages using different

payment systems such as time rate, flat rate and commission. You will also learn how to calculate how much a company needs to sell before they start making a profit. You will also create Cash Budgets for personal use as well as for a business and use these to make decisions on the business. As part of this you will make use of spreadsheet software using ICT.

### **How Do Pupils Get Their Grades?**

In S3, pupils will be assessed on their progress through the level. These assessments may include a combination of practical work, case studies, examinations and projects.

In S4, pupils will complete Assessments in line with SQA Guidelines.

At National 5 level, pupils will have to pass assessments throughout the year. The final course assessment will then include a question paper and an assignment. The final course assessment will be externally marked by the SQA and graded A-D.

### **Homework Requirements**

Homework is an essential part of teaching in the Business Education Department and helps to establish a routine of high expectations and achievement. Homework will be set on a regular basis. This will allow the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.



Homework activities will take a variety of forms in order to develop the numeracy, decision making and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

# Business Education: Administration and IT



## Why Study Administration and IT?

Administration and IT is very practical in nature and pupils can expect to make extensive use of computers, Internet and E-mail facilities. The course is set in the context of a modern business environment and pupils are encouraged to integrate their knowledge and skills to solve administrative problems.

Administrative and IT job opportunities are increasing as the Administration employment sector cuts across the entire economy and offers wide-ranging employment opportunities for young people.

Studying Administration and IT will uniquely enhance a young person's employability in these growing sectors by teaching them how to use relevant IT software to business standards and how to contribute positively to the administrative systems used to run a successful business. Moreover, the Course makes an important contribution to supporting the wider curriculum and a pupil's general education through developing a range of transferable organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Administration and IT does this by developing the following critical skills, knowledge and understanding:

- *IT skills in the use of word processing, desk top publishing, spreadsheet and database software*
- *IT skills in using technology for communication and investigation (e.g. e-mail and internet)*
- *Organisational skills (e.g. preparing business events and meetings)*
- *Problem solving skills*
- *Understanding of how key legislation affects businesses and employees*
- *Understanding of how to develop good customer care systems*

## What Do You Study?

In S3, Administration and IT courses will cover level 4 outcomes that progress towards both National 4 and National 5 courses that can be studied in S4.



These outcomes will include topics on:

- IT Solutions for Administrators – including word processing, spreadsheets and databases
- Communication in Administration – including internet research, e-mail and electronic diary
- Administrative Practices – including tasks and qualities of Administrative Assistants, health and safety and customer care



## How Do Pupils Get Their Grades?

In S3, pupils will be assessed on their progress through the level and these assessments will help to determine whether a pupil will follow a National 4 or National 5 programme in S4. These assessments may include a combination of practical work, case studies, examinations and projects.

At National 4 level, pupils will have to pass an Added Value unit and 3 additional Unit Assessments. These will be graded as pass/fail.

At National 5 level, pupils will have to pass the final Course Assessment. This will include an Assignment and a Question Paper.

## Homework Requirements

Homework is an essential part of teaching in the Business Education Department and helps to establish a routine of high expectations and achievement. Homework will be set on a regular basis with the quantity being appropriate to the level of course each pupil is following.

Homework activities will take a variety of forms to develop the organisational and problem-solving skills of the course as well as a breadth and application of subject specific knowledge.





# Business Education: Business Management



## Why Study Business Management?

Businesses need to be effectively managed if they are to successfully provide the jobs and products that modern society relies on them for.

This Course recognises the importance that business education plays in society. The course provides pupils with the opportunity to develop knowledge and skills which will allow them to access, understand and contribute to today's dynamic business world whether it be as an employee, manager or self-employed entrepreneur.

Business Management does this by developing the following critical skills, knowledge and understanding:

- *Ethical decision-making skills.*
- *Communication skills.*
- *Research skills.*
- *Entrepreneurial attributes.*
- *Understanding of how to interpret and evaluate financial management data.*
- *Understanding of how to develop effective marketing activities.*
- *Understanding of how to evaluate production techniques to maximise quality.*
- *Understanding of how to maximise the contribution of staff to business success.*
- *Understanding of how to use existing and emerging business technologies.*



## What Do You Study?

In S3, the Business Management course will cover Level 4 outcomes that progress towards both National 4 and National 5 courses that can be studied in S4.

These outcomes will include topics on:

- Understanding Business – including types of business organisations and internal and external factors impacting on a business
- Marketing and Operations – including the marketing mix and the different methods of stock control
- Human Resources and Finance – including methods of recruitment and cash registers.

## How Do Pupils Get Their Grades?

In S3, pupils will be assessed on their progress through the level and these assessments will help to determine whether a pupil will follow a National 4 or National 5 programme in S4. These assessments may include a combination of practical work, case studies, examinations and projects.

At National 4 level, pupils will have to pass an Added Value unit and 2 additional Unit Assessments. These will be graded as pass/fail.

At National 5 level, pupils will have to pass the final Course Assessment. The final course assessment includes a question paper and an assignment.



## Homework Requirements

Homework is an essential part of teaching in the Business Education Department and helps to establish a routine of high expectations and achievement. Homework will be set on a regular basis. This will allow the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms to develop the research, decision making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

# Chemistry

"Just as a single atom can change the properties of a molecule, one small action can change the trajectory of your life. Make it count."



## Why Study Chemistry?

Chemistry is an essential part of our lives. It is concerned with the food we eat, the clothes we wear, the fuels we burn and the way in which we live.

We all depend heavily on people who understand Chemistry. Chemists are people who work in industry, medicine and research. They try to make sure that we have a better standard of living. This is achieved by:

- discovering new drugs and medicines to improve health standards,
- creating synthetic fibres and dyes for the clothes we wear,
- making fertilisers and pesticides for use in agriculture,
- developing special materials for electronics, computers and aeroplanes.

Doctors, vets, dentists, pharmacists, forensic scientists and many other occupations require a knowledge of Chemistry. Chemistry is central to most of the basic sciences. It is linked with Physics through sciences such as electronics and astronomy and is linked with Biology through sciences such as biochemistry, biomedical sciences and agriculture.



Chemistry also provides an excellent training for many non-scientific careers, since the study of Chemistry develops skills such as: problem-solving, analytical thinking, numeracy, practical skills and teamwork. These skills are much sought after in many occupations and areas of employment.

## What Do You Study?

If you choose to study Chemistry in S3, you will embark upon study that will lead to National 5 qualification courses in S4 that contain the following areas:

### Unit 1 Chemical Changes and Structure

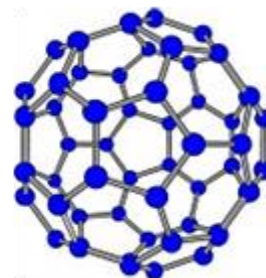
This Unit includes topics such as Reaction Rates, Structure and Bonding of Atoms, and Acids and Bases.

### Unit 2 Nature's Chemistry

This Unit includes topics that look at all organic compounds that are used in everyday life.

### Unit 3 Chemistry in Society

This Unit includes topics such as Metals, Plastics, Fertilisers, environmental issues, Nuclear Chemistry and the experimental techniques involved in chemical analysis.



### **How Do Pupils Get Their Grades?**

In S3, pupils will be assessed through end-of-topic assessments as well as an S3 exam. It is vital for pupils to be regularly revising their notes throughout S3 as these assessments will indicate the capability of moving onto National 5 Chemistry.

### **Homework Requirements**



Homework will be issued via Teams. It is anticipated that pupils will be issued with regular homework covering the work undertaken by the class that week. This could include written exercises, completion of classwork, revision of notes, revising for assessments and completing online revision and tests using [Evans2ChemWeb](#) and [BBC Bitesize](#) websites.



Pupil Zone is a great resource for Lenzie Academy pupils to access revision resources, particularly pupils wishing to study Chemistry beyond S3.

### Experimental Work

Pupils will carry out many experiments throughout the S3 course to help support the understanding of the knowledge taught in class. Experimental work is key for Chemistry and enhances the learning experience.

