



high school
braes

Broad General Education Guide (S1-3) for Parents and Carers



Foreword

The last year has been challenging for everyone in education – pupils, teachers and parents have had to adapt and work together in ways we could never have imagined. Despite its challenges however, this experience has reinforced the importance of working in partnership, supporting each other as much as we can to ensure the best possible outcomes for our young people.

In order to enhance these well-established partnerships and build on the successes of Home Learning, this guide has been compiled to offer families within our community a better understanding of the Broad General Education (BGE), the courses that pupils undertake in S1-3 and the ways in which they are assessed. We hope that this will answer any questions that you may have about the progression of your young person from one year to the next and give you the confidence to support their learning as meaningfully as possible throughout their educational journey at Braes.

Emma Horne – Teacher of English



Contents:

The BGE and Skills for Learning, Life and Work

Creative Arts

English

Health and Wellbeing

Humanities

Mathematics

Modern Languages

Science

Technologies

Glossary:

Formative assessment is ongoing, designed to monitor learning and give regular feedback to pupils. Examples include discussion, homework and tasks throughout a lesson.

Summative assessment usually takes place at the end of a unit of work. Examples include tests, exams or completed projects.

Broad General Education:

An Overview

Curriculum for Excellence is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school). Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can. (*Education Scotland*)

This document will guide you through the faculties at Braes High School, explaining what your young person will cover in each of their subjects and how they will be assessed. It is also designed to help you support your young person with their learning at home.

The skills you see below are developed throughout S1-3 and embedded within the curriculum.



INTRODUCING THE CREATIVE ARTS FACULTY



There are three departments within the Creative Arts Faculty:

- Art & Design
- Drama
- Music & Music Technology

Meet the Faculty

M Morris (Faculty Head): Music & Music Technology

Mr Bennett: Art & Design

Mrs MacLeod: Art & Design

Mrs Corsie: Art & Design

Ms Taylor (PT PEF Coordinator): Drama

Miss Shanks (Probationer): Drama

Miss Stewart: Drama

Mrs Clarke: Music & Music Technology

Mrs Sinclair Cain: Music & Music Technology

Miss Ednie (Probationer): Music

Mrs Lang: Braes Cluster Primary Music Teacher

Mr Barr: Braes Cluster Primary Music Teacher

Experiencing the faculty:

S1	S2	S3
Art & Design, Drama, and Music are studied on a rotation basis with S1 pupils attending one subject three times a week for twelve weeks before moving on to another area of the Faculty.	In S2 pupils will attend all three subjects all year. Pupils attend Art & Design and Music twice a week and Drama once a week.	Optional subject choice: Art & Design, Drama, Music and Music Tech are studied three times a week for the full academic session.
S2: At the end of S2 pupils decide if they wish to continue studying within the faculty. They could decide to study one, two, three, or even four Creative Arts subjects in S3 or they could choose to leave the faculty and concentrate on other areas of the curriculum. The option to return later in the senior phase is also available.		
S3: In S3, if pupils have chosen to continue with Creative Arts subjects, they will work through Level 4 work, preparing for SQA assessments and their senior phase. If at the end of S3 they decide to leave the faculty to focus on other areas of the curriculum, the option to return later in the senior phase is available.		

Assessing in the faculty:

Creating, Presenting, Evaluating & Appreciating

Composing, Performing, Listening & Musical Literacy

Skills: these are very subject specific: details are within each department's individual page.

THE CREATIVE ARTS FACULTY:

Art & Design

Assessment & Course Outlines

Assessment

Throughout the BGE in the Art and Design department you will receive the opportunity to participate in ongoing formative assessment. This means you will receive support and feedback from your teachers informally during every lesson. You will be supported to work at your own pace and encouraged to achieve your potential. The feedback you receive will consider your current stage, what you are trying to achieve next and how to get there! You will also engage in more formal summative assessments such as task deadlines at appropriate points in your course.

Your Art and Design courses in S1, S2 and S3 will focus on three main elements – creating, presenting and appreciation/evaluating.

During the BGE you will have the opportunity to learn to develop your skills in using the Visual Elements. You will explore new materials and techniques and learn to draw, paint, photograph and create 2d and 3d outcomes.

You will also study art and design theory and learn how to analyse and appreciate your own and other artist's work.

During the BGE you will also have numerous opportunities to present and exhibit your own original artwork to an audience.

Your Art and Design teachers will celebrate your skills and feedback will always acknowledge what you are doing well and then provide you with support to get to the next stage.

Assessment will involve working to deadlines and handing in completed folio work for Design and Expressive units for formal assessment.

