



Course Descriptors – S2 Broad General Education at Hyndland Secondary School

Curricular Area – Languages

English

The S2 English course is designed to foster improvement in the key skills related to Listening and Talking, Reading and Writing. Students will continue to build on the skills developed in S1 by studying a range of literature in a variety of genres, poetry, prose, drama, non-fiction and media. Students will also develop and refine their writing skills with a particular focus on imaginative and persuasive writing. Students will be encouraged to utilise the school library regularly and engage in frequent reading to improve vocabulary.

Modern Languages – French and Spanish

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works. S2 pupils will continue to develop on modern languages outcomes and experiences gaining a deeper understanding of core vocabulary and key grammar points. The S2 course is designed to challenge and encourage pupils to be global citizens through enhancing their understanding and enjoyment of other cultures and their own through discussion, ICT and genuine resources. Pupils will also receive one period per week of Spanish in S2.

Curricular Area – Numeracy and Mathematics

Maths

The S2 Curriculum for Excellence courses in Mathematics allow young people to further develop their numerical and mathematical skills through the study of a wide range of topics. Throughout the session pupils will experience a variety of teaching and learning approaches including direct teaching, pair and group work, problem solving and practical activities. Assessment will be ongoing throughout the session.

Pupils will be assessed informally by their performance in group tasks, their responses to class questioning and results of project work as well as formally through end of topic tests and cumulative assessments. Young people will receive regular feedback on areas of strength and areas for future development. Homework is issued daily and should last approximately 10-15 minutes. There is also hand-in homework to review each topic.

Curricular Area – Social Studies

Social Studies

All S2 Social Subjects pupils study Geography, History and Modern Studies over the course of the year. Topics covered include: the Ebola crisis and Yellowstone National Park, The growth of Nazism in Germany, Britain during World War 2 and Political and Social Issues in the USA.

The courses within the Social Studies Faculty are designed to develop and extend their knowledge and skills and to deepen their understanding of the subjects. The skills developed during S2 include: investigating, source analysis, research and presentation skills.

Religious and Moral Education

All S2 Religious and Moral Education pupils study the subject for one period per week over the course of the year. The three units of work covered are: Ecology and Religion, The moral lessons from fables, and Buddhism.

The courses within the RME department are designed to develop and extend their knowledge and skills and to deepen their understanding of the subject. The skills developed during S2 include: a development of critical thinking, an ability to select fact from fiction and a clear understanding of other belief systems.

Curricular Area – Health and well-being

Home Economics

The S2 Health Food and Textiles course allows young learners to build on knowledge learned in S1, enabling them to become more independent and confident in their learning and application of knowledge gained in other subjects in a different context. Being responsible for themselves, working closely with their partner in a timed task routine allows them to challenge and extend their abilities. The course covers through discussion and practical research: our food choices in Developing Healthy Food choices Unit; food environmental health in Keeping our Food Safe and Hygienic Unit; healthy eating and dietary disease in Our Nutritional Needs Unit ; precision and accuracy in the safe use of the sewing machine in Textile Technology Unit.

Throughout all units covered, young learners are engaged in literacy, numeracy, health and well-being outcomes for level 3. On-going assessment for young learners through the year is given with feedback on their learning at each stage with opportunities to self-assess their own learning and identify personal targets.

Curricular Area – Health and well-being

Physical Education

The S2 Curriculum Course in PE builds on the knowledge and experiences gained in S1 and cover a more in depth understanding of the fundamentals of these activities and how skills can be further developed. Again, practical assessment will be undertaken in each activity in line with the appropriate E's & O's in Literacy, Numeracy and Health & Wellbeing. The course will further strengthen the development of young people in the four capacities. This learning process will be enriched through a balance of academic studies and measured practical performance. All lessons will remain to be taught on a mixed ability/gender basis, should timetabling permit this. Pupils with specific educational needs will continue to be closely monitored through tailored action plans. Pupils will build on the strengths gained from their S1 course and will continue to receive feedback on performance in order to prepare them fully for National 4 and 5 courses.

Personal and Social Education (PSE)

In S2, PSE is an integral part of all pupils' broad general education. The course aims to develop learning in a range of Health and Well Being topics, with particular focus on:

Mental, emotional, social and physical wellbeing; Health, Sexual health and relationships; Planning for choices and changes; Study Skills; Substance misuse; and Citizenship.