# Computing

## Why Study Computing?

*“Everyone should know how to program a computer because it teaches you how to think.” Steve Jobs*

The computer is ubiquitous in our modern society, affecting all aspects of our daily lives. In the Computing department, we aim to develop our students as computational thinkers and problem solvers.



## What Do You Study?

We study four areas of Computing:

- Software Design and Development
- Web Design and Development
- Database Design and Development
- Computer Systems

Software Design and Development we will be using the programming language Python – which is the programming language used in mobile phones.



**Web Design and Development** we will look to build a website using HTML, CSS and JavaScript.

**Database Design and Development** we will be creating a database and then interacting with databases using SQL.



**Computer Systems** we investigate what makes a computer – looking at the internals of a computer.

## How Do Pupils Get Their Grades?

By the end of S4, at National 5 level, your grade will be evaluated from:

- An assignment worth 50 marks.
- An external question paper worth 110 marks.



S3 pupils will be given an assessment at the end of every topic.

Assessments will be in the form of a practical task or a written test, depending on the topic.

This will prepare pupils for both the final exam and the practical assignment at the end of S4.



## Homework Requirements

Homework will be issued via Teams. It is anticipated that pupils will be issued with regular homework covering the work undertaken by the class that

week, and also to build their knowledge of both the practical and theory work required in the course. This could include written exercises, completion of classwork, revision of notes, or revising for assessments.



# Dance

## Why study Dance?

Dance offers a fun, supportive environment and enables learners to develop a range of technical dance skills and widen their knowledge and understanding of choreographic skills. Dance will provide learners with the ideal experience that will enable them to develop confidence and motivation to live a physically active life whilst building interpersonal skills along with teamwork, evaluation and analysis skills.



## What do you study?

In S3, Students will learn a wide range of technical skills in different dance styles such as Jazz, Contemporary and Hip Hop. They will learn to perform in pairs and groups and experience the excitement and energy of presenting/performing for small audiences and being part of an audience for other people's performances. Students will also learn choreographic techniques and have the opportunity to lead others in developing their own choreographic motifs and dances using a range of stimuli as well as learning how to use theatre arts to enhance performances.

In S4, students will study National 5 Dance and continue to develop their skills in two units of work:



- Technical Skills: Learners will develop their practical dance technique in contrasting dance styles and perform in set choreographed sequences. They will develop their knowledge and understanding of the importance of health, fitness and safe practice whilst performing. They will learn about factors that influence styles of dance and apply critical thinking skills to analyse evaluate dance technique.
- Choreography: Learners will develop and apply knowledge and understanding of choreographic device and structures along with self-expression and problem solving to create a dance on a chosen theme. They will learn to appreciate professional practice and develop their understanding of how theatre arts are used to create more exciting performances. They will evaluate their own work and that of others.

## How do pupils get their grades?

In S3 pupils are assessed to monitor progress. This will be carried out for each dance style on a practical basis to ascertain individual strengths for progression to National 5. Choreography skills will also be assessed both practically and with theory checks based on choreographic principles.

In S4 pupils will be assessed throughout the year for both technical skills and choreography to aid appropriate progress is being made towards the National 5 qualification. The course assessment is made up of 3 parts:

- |  |     |
|--|-----|
| • Solo performance in one dance style                              | 35% |
| • Practical Activity (Choreography & Review of Choreography)       | 45% |
| • Question Paper based on knowledge and understanding of unit work | 20% |

## Homework requirements

In S3 and S4, homework will be issued fortnightly and is an essential component of the dance course. This homework may take a variety of forms:

- Written tasks
- Practical rehearsals
- Observation of professional/recorded dance pieces
- Revision/preparation for unit/course assessments



# DT: Design Technology - Graphic Communication



## Why study Graphic Communication?

This course studies an aspect of communication which is present all around us and



is used in many aspects of our everyday lives. It is an international language and is key in a whole host of activities and careers, including advertising, safety, engineering, architecture, driving and many, many others. Understanding the basics of Graphic Communication will enable you to read and interpret drawings and allow you to more easily express your imagination, creativity and logical thinking. Pupils will learn to develop their spatial awareness and visual literacy.

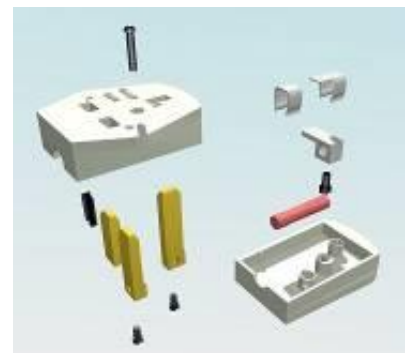
The aims of the course are to enable learners to develop:

- Skills in sketching and rendering.
- Skills in using drawing boards to produce technical drawings.
- Skills in presenting and interpreting graphical images.
- An understanding of the impact colour has on our everyday life.
- Skills in using a computer to produce graphic items, (e.g. CADD, CAG and DTP).
- An understanding of the importance of Graphic Communication in our everyday world.



## What do you study?

Work in S3 will help prepare you for National Qualifications in S4.



The course consists of the following topics:

**2D Graphic Communication** – in this topic you will use the drawing boards as well as the computer to develop two dimensional images. This will include drawings of a technical drawing nature and of a pictorial nature, so the use of colour rendering will be taught. Desktop publishing (DTP) and presentation skills are also taught.



**3D Graphic Communication** – this topic is similar to the 2D topic, but three dimensional images are constructed. The construction of 3D models is also taught as a means of conveying information in a 3D form. CADD (Computer-aided drawing and design) models are also produced in 3D.

The third unit (the **Added Value Unit/Course Assessment**) allows pupils to apply and extend their knowledge through a project / folio. Pupils will be able to extend and apply their knowledge and skills acquired during the course.

### How do pupils get their grades?

At National 4, an award is made if all the Units have been passed. To achieve an overall award, pupils must pass all the individual Units, including the Added Value Unit/Course Assessment. All Units are internally assessed and are marked on a pass / fail basis.

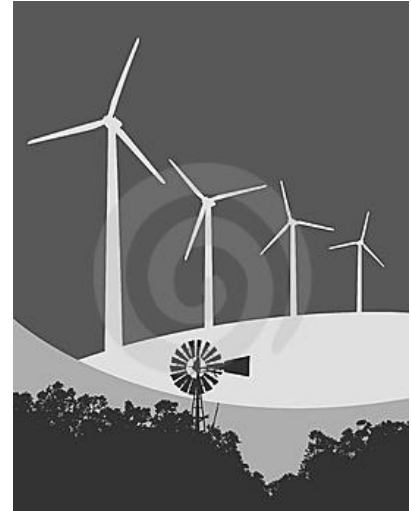
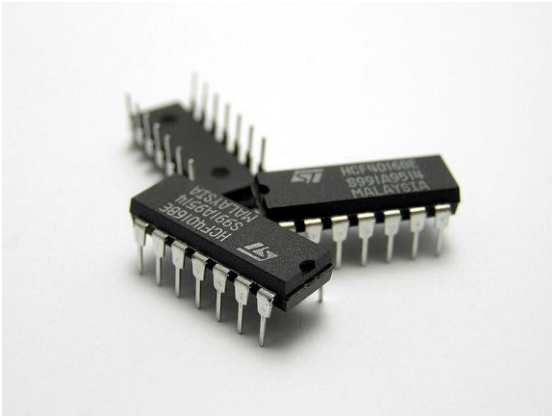
At National 5, there is a Course Assignment which is set by the SQA and is a folio of work marked out of 40. There is also a question paper which will be set and marked by the SQA and is also marked out of 80. This will determine the final grade which ranges from grade A to grade D.

### Homework Requirements

Pupils will require to develop their knowledge and skills in a range of graphic techniques as well as graphics theory, so revision at home will be a requirement to ensure that these skills are fully developed, both for the folio and for the SQA examination (question paper)



# DT: Design Technology - Engineering Science



## Why study Engineering Science?

Engineering is a broad area of human endeavour which brings together elements of technology, science and mathematics, and applies these to real world challenges. Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT, architecture, and transport. Our society needs more engineers and young people with an informed view of engineering, as well as having a high degree of technological confidence.