Course Outlines

S1

In S1 Art and Design you will focus on a **Design** unit and an **Expressive** Unit. You will have the opportunity to learn how to use the **Visual Elements** to enhance your own practical work.

In the **Expressive** unit you will have the opportunity to use your own photography, to colour mix and to paint your own landscape. You will learn about other artists, what influenced them and the techniques they use.

In the **Design** unit you will have the opportunity to design your own graphics for a children's book, and to study the work of a famous Designer. You will build confidence and pride in your work to enable you to exhibit your work in class with your peers, through our twitter page and in the annual Christmas exhibition.



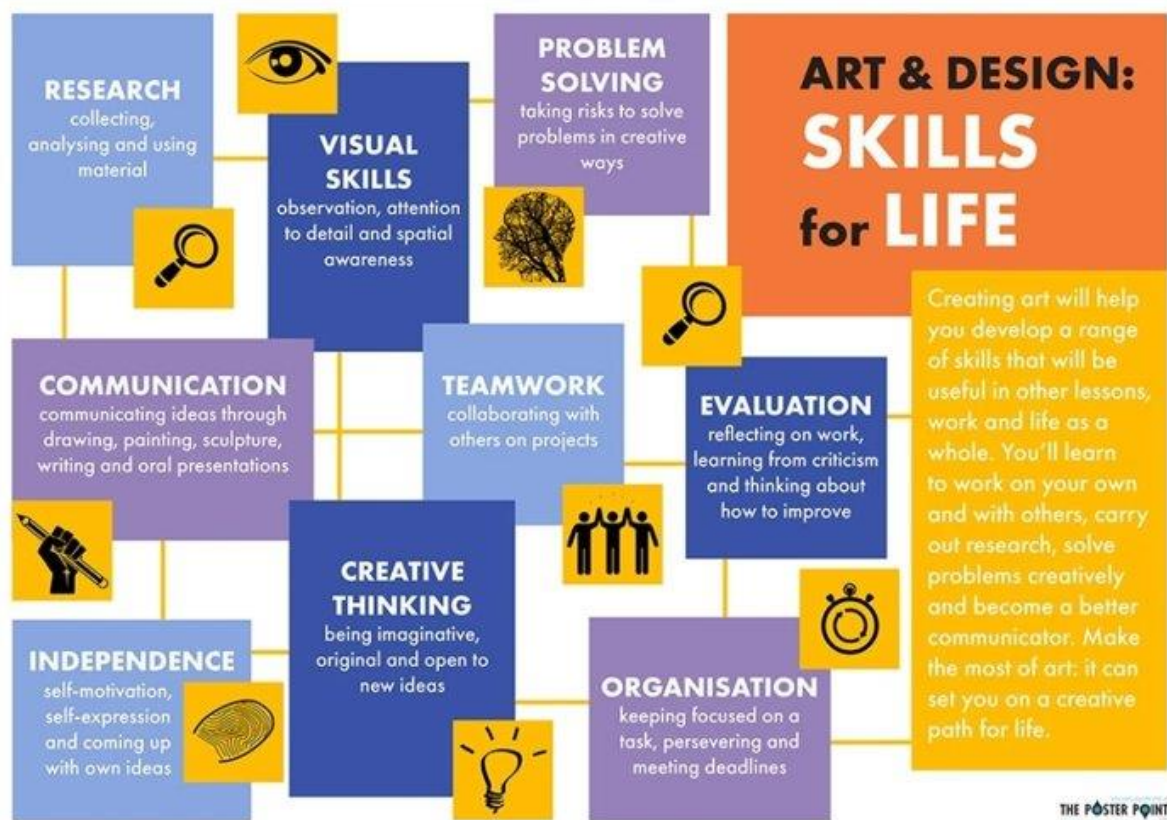
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Formative assessment will be a key part of every Art and Design lesson as your teachers support you to achieve your potential! We will observe your skills and approach to</p> <ul style="list-style-type: none"> • Drawing • Techniques and Media handling • Creative thinking • Literacy and communication • Research and evaluation • Planning and presentation 	<ul style="list-style-type: none"> • Design Unit • Expressive unit
<p>By the end of S1 most pupils will be working at or towards CFE Outcomes and Benchmarks for Level 3 (Bronze or Silver)</p>	