Listening, discussion and group work are key components of the course; all learners are encouraged to communicate and share their opinions in a constructive and respectful manner, as part of the journey to becoming successful learners, confident individuals, responsible citizens and effective contributors. Pupils will also learn to regularly evaluate their performance across the curriculum, with the support of regular contact from their Pastoral Care Teacher to plan effectively for improvement and attainment. Target-setting will form an integral part of the course.

Curricular Area – Expressive Arts

Music

In S2, pupils undertake a 'Scottish Dances' unit, which focusses on group performing skills on tuned percussion along with listening skills. Additionally, pupils work on solo performing skills on keyboard. Later in the session, pupils have the opportunity to create their own music using Garageband software. The session ends with jazz unit where pupils gain experience of improvisation.

Art and Design

The S2 Curriculum for Excellence develops essential experiences and outcomes for Art and Design and Literacy outlined for level 3. Each sequence will have very specific teaching aims, and should start with observational drawing or another form of research, leading on to some form of development, culminating in a final piece. Throughout all units pupils will develop essential skills and knowledge through analytical drawing. The following course covers line, shape, pattern, tone, texture & colour. Also covered are drawing, painting, collage/mixed media, the design process and 3d/sculpture, Literacy Outcomes are also included. While some sequences will have a more emphasised approach to this area of study, each sequence should have an appropriate element. This should relate to the practical work pupils are doing in that particular sequence, and may include responses to Art and Design work, the lives of Artists and Designers, or evaluation of the pupils own work.

Drama

The S2 Curriculum for Excellence course in Drama allows young people to further develop their Voice, Language and Movement skills in response to a diverse range of stimuli. All young people will continue to develop increased levels of confidence and responsibility and build on their Knowledge and Understanding of Drama Process skills including Improvisation, Characterisation and Theatre Arts. This will be experienced in different contexts and will further develop their communication and collaboration skills. The key areas of assessment will be in Creating, Presenting and Evaluating. Assessment in Drama will take a variety of forms including individual response, group work, group presentations, evaluations- both written and practical, various individual writing tasks and continuous formative assessment. Young people will regularly receive feedback on areas of strength and areas for future development. They will engage in active learning enabling the opportunity for achievement.

Curricular Area – Science

Science

The S2 Curriculum for Excellence course in Science allows young people to further develop their practical and investigative skills through a variety of activities. They will develop key scientific skills such as making predictions, handling scientific equipment, measurement, recording of results, and drawing conclusions based on these results. Assessment in Science will take a variety of forms including solo talks, group presentations, written reports, homework activities. Pupils will also be assessed on their Scientific Knowledge through 2 summative assessments in the year. Literacy and numeracy skills will be also assessed twice yearly in Science Skills assessments. In preparation for the senior phase young people will also write an assignment which will be assessed and used to inform progress. In conjunction with this we will build on skills of Scientific enquiry throughout the year which will be assessed twice yearly in a formal lab report. Pupils will receive regular feedback on areas of strength and areas for future development. Each topic within the rotation will be studied for approximately six weeks and broadly cover the three science subjects: Physics, Chemistry and Biology. Pupils will be given opportunity at the end of S2 for Personalisation and Choice in BGE Science. This will ensure pupils are prepared for the Senior Phase.

Curricular Area – Technologies

Business & Computing Studies

S2 Business and Computing allows pupils to explore the subjects offered by the department in the senior phase, whilst building on their skills from S1. Pupils in S1 will develop confidence in Digital Literacy, Computing Science, Administration and IT and Business Management. From August to December, pupils will undertake a project exploring Marketing practices of a range of real-world businesses, before creating a marketing strategy and delivering a "dragon's den" style pitch for their group's idea. Pupils will build on their coding knowledge from S1 and will start to solve more challenging problems and use technologies such as Micro-bits to show the links with other technologies. Pupils will also take part in an international computational thinking challenge to demonstrate their skills in problem solving and creativity. From January, pupils will explore what is involved in each of our 5 subject choices into S3 to allow them to make an informed choice. They will investigate cyber security and the history of computers as part of our Bletchley Park topic, before finishing the term by building more advanced Digital Literacy skills to support their learning in all subjects as they work towards National Qualifications.

Technological Studies

The Technical course provides a broad and practical experience in engineering, design and manufacture. Creative problem solving is at the heart of the course and this helps to make it both exciting and dynamic. The learners tackle a series of projects; such as the earphone wrap, woobot, pull along toy, electronic alarm; and develop the following skills:

- designing, planning and modelling a solution to problem
 - evaluating a solution against a specification
 - reading and using information from a drawing
 - selecting suitable materials for a task
- using tools and equipment to safely and accurately make models from a range of materials.