This course provides a broad introduction to engineering. It uses knowledge from other areas of the curriculum to solve everyday engineering problems. As a result, it provides a solid platform for the study of engineering at university level. For those pupils interested in technology but not intending to pursue a career in engineering, the course will develop their technological confidence in preparation for living and working in a technological world.

Engineering Science will develop a range of everyday skills such as:

- Applying knowledge and understanding of key engineering facts and ideas.
- Understanding the relationship between engineering, science, and mathematics.
- Apply skills in analysis, design, construction and evaluation to a range of engineering problems.
- Communicate engineering concepts.
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.



## What do you study?

Work in S3 will help prepare you for National Qualifications in S4.

The course consists of the following topics:

- Contexts and Challenges – develop an understanding of engineering and its role and impact on our environment and society.
- Electrical and Electronic Systems – explore a range of key concepts and devices used in electrical and electronic systems, including analogue, digital and programmable systems. Develop skills in problem solving through computer simulation, practical projects and investigative tasks.
- Mechanical Systems – investigate how mechanisms, pneumatic systems, and structures contribute to our everyday world. Our use of energy and its efficient use are also considered.

The fourth unit (the Added Value Unit) allows pupils to apply and integrate skills and knowledge from the other Units to solve an appropriately challenging engineering problem.

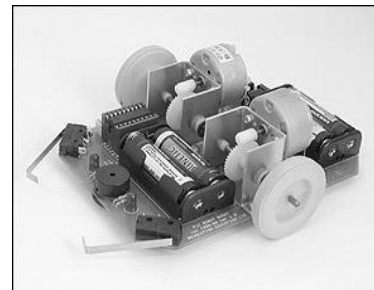
## How do pupils get their grades?

At National 4, an award is made if all the Units have been passed. To achieve an overall award, pupils must pass all of the individual Units, including the Added Value Unit for National 4. All Units are internally assessed and are marked on a pass / fail basis.

At National 5, there is also an external examination which is set and marked by the SQA. This, along with grade from a Course Assignment worth 31% of the course award, will determine the final grade which ranges from A to D.

## Homework Requirements

Pupils will be required to develop knowledge of a range of concepts and symbols, as well as mathematical calculations, so regular practise at home will be a requirement to ensure that these skills are developed. At National 5, preparing for the external examination will be a key homework task.



# DT: Design Technology - Practical Woodworking



## Why study Practical Woodworking?

The course is designed for pupils who enjoy manufacturing items in wood. The course is very practical in nature and will allow you to develop your manual dexterity skills as well as learning to work accurately to tight tolerances. You will also learn the benefit of working alongside others in a workshop environment and how to work with tools in a safe manner. The skills that you acquire by successfully completing this course will be valuable for learning, for life and for the world of work. Due to the Health and Safety requirements in a manufacturing environment, you will learn to develop safe working practices and to become proactive in matters of health and safety. Almost all your time will be spent in the school workshop making items from wood. There is no design aspect to the course.

The aims of the course are to enable learners to develop:

- Skills in woodworking techniques.
- Skills in measuring and marking out.
- Safe working practices in a workshop environment.
- Practical creativity and problem-solving skills.
- Environmental awareness.



## What do you study?

Practical Woodworking will develop the skills required to enable pupils to undertake National 4/National 5 in S4.

The course consists of the following topics:



- Flat-frame construction – this topic helps you to develop skills in setting out and making basic woodworking joints commonly used in flat-frame joinery through the manufacture of a frame to hold a mirror or a picture.
- Carcase construction – in this topic, skills are developed as in the previous unit, but with carcass structures. In this unit, a small cabinet is manufactured.
- Machining and Finishing – this topic helps you to develop skills in setting up and using common machines and power tools. It will also help you develop skills in a variety of surface preparations and finishing techniques. In this unit, a small table is manufactured.

The fourth unit for National 4 candidates (the Added Value Unit) allows pupils to apply and integrate skills and knowledge from the other Units to manufacture a further item from wood to a given standard.

## How do pupils get their grades?

At National 4, an award is made if all the Units have been passed. To achieve an overall award, pupils must pass all of the individual Units, including the Added Value Unit. All Units are internally assessed and are marked on a pass / fail basis.

At National 5, there is a Course Assessment which is a practical activity and is 70% of the course assessment. This activity will be set by the SQA but assessed by the school. An exam worth the remaining 30% completes the course. This will determine the final grade which ranges from grade A to grade D.

## Homework Requirements

Pupils will be required to develop knowledge of a range of tools and processes so revision at home will be a requirement to ensure that these skills are fully developed. Preparing for practical tasks can also be carried out at home.



# English



## Why Study English?

English is a compulsory subject for all pupils, but the literacy skills taught and developed throughout your time at Lenzie Academy are essential and desirable for a huge number of career and higher education opportunities. Some careers require an English qualification at this level. For example:

- Teaching
- Journalism
- Publishing
- Careers in the library service

But...

Most employers look for a firm foundation in literacy skills. As well as this, nearly all university and college courses require an English qualification at an appropriate level and, indeed, many university courses require Higher English as a condition of entry.

## What Do You Study?

You will read and study a selection of novels, poems, short stories, plays, newspaper and magazine articles as well as some other media texts.

In Reading, you will continue to be taught how to analyse what a writer says and how a writer says it: analysing characters, language, themes, mood and tone through Critical Essays, some of which are timed to give a flavour of what is expected at National 5 and Higher.

You will also focus much more on specific skills of Close Reading, for example word choice, imagery, summarising and linking.

You will continue to be given opportunities to describe personal experiences, to write imaginative pieces, to write formal reports and to discuss topical and/or controversial issues, covering at least two of these genres in S3.

In Talking and Listening, you will develop the skills required for group discussion and solo talk through regular practice in both formal and informal settings.

## How do pupils get their grades?

At National 4, you will complete five assessments across the year which are judged as Pass or Fail. You will achieve an overall award if you pass all of these assessments.

At National 5, your grade is made up of 70% exam (two different papers) and 30% coursework (two pieces of writing). In addition, there is a Pass / Fail Group Discussion Assessment which you need to pass to be able to achieve an overall award.

Students at the end of S3 have a number of options for further study:

- A two year National 5 / Higher course
  - A two year National 4 / National 5 course
  - A one year National 5 course
  - A one year National 4 course
- Available if pupils decide not to continue with English in S5*

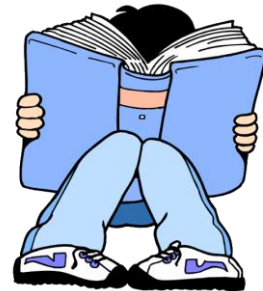
Decisions regarding the course embarked on are taken based on performance in timed Critical Essays, the Close Reading Tests and general class work.

### Homework Requirements

Regular homework will be issued and it is very important that all deadlines are met: particularly where course assessments are involved. If homework is persistently late, or not submitted, then this will have a detrimental effect on learning.

Homework can take the following forms:

- Preparation for a talk or class task
- Preparation for a class assessment
- Exam revision and preparation
- Research on a class topic
- Personal Reading
- Finish off class work
- Undertake work based on the class text / unit
- Close Reading or grammar work



# Geography

*"Geography is the subject which holds the key to our future"* – Michael Palin

## Why study Geography?

*"Studying geography arms graduates with a mix of skills employers want to see. The subject helps to develop a whole range of employability skills."* -

Nick Keeley director of the Careers Service at Cambridge University

Geography university graduates continue to have one of the highest employment rates across all subjects. A survey of the Geographical Association revealed an interest in Geography from over 100 occupations including accountancy, banks, building societies, the civil service, computing, environmental sciences, forestry, medicine, the media, marketing, scientific services, teaching, town planning and travel and tourism.

Even if your future career has little to do with Geography, your studies are **skills based** and will have made you aware of what is going on in the world today. The **analytical skills** gained, in addition to the **teamwork skills** you will develop through **regular field trips**, will be of use to you throughout your life.