S2
<p>In S2 Art and Design you will focus on a Design unit and an Expressive Unit. You will have the opportunity to research and discover new artists and designers in a series of individual and group tasks involving drawing, painting, writing and photography.</p> <p>In the Expressive unit you will have the opportunity to explore portraiture. You will learn about other artists, contemporary and historical, learn what influenced them and the materials and techniques they use to express their ideas.</p> <p>In the Design unit you will have the opportunity to work as a designer would, to follow the design process through a series of design challenges set by your teacher.</p> <p>You will learn to plan, prepare and present your creative ideas to a deadline. You will have opportunities to exhibit your work in class, through competitions, on our Twitter page and at the annual Christmas exhibition.</p>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Formative assessment will be a key part of every Art and Design lesson as your teachers support you to achieve your potential! We will observe your skills and approach to</p> <ul style="list-style-type: none"> • Drawing • Techniques and Media handling • Creative thinking • Literacy and communication • Research and evaluation • Planning and presentation 	<ul style="list-style-type: none"> • Design unit • Expressive unit
<p>By the end of S2 most pupils will be working at CFE Outcomes and Benchmarks for Level 3 (Silver or Gold)</p>	

S3
<p>In S3 we follow a course structure similar to our National Qualifications. Pupils will work on both Design and Expressive units as we focus on developing skills.</p> <ul style="list-style-type: none"> - Researching personal themes - Developing creative ideas for artworks or design solutions - Developing skills in a broad range of materials and techniques - Evaluating their own and other artist's and designer's work - Presenting and exhibiting work

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Formative assessment will be a key part of every Art and Design lesson as your teachers support you to achieve your potential! We will observe your skills and approach to</p> <ul style="list-style-type: none"> • Drawing • Techniques and Media handling • Creative thinking • Literacy and communication • Research and evaluation • Planning and presentation 	<ul style="list-style-type: none"> • Design unit assessment • Expressive unit assessment
<p>By the end of S3 most pupils will be working at CFE Outcomes and Benchmarks for Level 4 that links into SQA NQ courses</p>	



Extra-curricular clubs/Activities run by the Art & Design department:

- Lunch time drop in/ various art and design clubs
- Live competitions
- Supported study



Follow the Art & Design department on Twitter:
@BraesArt_Design

THE CREATIVE ARTS FACULTY:

The Drama Department

Assessment & Course Outlines

Assessment



Throughout the BGE you will be assessed against Level 3 benchmarks. We use holistic assessment throughout the BGE meaning that we use all the work that you complete to make a holistic judgement about the level you are working at or working toward. This means that your achievement of your Drama level does not hinge on a single test but is based on all the work you have completed throughout the year.

Through a mix of formative and summative assessment but give clear criteria so you understand exactly what's expected of you in all tasks.

In each year you will be assessed on your presenting skills for both acting and a production role.

Some examples of assessment throughout the BGE are:

- Knowledge & Understanding quizzes
- Application of basic drama skills e in an acting role
- Application of basic drama skills in a production role (e.g. lighting, sound, costume, props, make-up & hair)
- Self-evaluation and reflection (both written and verbal)

Feedback is a vital aspect in helping you to learn and improve.

Feedback helps us to support your learning and bridge that gap between what you know and understand and what you will want or need to know in the future.

You will receive regular feedback from your teachers in a variety of forms that will identify strengths and set targets to improve your learning. Feedback may be verbal, written and will also come from your peers through reflection and evaluation activities. It's important to take this feedback on board and use it to improve your understanding.

Course Outlines

S1

The S1 Drama course focuses on creativity, building confidence, and literacy skills by exploring how we tell stories. We will explore:

- devising from different stimuli
- structuring drama/form and genre
- creating characters and using voice and movement skills
- different production roles and how to use theatre arts to create dramatic impact

FORMATIVE ASSESSMENT

During class we are always looking for opportunities where you demonstrate your creativity and understanding of dramatic techniques to help us make informed judgements about your progress. This could be through class discussion, reviewing coursework or through practical rehearsal.

SUMMATIVE ASSESSMENT

- MacBeth – Performance in a role
- MacBeth – Performance in a production role
- MacBeth -End of Unit Test & Reflection

By the end of S1 most pupils will be working at or towards CFE Outcomes and Benchmarks for **Level 3** (Bronze or Silver)

S2

In S2 we focus on activating learning through our Drama Menu. You will be given freedom to choose and explore aspects of drama interesting to you.

The “Drama Menu” provides a series of courses filled with challenging activities that require pupils to explore and experience an aspect of Drama then present these findings in a format of your choosing. The skills we develop are vital ac

- effective time management
- research and investigation skills
- presentation skills
- reflection skills

In S2 some of the courses you can study are:

- Games Design
- Physical Theatre
- Characterisation

- Script writing
- Costume Design
- Hair & Make-Up
- Devising
- Choreography and more

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
During class we are always looking for opportunities where you demonstrate your creativity and understanding of dramatic techniques to help us make informed judgements about your progress. This could be through class discussion, reviewing coursework or through practical rehearsal.	<ul style="list-style-type: none"> • Devising • Drama Menu Course 1 (Acting or Production) • Drama Menu Course 2 (Acting or Production)
By the end of S2 most pupils will be working at CFE Outcomes and Benchmarks for Level 3 (Silver or Gold)	

S3

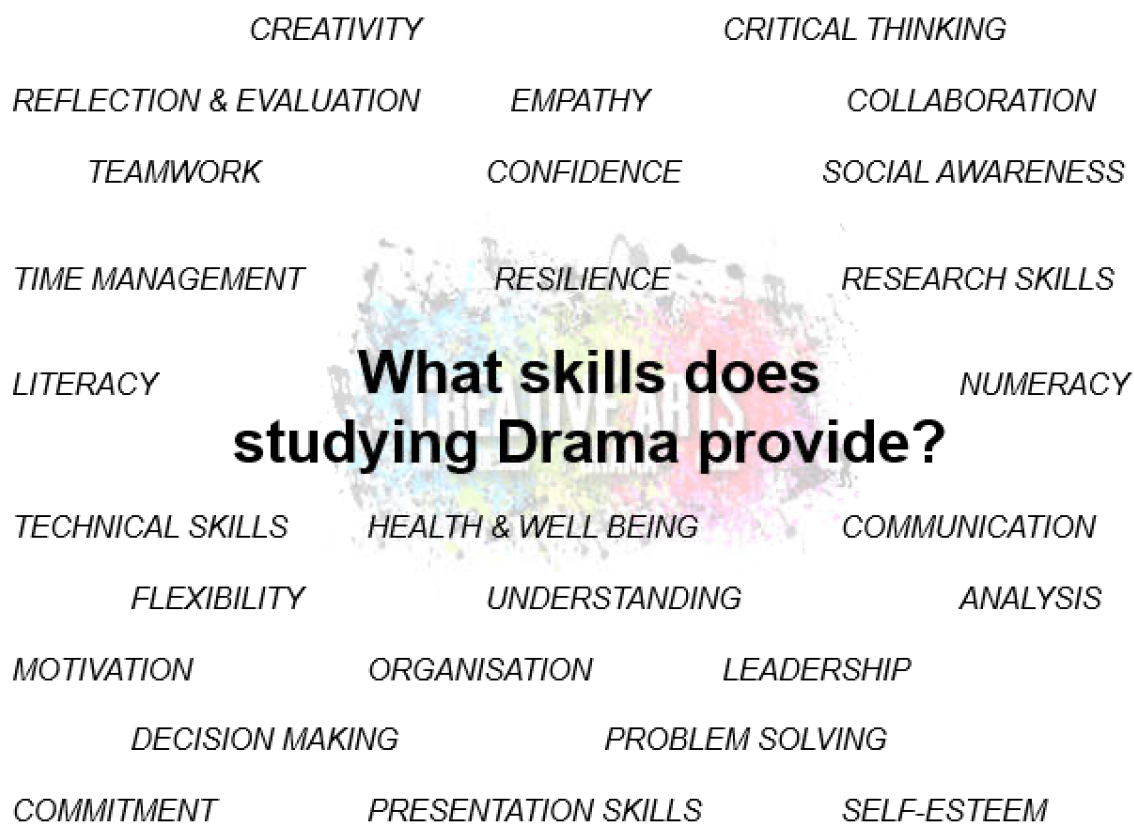
Drama in S3:

In S3 we follow a course structure similar to our National Qualifications. Pupils take on both performance and production roles as we focus on developing performance skills.

- relationship based drama
- theatre to educate and inform
- production skills: class pantomime
- characterisation: exploring the techniques of Stanislavski
- devising and presenting

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
During class we are always looking for opportunities where you demonstrate your creativity and understanding of dramatic techniques to help us make informed judgements about your progress. This could be through class discussion, reviewing coursework or through practical rehearsal.	<ul style="list-style-type: none"> • Pantomime – Performance in an acting or production role • Characterisation– Performance in an acting role • Devising
By the end of S3 most pupils will be working at CFE Outcomes and Benchmarks for Level 4 that links into SQA NQ courses.	

Skills Development



Exl

- Braes Youth Theatre (for all pupils in S1-S6)
- BYT Junior Project (for pupils in S1-S3)
- BYT Senior Project (for pupils in S4-S6)



Follow the Drama department staff on Twitter:

@mstdrama

@DramaShanks

THE CREATIVE ARTS FACULTY:

The Music Department



Assessment & Course Outlines

Assessment

Throughout the BGE in the Music Department you will receive the opportunity to participate in ongoing formative assessment. This means you will receive support and feedback from your teachers informally during every Music lesson. You will be supported to work at your own pace and encouraged to achieve your potential in each Music lesson. The feedback you receive will take into account your current stage, what you are trying to achieve next and how to get there! You will also have the opportunity to engage in more formal summative assessments such as class tests at appropriate points in your Music courses.