## What do you study?

The S3 Geography course at Lenzie Academy is offered at BGE Levels 3&4 which complement the National 4, National 5 and Higher Geography courses studied in the Senior Phase. The purpose of the course is to investigate the world through three main areas of study, which are;

**Physical Environments.** This includes the study of weather, climate, scenery and conservation issues.



**Human Environments.** This includes the study of urban environments, agriculture, and population.



**Global Issues.** This includes the study of world diseases and the issues faced through global climate change.

The emphasis of the course will additionally be on the **acquisition of skills** (e.g. the use of new technology, map reading, report writing, etc.) and the **understanding of concepts** (e.g. conflict and co-operation, economic change, industrial and agricultural location, etc) which will equip you with the knowledge you require to **develop reasoned attitudes** to world issues (e.g. multiculturalism, globalisation, conservation, sustainability, etc).

### How do pupils get their grades?

A variety of assessments will take place throughout the BGE course. These are likely to include:-

- Class work portfolio tasks
- Fieldwork presentation posters
- Class tests

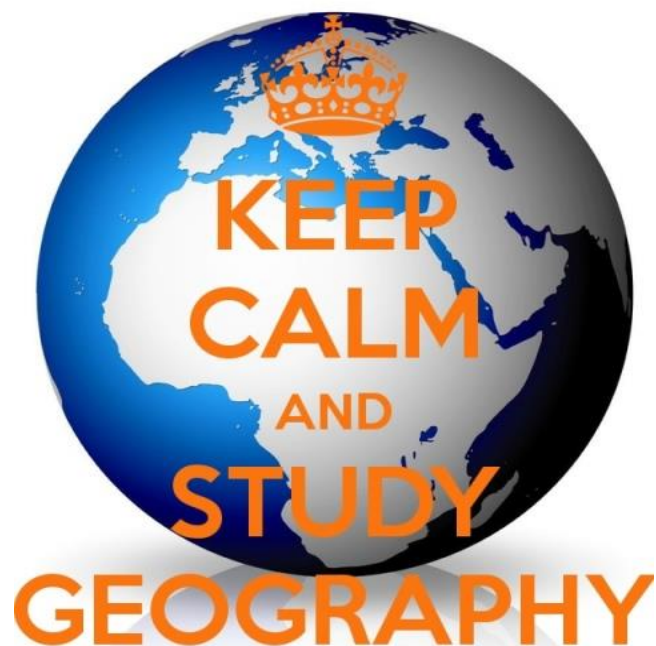
Assessed pieces of work will then be used to determine whether a young person will follow the National 4 or 5 programme in S4

In order to gain an award at **National 4**, there are likely to be internal assessments on each of the three units covering skills and knowledge. There will also be an added value assignment.

To gain an award at **National 5**, there is likely to be internal assessments on each of the three units, plus an externally assessed assignment and an external examination.

### Homework requirements

You will be expected to complete homework tasks on a regular basis as issued by your class teacher. Homework tasks will often be based on examination style questions to enhance and reinforce the material covered in class. This will help develop and guide a pupil in applying their knowledge and ensure they are fully prepared to achieve their full potential in Geography.



# History

*"Unless we learn from history, we are destined to repeat it"...Alex Haley*

## Why study History?

Studying History provides you with the unique opportunity to investigate past societies so that you can gain a clearer understanding of the modern world. We focus on developing your analytical thinking, research skills and ability communicate your ideas clearly.

These transferable skills are particularly useful for pupils that wish to move on to university, regardless of their chosen degree. Having said that, History is a popular and well-regarded area of study with graduates typically gaining employment in industries like accountancy, banking, journalism, law, marketing and politics.  
(Association of Graduate Careers Advisory Service).

## What do you study?

In S3 we cover level 4 Experiences and Outcomes and include aspects of the National 4/5 courses as appropriate. In S4 History is offered at National 4 and National 5 level. The following topics are covered over the 2 years.

### Historical Study: Scottish

#### **The Era of Great War, 1910-1928**

This unit focuses on the unprecedented impact of the First World War on Scotland. There is particular emphasis on the traumatic experiences of Scottish soldiers in the trenches and the transformation of everyday life in Scotland that resulted.



### Historical Study: British

#### **The Making of Modern Britain, 1880-1951**

This unit explores the problem of poverty in Britain, looking at how and why governments moved from a system that punished those in need, through the Poor House, towards the introduction of the Welfare State which sought to help them.



### Historical Study: European and World

#### **Hitler and Nazi Germany 1919 - 1939**

This unit follows the path of Germany's descent into dictatorship. It begins with their emergence from the First World War as newly a democratic country with a promising future and explains how by 1939 they had fallen into the powerful grip of Adolf Hitler and the Nazi Party.



## How do pupils get their grades?

In S3 we use a variety of assessment methods to assess progress

- Class work
- Source work
- Class tests
- Research project

This is then used to ascertain whether a young person will follow a National 4 or National 5 programme in S4.

In S4 assessment arrangements differ depending on the level.

### National 4

- Internal assessments at the end of each unit.
- An added value unit that pupils will select and research from one of the three units.

### National 5

- Class assessments at the end of each unit.
- An assignment that pupils will select and research from one of the three units.
- An external examination.

## Homework requirements

In order to complete the course, it will be necessary for pupils to complete homework on a weekly basis.

# HISTORY WANTS YOU!



# HFT: Health and Food Technology

## Why Study Health and Food Technology?

The course focuses on health and the nutritional properties of food as well as safe and hygienic practices in food preparation. It develops understanding of the importance of a balanced diet and healthy lifestyle. It also develops the knowledge and skills required to become an informed consumer.

The course allows learners to develop and apply practical and technological skills to make informed food, lifestyle and consumer choices which will have a positive effect on their own health and that of others.

The course will appeal to learners who have an interest in health, food and lifestyle and enjoy learning about health through preparing and cooking food.

## What do you study?

The course consists of 3 units:

- Food for Health: practical skills and knowledge in food preparation techniques and safe, hygienic practices.
- Food product development: functional properties of foods and its uses, designing, making and evaluating food products to meet specified needs.
- Lifestyle and consumer choices: factors affecting food, lifestyle and wider consumer choices.



### **How do pupils get their grades?**

In S3, progress is assessed to determine progression to a National 4 / National 5 programme of study in S4.

At National 4 there is also an added value unit which will also be internally assessed by means of an assignment.

At National 5 pupils will complete an assignment assessed by SQA and are also required to sit an external exam question paper set by the SQA.

National 5 awards are graded A-D.



### **Homework requirements**

Pupils will be issued with homework which will reinforce the learning which has taken place in class.

- Homework may take the form of questions related to the unit being studied
- Revision for class assessments
- Planning for practical tasks
- Evaluating food products
- Practical skills

# HFT: Practical Cookery



## Why study Practical Cookery?

The Scottish catering and hospitality industries are large, vibrant and growing, collectively employing a large proportion of the nation's workforce. Employers throughout Scotland have been looking for skilled people capable of further professional development and this qualification in PRACTICAL COOKERY is exactly what they are looking for.

The course develops practical skills and a knowledge and understanding of ingredients that will allow young people to progress to careers in the professional hospitality industry.

The course is designed for those who are interested in foods and cooking and who enjoy being creative with food.

Practical Cookery will develop a range of skills which are relevant to everyday life as well as in the world of work:

- Cookery skills and food preparation techniques.
- Plan and produce meals.
- Present food appropriately.
- Work safely and hygienically.
- Evaluate dishes produced.
- Understand the impact of choice of ingredients on health and wellbeing.

## What do you study?

The Practical Cookery course consists of:

- Cookery skills, processes and techniques.
- Understanding and using ingredients.
- Organisational skills for cooking.

The emphasis throughout the course will be on practical skills and their development through experiential learning and supported by related theory. The course uses real-life hospitality contexts which makes it relevant to the world of work.