Your Music courses in S1, S2 and S3 will focus on three main elements – performing, understanding music and composing.

During the BGE you will have the opportunity to learn to play the keyboard, acoustic guitar, bass guitar, drum kit and tuned percussion. You will learn pieces both individually and as part of a group. You will have the opportunity to suggest pieces and styles of music that interest you to your teacher to personalise your Music lessons. As you progress through the BGE you will be able to choose two instruments to focus on as your specialities. You will be encouraged to choose the instruments you enjoy the most!

You will also study music theory and learn how to read music. You will experience a Music Listening course and develop your critical listening skills.

During the BGE you will also have numerous opportunities to compose your own original music and to use technology to create music.

In S3 you will have the opportunity to take Music Technology as a subject. This is a highly creative subject in which you learn to record and edit sound in creative contexts. You will take part in projects such as song remixing, creating sound for films and games, creating radio broadcasts and podcasts and creating audiobooks.

Some examples of assessment in Music and Music Technology are listed below.

- Demonstrating your skills on a musical instrument
- Taking part in listening quizzes and games
- Demonstrating your creativity by composing music
- Using technology to create your own music and musical projects

Your Music teachers will celebrate your skills and feedback will always acknowledge what you are doing well and then provide you with support to get to the next stage.

Course Outlines

S1
<p>In S1 Music you will focus on Performing, Understanding Music and Composing. You will have the opportunity to learn to play the keyboard and the acoustic guitar. You will also complete a Music Listening and Literacy Course and a short Composition Course.</p> <p>By the end of S1 you will have learned to play multiple pieces of music on keyboard and guitar. You will have learning to read basic music signs and symbols and multiple music listening concepts. You will also have created your own original music!</p>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> • Keyboard assessments • Guitar assessments • Listening and Literacy quizzes • Composition lessons <p>Formative assessment will be a key part of every Music lesson as your teachers support you to achieve your musical potential!</p>	<ul style="list-style-type: none"> • Final keyboard and guitar assessments • S1 Listening Assessment
<p>By the end of S1 most pupils will be working at or towards CFE Outcomes and Benchmarks for Level 3 (Bronze or Silver)</p>	

S2
<p>In S2 Music you will build on the skills you developed in S1. You will continue to learn to play the keyboard and the acoustic guitar and work towards set 'target pieces' on each of these instruments. You will work at your own, individual pace and receive regular feedback on what you are doing well and how to develop your skills further. You will also learn to play the bass guitar and the drum kit! You will have the opportunity to perform individually and as part of a group. You will also have the opportunity to vote as a class and decide which pieces of music you want to learn as a group.</p> <p>You will complete an S2 Listening and Literacy course and develop your ability to read music and to listen critically to musical examples. You will study three units – Instrumental Music, Scottish Music and Vocal Music and sit an end of course Listening Assessment.</p> <p>You will create your own original piece of music and have the opportunity to record your composition and take it home.</p> <p>You will also experience a Music Technology Taster to prepare you for making your course choices for S3!</p>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> • Keyboard assessments • Guitar assessments • Bass guitar assessments • Drum kit assessments • Group performances • Listening and Literacy quizzes • Composition lessons <p>Formative assessment will be a key part of every Music lesson as your teachers support you to achieve your musical potential!</p>	<ul style="list-style-type: none"> • Final instrumental assessments • End of unit and end of course Listening Assessments
By the end of S2 most pupils will be working at CFE Outcomes and Benchmarks for Level 3 (Silver or Gold)	

S3 Music
<p>In S3 Music you will build on skills developed in S2 and prepare to progress on to National 4 or 5 Music in S4. You will focus on Performing Skills, Understanding Music and Composing Skills.</p> <p>In Performing Skills lessons you will focus on two instruments or one instrument and voice. You will work at your own pace and receive regular supportive feedback as you progress through a series of increasingly challenging pieces to develop your instrumental skills. At key points in the course your teacher will gather recordings of your performing skills.</p> <p>In Understanding Music lessons you will complete a N4 level Listening and Literacy course. There will be opportunities for formative assessment throughout these lessons and end of unit assessments.</p> <p>In Composing Skills lessons you will be taught to compose catchy, interesting pieces of music that use various compositional techniques.</p>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> • Ongoing instrumental support and assessments • Listening and literacy quizzes • Ongoing composition support 	<ul style="list-style-type: none"> • Instrumental recordings • End of unit Listening Assessments • End of Course Listening Assessments • Final Compositions
By the end of S3 most pupils will be working at CFE Outcomes and Benchmarks for Level 4 that links into SQA NQ courses.	

S3 Music Technology
<p>In S3 Music Technology you will learn to record and edit sound to a high standard. You will also learn about different styles of 20th and 21st century music and develop your listening skills!</p> <p>You'll work on a variety of fun, creative projects to create song remixes, sound for film, sound for gaming, podcasts, radio broadcasts, audiobooks and more!</p> <p>By the end of S3 Music Technology you will be ready to progress on to National 4 or 5 Music Technology in S4.</p>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> • Ongoing support with your creative projects • Participation in listening quizzes 	<ul style="list-style-type: none"> • Your final creative projects will be assessed by your teacher • End of unit listening assessments
By the end of S3 most pupils will be working at CFE Outcomes and Benchmarks for Level 4 that links into SQA NQ courses.	

Extra-curricular clubs run by the Music department:

- Orchestra
- Jazz Band
- Ceilidh Group
- Samba Band
- Guitar and Ukulele Group
- Vocal Groups
- S1 Drop-In



Follow the department on Twitter:

@MusicBraesHigh



Access and subscribe to our YouTube channel:

<https://www.youtube.com/FCBraesHigh>



Meet the Faculty

Miss Heather Stevenson: English

At Braes High School we recognise the importance of reading and its benefits for our young people across the curriculum. Every class in S1 to S3 will have personal reading time as well as a library period weekly or fortnightly. The school librarian will organise reading activities and events as well as junior book clubs. Pupils have access to the local authority on-line library service which means they can reserve books from other libraries and can access audio books. Our departmental homework policy is that our S1-3 pupils should be reading at home unless other homework is assigned.





S2 Course Outline and Progression

English classes in S2 are mixed ability.

Teacher planning and selection of units of work and texts will generally focus on achieving 3rd level to build literacy and English skills. Some pupils may have achieved Level 3 during S2 and will be working towards Level 4. As far as possible, teachers will personalise the course to meet the needs of individual classes and therefore a wide variety of novels, poetry, plays and films are taught in our faculty. Differentiated support or extension materials will be used alongside classwork as well as ASN support when necessary and available.

Examples of S2 Units -

- 'A Monster Calls' by Patrick Ness– focus on language skills and personal writing
- 'Jaws' (film) – an introduction to media focusing on techniques and analysis
- S2 RUAE skills unit – developing skills in reading for understanding, analysis and evaluation
- Discursive/Report Writing – writing to inform on a topic of pupil choice

S2 Unit Assessments

By the end of S2, all pupils should have completed all **Core Tasks**: -

1. Listening Assessment
2. Critical evaluation of literature
3. One creative/discursive piece of writing
4. One individual presentation and one group talk/ paired or group presentation
5. In addition, S2 pupils will complete termly Reading for Understanding (RUAE) checkpoint assessments

Pupils will complete an online Learning Log to record their progress and to self-evaluate, using teacher feedback to achieve the benchmarks for Level 3. This profile will inform a holistic picture of a pupil's level and will be used to inform the tracking reports which will be sent home throughout the year. The profile will provide information for teachers and pupils about their learner journey from S1 to S3.

S3 Course Outline and Progression



English classes in S3 are set so the pace and challenge is appropriate for individual learners.

Teacher planning and selection of units of work and texts will generally focus on working towards 4th Level to build literacy and English skills in preparation for National 5. As far as possible, teachers will personalise the course to meet the needs of individual classes and therefore a wide variety of novels, poetry, plays and films are taught in our faculty.

Differentiated support or extension materials will be used alongside classwork as well as ASN support when necessary and available.

Examples of S3 Units -

- 'Of Mice and Men' by John Steinbeck – focus on language skills and critical essay writing
- 'The Merchant of Venice' by Shakespeare – focus on creative writing
- 'The Others' (film) – continuing to develop media analysis skills
- S3 RUAE skills unit – developing skills in reading for understanding, analysis and evaluation
- Analysing non-fiction writing

S3 Unit Assessments

By the end of S3, all pupils should have completed all **Core Tasks**: -

1. Listening Assessment
2. Critical evaluation of literature
3. One creative/discursive piece of writing
4. One individual presentation and one group talk/ paired or group presentation
5. In addition, S3 pupils will continue to develop their RUAE skills in preparation for National 5 English. They will also undertake summative reading and writing assessments at the end of S3 to assess their strength and areas for improvement as they progress into the senior phase.