## **How do pupils get their grades?**

The learner will be assessed by a PRACTICAL ACTIVITY, drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to plan, prepare and cook a meal for a set number of people within a given timescale and present it appropriately.

At National 4 learners will complete an Added Value practical assessment.

At National 5 learners will sit an exam question paper and assignment task set by SQA.  
National 5 awards will be graded A-D.



## **Homework requirements**

It is important for learners to practice skills and knowledge at home to reinforce the learning which has taken place in class. Learners will be required to show an ability to carry out food preparation techniques and cookery processes safely and hygienically.

Homework activities would involve practical and written activities related to food preparation, choice of ingredients and their impact on health and wellbeing. Following recipes and planning dishes and meals to given timescales would be a typical homework task.

# Mathematics



## Why study Mathematics?

Mathematics is important in 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. The Mathematics Course allows learners to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will help in becoming an effective contributor.

## What do you study?

All pupils will continue their study of Mathematics in S3. Courses are based on the experiences and outcomes of Curriculum for Excellence at 2nd, 3rd and 4th levels and lay the foundation for further study in S4.

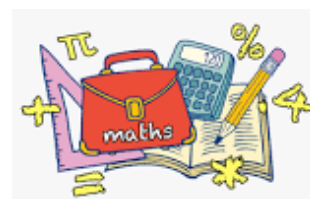
Mathematics courses are divided into three broad areas of study:



1. Number, Money and Measure include working with whole numbers, decimals, fractions and percentages. We study negative numbers, multiples, factors, powers and roots. This section includes skills in personal finance, managing time and measure length, area and volume. The relationship between speed, distance and time is explored. We cover a variety of algebra skills including solving equations, working with expressions and using formulae.
2. Shape, Position and Movement covers the properties of 2D and 3D shapes, Pythagoras and Trigonometry, coordinates, scale drawings and navigation.
3. Information Handling includes collecting, interpreting and displaying data, analysing data and drawing conclusions and understanding probability.

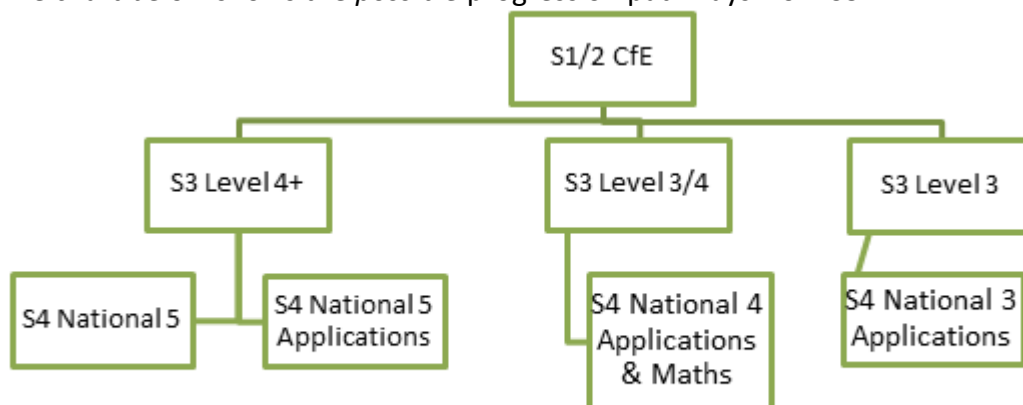
## Homework Requirements

Homework is usually set after each class lesson with a duration of approximately 15 minutes. The homework will be marked by the pupil from the answers at the end of the book as part of the homework and checked regularly by the class teacher. Regular, check-up exercises may be issued; pupils will usually be given about a week to complete this work. These exercises will be issued when the class teacher feels it is appropriate for the class. This will usually be at the end of a topic.



## How do pupils get their grades?

In S3 all pupils will be given 3 assessments throughout the year, which will cover the majority of the work that has been taught in S3 with some revision from S2. The assessments will be a mixture of calculator and non-calculator work, similar to what pupils will experience in S4. The results of these assessments will help to determine which course would be most appropriate for the pupil to follow in S4. The chart below shows the *possible* progression pathways from S3.



### S4 - National 3 Applications of Mathematics

This is a suitable course for S4 learners who have experienced breadth and depth across second level and some aspects of third level Mathematics experiences and outcomes. This would be suitable for pupils who would like to progress to National 4 in S5/6.

The course includes three mandatory units of work:

- Numeracy
- Shape, space and Measures
- Manage Money and Data

To achieve this award the learners must pass all of the required units which are assessed internally as a pass/fail. The units are assessed on a unit by unit basis.

### S4 - National 4 Mathematics & Applications of Mathematics

This is a suitable course for S4 learners who have experienced breadth and depth across third level Mathematics experiences and outcomes and would like to progress to National 5 Applications in S5/6.

Learners will have the opportunity to achieve **two** National 4 awards: one in Maths and one in Applications of Maths. To achieve these awards the learners must pass all of the required units which are assessed internally as pass/fail. The units are assessed on a unit-by-unit basis.

## S4 - National 5 Applications of Mathematics

This is a suitable course for S4 learners who have experienced some success across fourth level Mathematics experiences and outcomes. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces. The course includes three mandatory units of work as well as the course assessment.

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

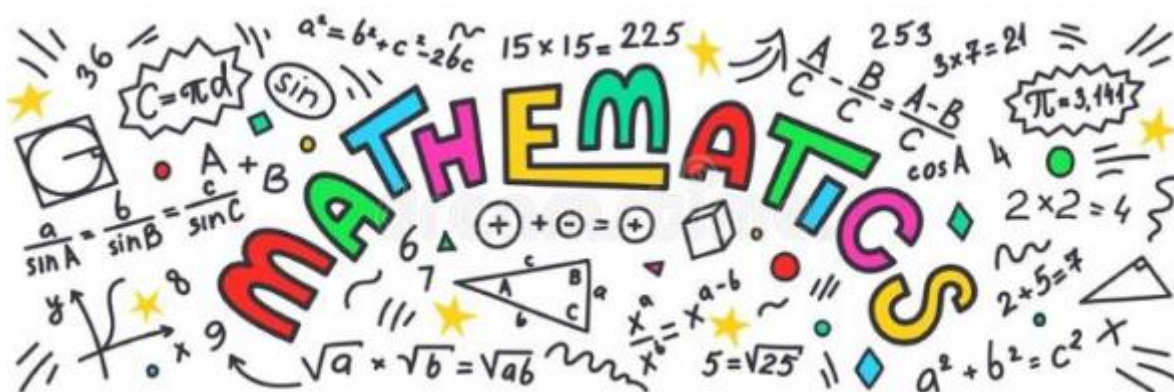
To gain the award of the course, the learner must pass the final exam in May, set by the SQA. It consists of a non-calculator and calculator paper.

## S4 - National 5 Mathematics

This is a suitable course for learners who have experienced breadth and depth across fourth level Mathematics experiences and outcomes. This would be suitable for pupils who would like to progress to Higher in S5/6. The course includes three mandatory units of work as well as the course assessment.

- Applications
- Expressions and Formulae
- Relationships

To gain the award of the course, the learner must pass the final exam in May, set by the SQA. It consists of a non-calculator and calculator paper.





# Modern Languages



## Why Study French or Spanish?

More and more jobs require the ability to speak foreign languages. This is a highly sought after skill in our increasingly interconnected world, where companies cannot predict which countries they will be dealing with in the future. You may not realise it, but languages are a bonus in almost any job.

Planning on going to college or university? A qualification in a Modern Language says a lot about you as a young person and could give your application an edge over the competition for a place on your course of choice!

Employers are interested in a broad range of skills, especially communication skills such as the ability to understand and report on information, to contribute appropriately to discussions, as well as to express facts in the spoken and written language. These are exactly the kind of skills pupils learn when they study one of our Modern Language courses!

### FRENCH



#### Did you know...?

- French is a romance language
- French is the second most widely learned language after English
- 220 million people speak French!
- About 45% of modern English words are of French origin!