Pupils will complete an online Learning Log to record their progress and to self-evaluate, using teacher feedback to achieve the benchmarks for Level 4. This profile will inform a holistic picture of a pupil's level and will be used to inform the tracking reports which will be sent home throughout the year. The profile will provide information for teachers and pupils in the progression from S3-4. All pupils will undertake the Scottish National Standardised Assessments in reading and writing. The vast majority of pupils progress onto National 5 English in S4 but there may be some pupils for whom National 4 is more appropriate – this will give them time to gain confidence and build the skills required at National 5.

Faculty of Health and Wellbeing

S1-3 Broad General Education Course Outline and Assessment Summary



There are two departments within the Health and Wellbeing Faculty:

- Home Economics
- Physical Education

Meet the faculty

Mr Smith (Faculty Head): Physical Education

Mr Smith (PT Cluster PE & Music): Physical Education

Miss Kelly (PT Family Learning): Physical Education

Miss Connelly: Physical Education (Probationer)

Miss Dalglish: Physical Education

Mr Donnelly-Kay: Physical Education (Probationer)

Mr Fergus: Physical Education

Mrs Ferguson: Physical Education

Mr Holt: Physical Education

Mrs Kidd: Swimming Pool Attendant

Mr Ledger: Physical Education

Mrs Martin: Physical Education

Mrs Sinclair: Home Economics

Mr Smith: Physical Education

Miss Sullivan: Home Economics

Mrs Yeates: Physical Education



@BraesHE

@BraesPE

Physical Education Pupil BGE Journey . . .

P1 – P7	
<ul style="list-style-type: none"> ➤ As part of the cluster programme, pupils will experience two hours of PE per week, covering a breadth of activities. ➤ Pupils receive one hour of PE from their class teacher, and one hour from a specialist PE teacher from the secondary, every week. ➤ Pupils work through benchmarks for early, 1st and 2nd level Physical Education, with some pupils working towards level 3, before going to secondary. ➤ Pupils introduced to, and develop, a basic understanding the significant aspects of learning within PE. 	
↓	
S1	
<ul style="list-style-type: none"> ➤ Two periods of PE per week, undertaking 5/6-week blocks of a breadth of activities. ➤ Seven activities covered in S1, focusing on skill development and performance, with an increased focus on the PE significant aspects of learning. ➤ Pupils working towards achieving level 3 benchmarks within S1, focusing on 4 main areas – Physical Competencies, Physical Fitness, Cognitive Skills, and Personal Qualities. 	
↓	
S2	
<ul style="list-style-type: none"> ➤ Two periods of PE per week, undertaking 5/6-week blocks of a breadth of activities. ➤ Pupils provided with an element of personalisation and choice, and select pathway of activities. ➤ Pupils are organised into classes with pupils who have selected a similar pathway. ➤ Focus on skill development and performance while continuing to develop the Significant Aspects of Learning and achieving level 3 benchmarks within four main areas. 	
↓	
Core PE	Elective PE
S3	
<ul style="list-style-type: none"> ➤ All pupils receive two periods of PE per week for the full year. ➤ Pupils offered elements of choice in activities they undertake. ➤ Focus on skill development and holistic performance through a range of activities. ➤ Completion of work which can lead to additional awards in Exercise and fitness and sport and recreation at level 4 by the end of S4 	<ul style="list-style-type: none"> ➤ If pupils select PE as a course choice, they receive an additional 3 periods of PE per week (5 overall). ➤ Pupils are organised into Games, Aesthetics or Mixed pathway. ➤ Elective course includes both practical and theory sessions, working towards/achieving the Nat.4 PE course.

S1 PE - Course Outline and Progression

As part of the cluster programme, our S1s will have experienced a breadth of activities within primary that help develop the basic skills and techniques that prepare them for the S1 Physical Education course. As a result, we have more pupils arriving to Braes having achieved level 2, and already working towards level 3. Pupils continue this learner journey in S1 by experiencing a range of activities, within their form class, focusing on developing their skills and performance. Activities are set in S1 to ensure they experience a breadth and depth of activities within the secondary curriculum.

S1 Activities
Swimming
Trampolining
Basketball
Rugby
Summer games
Dance
Athletics

Pupils will look to further develop their knowledge and understanding of the Significant Aspects of Learning through these activities in four main areas - Physical Competencies, Physical Fitness, Cognitive Skills, and Personal Qualities. Learners will work towards level 3 benchmarks in S1 predominantly, however lessons are differentiated to support all learners achieve benchmarks at their level of performance.

Assessment and Reporting

Within each individual activity, pupils will be assessed using a holistic approach for the four main significant aspect of learning areas. Teachers will use the benchmarks within these areas to assist with their holistic judgement of the level the pupil is performing at for that specific activity.