### SPANISH



#### Did you know...?

- Spanish is also a romance language
- Spanish is the world's second most-spoken native language
- Spanish is spoken by 559 million people!
- Spanish is the main language spoken in 21 countries

## What do you study?

### S3 Modern Languages courses

In S3, all pupils study French and they can also study Spanish. At the end of S3, pupils who wish to pursue their language study into the Senior Phase can choose French or Spanish, or continue with both languages.

**S3 Modern Languages courses** continue to develop the four skills required for progression onto the Senior Phase in Modern Languages. These are **Listening, Reading, Talking and Writing**. In French, pupils develop their vocabulary across a range of relevant and contemporary topic areas, building on prior knowledge of the language. In Spanish, the basics of vocabulary and grammar are taught initially, before the pace of lessons is accelerated in the latter stages of the course to prepare pupils for entry into the Senior Phase, should they choose to study the language further.

## **National 4, National 5 and Higher**

National 4, 5 and Higher Modern Languages Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a Modern Language and to reflect on how this relates to English. These courses enable learners to understand and use a Modern Language, to apply their knowledge of a modern language, and to develop valuable planning, research and language skills.

French and Spanish are the two languages offered at **National 4, National 5 and Higher**



### **How do pupils get their grades?**

**At National 4 level**, pupils must pass unit assessments, covering the different skill areas, as well as an Added Value Unit to attain the award. There is no external exam at National 4 level.

**At National 5 level**, pupils sit external exams in Listening, Reading and Writing at the end of S4. There is also a Performance Talking assessment and a Writing Assignment, both of which are sat internally, prior to the external exams. These elements are worth 37.5% of the final grade.

**At Higher level**, pupils sit external exams in Listening, Reading and Directed Writing at the end of S5. Similarly to National 5, there is also a Performance Talking assessment and a Writing Assignment, both of which are sat internally, prior to the external exams. These elements are worth 37.5% of the final grade.

### **Homework Requirements**

Regular homework will be issued and it is very important that all deadlines are met: particularly where course assessments are involved.

**In S3**, pupils will continue to complete homework tasks via Pearson Active Learn, which features the e-book version of the course textbook, or other tasks as directed by the class teacher

In the **Senior Phase** (S4/5), homework will take the form of.

- Learning vocabulary
- Preparation for class assessments
- Exam revision and preparation
- Reading or grammar work

*Muchas gracias*

*Merci beaucoup*

# Modern Studies

## Why study Modern Studies?

Modern Studies is about contemporary society and the place of the individual within society, from local, national, and international perspectives. Modern Studies is multidisciplinary as it looks at social, economic, and political issues.

It is vitally important that young people have the opportunity to understand the value of democracy and, in a fast changing and competitive world, they have the chance to reflect on the challenges facing society today, if they are to be part of the solution for tomorrow. In Modern Studies, learners develop relevant knowledge and understanding and discrete and distinct higher order skills that allow them to respond effectively to these challenges, both currently and in the future.



Therefore, Modern Studies enables young people to become responsible citizens and have a broad understanding of how to be an effective contributor in a democratic society, as well as the skills to be able to be life-long learners. Modern Studies is valued in a wide range of occupations and careers, including - law; journalism; management; marketing; police; teaching; social work; economics; local government; administration; health care; banking; broadcasting and media; fundraising and charity work; clerical work; youth and community work, trade union work, and many more.

## What do you study?



In S3, our pupils follow a blended learning approach in which they undertake Level 4 CfE outcomes; whilst also developing knowledge and skills relevant to National 3, 4 or 5 outcomes, as appropriate.

## Unit 1: Democracy in Scotland and the United Kingdom

This unit covers topics such as representation and participation in a democratic society, the functions of the political systems of Scotland and the UK, and the influence of the media and pressure groups.



## Unit 2: Social Issues in the United Kingdom – Crime and the Law

This unit covers aspects of the Scottish legal system, including the causes and consequences of crime, and different types of crime and punishments.

## Unit 3: International Issues – World Powers



This unit involves the study of a world power - the USA. Topics covered include the political system, social and economic issues, government responses to these issues, and US economic, political and military influence abroad.



## Skills



By using sources of information, pupils develop the following skills:

- the ability to provide evidence to support and oppose views
- the ability to reach and justify decisions
- the ability to reach and justify conclusions
- the ability to research and present information in a logical way

These skills are all transferrable to the Senior Phase and beyond.

### How do pupils get their grades?

In S3, formative assessment takes place throughout the course. More formal assessments take place at the end of each topic to ensure that there is progress in terms of breadth, challenge, and application. This helps determine whether a pupil is recommended to progress to National 4 or National 5/Higher level in Modern Studies thereafter.



In S4, in order to gain an award at **National 4**, there are internal assessments for each of the three units studied, covering knowledge and skills, plus an Added Value Unit.

To gain an award at **National 5**, there are class assessments on each of the three units studied, covering knowledge and skills, plus an external SQA examination. Pupils also complete an Assignment, on a Modern Studies related topic. This is completed in class, under exam conditions, and marked by the SQA.

Beyond National 5, Modern Studies can be studied at **Higher** and **Advanced Higher** level.

In S6, the Modern Studies Department also offers **Higher Politics, Higher Sociology** and **NPA Criminology SCQF Level 6** to interested pupils.



### Homework requirements

Modern Studies pupils are expected to complete regular homework tasks, as issued by their class teacher. Pupils are also expected to keep themselves up to date with local, national and world events using different types of media, e.g.

reliable/trustworthy news Apps, TV news, newspapers, etc.

Homework enhances and reinforces classroom learning. It also helps contribute to a pupil's overall success in Modern Studies. Homework tasks will include, practice questions (both knowledge and skills), independent research and flipped learning (pupils read information provided by their teacher, or undertake an independent research task in preparation for future in-class learning).

### Modern Studies is everywhere!



# Performing Arts: Music



## Why study Music?

Music is a wonderfully creative subject where pupils get to perform, create and appreciate music in many different styles. Pupils follow a personalised course in relation to the performing element and more challenging repertoire is always available! Studying music in S3 allows pupils to further develop their musical skills as performers, composers and gives them a wide background and understanding of the music of today and its development.

## Possible careers in Music:

Radio/TV DJ, Programme director, Musical director  
Recording Industry Producer, Sound engineer, Webmaster, Marketing rep, A & R  
Co-ordinator  
Instrument Work Orchestral musician, Musical instrument repair, builder, designer  
Music Education Teacher, Instrumental teacher, Lecturer, Librarian  
Music Health Music therapist, Speech therapist, Youth & Community Worker  
Music Business Manager, Session musician, Songwriter, Lyricist, Retail, Law, Critic, Journalism  
Music Industry PR Public Relations, Publicist, Advertising, Audio Technician

## What do you study?

In S3 pupils will follow an exciting, differentiated and practical music course which will develop the skills required to undertake National 4/National 5 in S4. Pupils will be challenged to develop and learn new skills in performing, composing and understanding music.

## Performing Skills

Pupils will develop their skills on two instruments or one instrument and voice. Pupils work individually on this and are encouraged to work at their own pace. Differentiated material is available for ALL pupils.

## Understanding Music

Pupils will experience a very varied course which looks at Musical Styles and the Production of Sound in S3. Concepts such as; Jazz, Ragtime, Rock and Classical will be studied and pupils can follow this up at home using the recommended websites.

## Composing Skills

Pupils will compose their own melodies and chords with support from the teacher – basic structures and themes are discussed to help pupils start to create their own music and be confident in notating this.

## How do pupils get their grades?

All pupils are issued with a Timeline at the start of S3 indicating each month, what the topics of work are to help pupils prepare for assessments. The National Courses in Music have the Performing Element as the largest proportion of the final grade in S4.

In S3:

- **Performing Skills** – pupils will work towards their S3 assessment in December and perform 1 piece on Instrument 1 and Instrument 2. A Performing Arts Festival will act as a second assessment in February/March time to check on progress..
- **Understanding Music** – pupils will complete a short test after each topic to ensure they are on track and this will also help prepare them for their S3 Assessment.
- **Composing Skills** – this is folio work and is continually assessed after pupils complete a section of their piece.

***In S4 for N5, pupils will complete a Performance Exam with an external examiner and this is worth 50%, an external Question Paper set by the SQA which is worth 35% and a Composing Assignment which is worth 15% of the final grade.***



## Homework requirements

- Regular practice of both instruments (or 1 instrument and voice).
- Regular study of musical concepts at home – ***a homework booklet is issued to pupils asking them to complete one exercise every 3/4 weeks.***
- Listening to and appreciating music both in class and out of class.
- Involvement in the extra-curricular work and concerts/shows of the department is encouraged.





# Performing Arts: Music Technology

## Why study Music Technology?

Music Technology offers pupils “hands-on” experience to learn about digital audio recording, editing, mixing and recording musicians/bands. Pupils will develop their skills in the area of Music Technology using industry standard recording equipment, learn about microphone placement and develop their ability to work with digital audio in various set-ups; music recordings, radio shows and Foley/sound design for film/animation and gaming.

## Possible careers in Music Technology:

Radio/TV DJ, Programme director, Musical director, Radio producer

Broadcast engineer, Audio Technician, Radio assistant, Film Composer

Recording Industry Producer, Sound engineer, Webmaster, Marketing rep, A & R Co-ordinator

IT Computer programmer, Audio recorder for animation, Computer Gaming Music, Composer for Digital Media, IT technician

Music Education Teacher, Lecturer in Music Technology

Music Health Music therapist, Speech therapist, Youth & Community Worker

Music Business Manager, Session musician, Songwriter, Lyricist, Retail, Law, Critic, Journalism

## What do you study?

In S3 pupils will follow a Music Technology course working with industry standard equipment. Pupils will be challenged to learn new skills in Music Technology and work successfully both individually and as part of a team. All of these will prepare the pupils for National 4/5 Music Technology in S4.

## Music Technology Skills

Pupils will experience how to set-up microphones, record using the software Garageband / Reaper, edit and mix digital audio to create the finished project.

## Music Technology in Context

Pupils will spend the majority of the course using the iMac computers and iPads to capture and manipulate audio for film/animation/audio books, create a radio broadcast incorporating sound effects/interviews/music medleys and the option of recording live musicians.



### Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music

Experiencing and learning about different genres and styles of music from the 20<sup>th</sup> and 21<sup>st</sup> Century – being able to identify styles of music and effects/processes by listening to them.

#### **How do pupils get their grades?**

All pupils are issued with a Timeline at the start of S3 indicating each month, what the topics of work are to help pupils prepare for assessments. The National Courses in Music Technology are primarily based on the practical application of skills.

In S3:

#### **Music Technology Skills Unit**

- Pupils will be assessed throughout the course on your project work and this unit specifically looks at microphone placement, appropriate audio input devices, setting the appropriate gain levels for recording etc.

#### **Music Technology in Context**

- Pupils will be assessed in the range of skills they have used to capture and record audio and how they have then mixed/edited their recordings.

### **Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music**

- Pupils will complete a listening aspect of the course as they start to learn about “Understanding Music in the 20<sup>th</sup> & 21<sup>st</sup> Century”.

***In S4 for N5, pupils will complete a Project Portfolio which is worth 70% and an external Question Paper set by the SQA which is worth 30% of the final grade.***



#### **Homework requirements**

- Regular study of musical concepts at home – ***a homework booklet is issued to pupils asking them to complete one exercise every 3/4 weeks.***
- Listening to and appreciating music both in class and out of class.
- Where possible, gaining extra time on the iMac computers to become familiar with the software used.
- Involvement in the extra-curricular work and concerts/shows of the department is encouraged.

# Personal and Social Education

## What is PSE?

Our PSE programme covers a variety of topics that aim to develop an understanding of and support with pupils' health and wellbeing. The course progresses from S1-6, covering topics that are relevant and age appropriate to each year group. Pupils will receive one period of Personal and Social Education in third year. Within the timelines, there is a degree of flexibility to allow for additional topics and speakers to be included that may be required to meet the needs of our students as the year progresses. Examples of this might include talks from our community police officer, health professionals and career-based talks delivered by SDS (Skills Development Scotland).



## What do you study?



In S3, pupils will study a range of the Experiences and Outcomes and Benchmarks for Health and Wellbeing. This includes a number of units that are designed to help them understand themselves better as learners, discover strengths and skills and continue to achieve their full potential academically, physically, personally, socially and emotionally. Topics such as substance misuse and health are also covered to ensure that pupils can make informed and appropriate choices about their physical well-being. Relevant social and emotional issues are also considered, to help promote confidence and responsible actions.



During S3, all pupils receive personal support lessons and one to one interviews to help them build an accurate, holistic account of their progress and achievements. By the end of S3, all young people will have produced a profile marking the end of the Broad General Phase of Curriculum for Excellence. The purpose of the profile is to help young people develop self-esteem and confidence through recognising their own progress and achievements. This profile will be produced by all S3 pupils during PSE classes to give a positive statement of their latest and best achievements both within and out with the school environment.



## How do pupils get their marks and grades?

There is no formal assessment in PSE but the Guidance Teacher regularly checks pupils' notes and jotters.

## Homework

There are no formal homework activities. However, Guidance Teachers may set home learning tasks as and when the topics studied would benefit from this.



# PE: Physical Education

## Why Study Physical Education?

Physical Education aims to provide learners with the experience that will enable them to develop the knowledge, motivation and competence to live a physically active life, but also the ability to enhance their own performance.

Studying a blend of Level 4 and National 4/5 Physical Education courses will allow learners the opportunity to build physical competencies, improve aspects of fitness and maximise active engagement and enjoyment in physical activities.

The course will provide opportunities for learners to demonstrate initiative, decision making and problem solving. Learners will work both independently and collaboratively within teams to develop thinking and interpersonal skills. This makes Physical Education an ideal platform for developing confidence, resilience and responsibility.

Both National 4 and National 5 Physical Education will investigate and enhance knowledge of factors impacting on performance. Learners will be required to explain factors which impact on performance, understand how to gather data on performance and approaches to improve them.

## What Do You Study?

The skills developed in S3 are important in laying down the foundation for success in the Senior Phase. The National 4/5 course is divided into three units -

### Performance Skills

The aim of this Unit is to develop the learners' ability to perform in physical activities by developing a range of basic performance skills. Areas of focus-

- Select and applying a range of basic performance skills
- Demonstrate basic body and spatial awareness with some identifiable patterns and rhythms
- Display some basic control and fluency
- Demonstrate basic techniques and composition or tactics
- Make appropriate decisions and basic adaptations in response to variables
- Demonstrate some consistency of performing skills in routines



## **Factors Impacting on Performance**

The aim of this Unit is to develop learners' knowledge of the factors that impact on performance in physical activities. Key areas are:

- Methods used to identify factors impacting on performance
- Impact of factors on performance
- Identify factors that affect performance and describe an approach to improve performance
- Identify strengths and weaknesses in performance
- Prepare and implement, with some support, a simple action plan using a variety of approaches to develop performance
- Select and apply approaches to impact positively on performance
- Monitor and record performance using appropriate techniques
- Seek feedback from others and respond appropriately
- Evaluate the effectiveness of action plans in supporting performance development
- Reflect on performance progress based on all information gathered
- Identify a future development need

## **Added Value/Course Assessment**

At National 4 learners will prepare for, and carry out, a performance in a physical activity. This will involve preparing mentally, emotionally, socially and physically for the performance, selecting and applying performance skills; following rules and guidelines; carrying out roles and responsibilities and showing appropriate etiquette.

At National 5 pupils will complete two, one off performances in two activities of their choosing. Together these are worth 50% of the course award. Pupils will also complete an individual portfolio that demonstrates an understanding of the factors that impact on the performance unit, also worth 50%.



## **How Do Pupils Get Their Grades?**

In S3 pupils are assessed to ascertain progress looking towards whether they will follow a N4 or N5 programme in S4. Pupils will be assessed during each physical activity and complete a series of theory check tests.

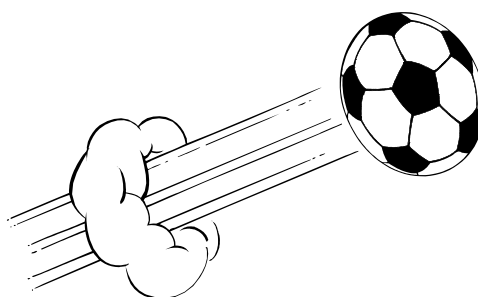
In S4 National 4 pupils must pass both Course Units and pass an Added Value Unit, which comprises of a one off performance.

National 5 pupils will be graded based on their Course Award – 2X one off performance (25%+ 25%) and an individual Portfolio (50%)

## **Homework Requirements?**

The regular setting of homework is an essential component of the Physical Education Department's programme of work. Homework will take a variety of forms-

- Completion of weekly homework tasks
- Private Reading/Research
- Revision/preparation for unit assessments
- Revision/preparation for course assessment



# Physics

## Why Study Physics?

The Limits are Endless!

If you are fascinated by the world around you and curious to learn more about it, or if you are thinking about a career in technology, medicine, electronics, astronomy, or engineering, then Physics is for you.

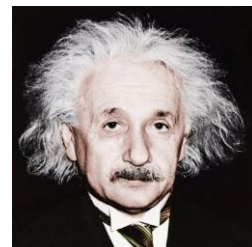
Physics helps give us an understanding of every aspect of our lives from the tiniest particles of matter to the great clusters of galaxies.



Qualifications in Physics can open doors to a vast number of work opportunities:

- helping to diagnose and treat cancer and other illnesses
- sound and video engineering
- dating archaeological remains
- developing robotics and advanced technology
- solving crimes
- creating tomorrow's cars and planes
- space exploration
- finding new sources of energy
- electrical, mechanical, biomedical and civil engineering

Some of the world's most influential people come have studied Physics, including Albert Einstein, Marie Curie, Isaac Newton, Stephen Hawking and Elon Musk. This group of remarkable Physicists have changed the world as we know it. Perhaps, one day you could too!



## What do you study?

In S3 Physics pupils will develop critical thinking and problem-solving skills by studying the content outlined in level 4 of the CfE. The course will also include aspects of the National 4 and 5 outcomes to enhance learning and facilitate a smooth transition into S4.

In the **Waves and Radiation** topic pupils will learn about:

- Wave parameters and behaviours
- Sound
- The electromagnetic spectrum
- Light and sight defects.
- Radioisotopes
- Uses and risks of nuclear radiation
- Radiation dosing
- Half-life
- Fission and fusion



In the **Dynamics and Space** topic pupil will learn about:

- Vectors and scalars
- Velocity–time graphs
- Acceleration
- Newton’s laws
- Projectile motion
- Energy
- The solar system
- Satellites
- Space exploration
- Cosmology



### **How do pupils get their grades?**

Assessments in S3 are used to ascertain progress and ensure that pupils are working at a level that allows them to maximise their potential.



### **Class tests**

Pupils are regularly issued with short tests to check their understanding of concepts as they are taught throughout the year.

### **Unit Assessments**

Once pupils have completed each unit of work, they will be issued with a more extensive assessment. This will test their knowledge and understanding of the concepts covered in that specific unit.

### **S3 Exam**

Finally, in December all pupils will be given an exam covering most of the work that has been taught in S3. The result of this exam, alongside the unit assessments will help to determine which course would be most appropriate for the pupil to follow in S4.

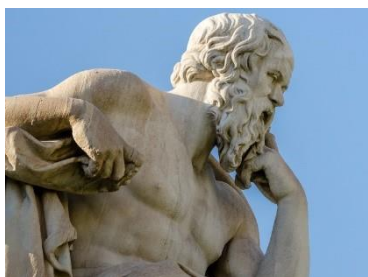
In S4 pupils can go on to study National 4 or National 5 Physics. At N5 level students are required to sit an external written exam, set by the SQA. At N4 the course is internally assessed.

### **Homework Requirements**

It is anticipated that pupils will be issued with regular homework covering the work undertaken by the class. This could include written exercises, completion of classwork, revision of notes and studying for tests.



# RMPS: Religious Moral & Philosophical Studies



## Why Study RMPS?

*“The highest form of human excellence is to question oneself and others”*

(Socrates, Philosopher)

In today’s world conflicts of belief are rife and discrimination and prejudice dominate the press and social media. In RMPS we explore different belief systems and diverse human experience to promote understanding and tolerance. Through the study of RMPS, pupils develop critical thinking skills; learning how to evaluate and analyse information, beliefs, and opinions. They also get the opportunity to develop their own beliefs and opinions. All of this builds skills and qualities for life, learning and work.

In S3, pupils follow a blended learning approach in which they undertake Level 4 CfE outcomes, whilst also developing knowledge and skills relevant to National 3, 4 or 5 outcomes, as appropriate.

A qualification in RMPS is valued in a wide range of occupations and careers, including – law; journalism; management; marketing; police; teaching; social work; health care; fundraising; charity work; armed forces; civil service, and many more.

## What do pupils study?



**Unit 1: World Religion – Hinduism.** In this unit, pupils learn about the beliefs, values, practices and traditions of Hinduism. Pupils will consider the impact of Hinduism on Scottish culture and identity, as well as on people across the world. Dating back at least 4000 years, Hinduism offers learners an opportunity to explore philosophical ideas about time, space and reality, as well as pressing questions about how people should relate to each other in society.

**Unit 2: Morality and Belief – Justice.** This unit introduces pupils to traditions of thinking about law and justice, morality and ethics. Pupils develop skills to analyse and evaluate views about contemporary moral questions, and responses about morality and justice. They develop factual and theoretical knowledge and understanding of moral questions and religious and non-religious responses to issues such as capital punishment and causes of crime.



**Unit 3: Religious and Philosophical Questions** – in this unit, pupils explore the question “Does God Exist?” They learn about views on God according various faiths, along with scientific and philosophical arguments that both support and challenge the belief in God.



**RMPS Assignment** - pupils pick a topic of **their choice**, drawn from any religious, moral or philosophical issue to investigate. This can be a more in-depth focus on an issue dealt with in class, or something they have a particular interest in. Pupils develop their research skills, and create a report on their topic. This is worth 20% of the overall N5 grade. It is completed under exam conditions and marked by the SQA.

### How do pupils get awarded for the course?

For **National 5**, pupils complete an Assignment and sit an external exam at the end of S4.

To gain an overall award at **National 4**, pupils need to pass an assessment for each unit - there is no external exam. They also undertake an Added Value Unit (AVU). They pick a topic of **their choice**, drawn from any religious, moral or philosophical issue to investigate. This can be a more in-depth focus on an issue dealt with in class, or something they have a particular interest in. Pupils develop research skills, and create a report on their topic in a way that suits them – a talk, a PowerPoint or Sway presentation, an informative poster or an essay.



### Homework requirements

Pupils are required to complete homework on a regular basis to hone their skills in answering exam style questions. Pupils are also expected to undertake research, at home, to acquire the information required to complete their Assignment.



# Support for Learning: Learning Across the Curriculum

## What is it and who can take it?

This course of three periods per week replaces a National subject and is available to pupils who have Additional Support Needs. Pupils who choose this course are expected, with the support of the class teacher, to identify tasks from their other subjects to complete each period. There is access to ICT and the number of pupils is capped to allow an appropriate level of direct input from the teacher to support completion of tasks. Participants are expected to be committed to making efficient use of their time in the Learning Across the Curriculum class in order to gain maximum benefit from the course.



In addition to the advantage of having additional time within the curriculum to complete homework and revision for subject classes, participants are given the opportunity to consolidate/develop their capabilities in the following skills:

- Literacy
- Numeracy
- Social Interaction
- Communication
- Organisation
- Information and Communication Technology
- Problem Solving
- Concentration



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