After every block, staff will update their overall assessment judgement for the pupil in each of the four main areas discussed above. Teachers will make an overall holistic judgement of the pupil's level, based on their performance in all activities. Both teacher assessment judgements are sent out with every tracking report.

S2 PE - Course Outline and Progression

At the beginning of S2 before the summer, pupils complete an evaluation of their S1 PE course. Within this evaluation, pupils will also be offered a choice of the type of activities they will complete as part of their S2 PE course. They will still undertake a breadth of activities however they will have an element of personalisation and choice in their learning and activities, compared to S1 when activities were set. An example of the pathways can be seen below:

Pathway 1	Pathway 2	Pathway 3
Football	Netball	Badminton
Basketball	Gymnastics	Table Tennis
Badminton	Dance	Softball
Rugby	Cheerleading	Volleyball
Trampolining	Trampolining	Trampolining
Swimming	Swimming	Swimming
Athletics	Athletics	Athletics
Fitness	Fitness	Fitness

Pupils will continue develop their knowledge and understanding of the Significant Aspects of Learning through these activities in four main areas - Physical Competencies, Physical Fitness, Cognitive Skills, and Personal Qualities – within their chosen pathway. Learners will continue to work towards, or achieve, level 3 benchmarks in S2, with some pupils working towards level 4. Again, lessons are differentiated to support all learners achieve benchmarks at their level of performance.

Assessment and Reporting

Within each individual activity, pupils will be assessed using a holistic approach for the four main significant aspect of learning areas. Teachers will use the benchmarks within these areas to assist with their holistic judgement of the level the pupil is performing at for that specific activity.

After every block, staff will update their overall assessment judgement for the pupil in each of the four main areas discussed above. Teachers will make an overall holistic judgement of the pupil's level, based on their performance in all activities. Both teacher assessment judgements are sent out with every tracking report.

S3 Core PE - Course Outline

In S3 all pupils will have two periods of Core PE per week covering a breadth of activities. Within their class, pupils are again offered an element of choice in their learning selecting a pathway of activities with their teacher, focusing on developing skills and performance. Pupils will select pathways focused around one of four main activity areas – Games, Aesthetic, Individual, and a mixed activities pathway.

Pupils will continue develop their knowledge and understanding of the Significant Aspects of Learning through these activities in four main areas - Physical Competencies, Physical Fitness, Cognitive Skills, and Personal Qualities. Learners will continue to work towards achieving level 3 or 4 benchmarks in S3 Core and potentially working towards level 4 Sport and recreation and exercise and fitness.

Assessment and Reporting

Same assessment and reporting procedures as S1 and S2.

S3 Elective PE - Course Outline and Progression

Pupils who select Elective PE will receive an additional 3 periods of PE per week (5 in total with 2 Core PE periods). The elective course allows the pupils to experience both the practical and theoretical elements of the subject with pupils completing two practical periods, and one theory period, each week. Where possible, pupils will select either a Games or an Aesthetic pathway of activities that the key course concepts are taught through.

Pupils will complete elements of Nat.4 PE within the elective course, focusing on the four main factors that impact on performance – Mental, Emotional, Physical, & Social. Pupils will look at developing performance through a Cycle of Analysis, and examining how the above factors impact on performance, in various activities.

The course is designed to help prepare pupils to progress on to National 4 or 5 PE in S4, and Higher PE in S5 or S6.

Assessment and Reporting

Pupils will be assessed across a variety of activities. They will be primarily assessed on their technique and performance of skills. However, they will also be assessed in areas such as tactics, decision making and control of their emotions. Pupils will investigate their strengths and weaknesses in each activity, using methods like video analysis, then plan a development programme to improve identified weaknesses. Pupils will monitor their progress and re-test regularly throughout the year. Pupils will write about this and complete a S3 Elective booklet, where they have to relate to their own performance.



Home Economics BGE Journey

S1 Home Economics		
<ul style="list-style-type: none"> • 2x 50 minute periods (double period) per week. • 1 practical lesson and 1 theory lesson per week. • Pupils work at level 2, progressing to level 3. • Topics covered: Hygiene & Safety, Weighing & Measuring, Food Storage, Safe Food Production, Eatwell Guide, Dietary Needs of Individuals, A Taste of Scotland. • Pupils also cover basic textile skills at Christmas. • Practical Skills covered: Cooker Control, Knife Skills, Grilling, Baking, Simmering, Boiling, Frying, Stewing, Creaming, Kneading, Mixing, Peeling and more ... 		
S2 Home Economics		
<ul style="list-style-type: none"> • 1x 50 minute period per week. • 1 week theory lesson, 1 week practical (alternating) • Pupils work at level 3. • Topics covered: Preservation, Scottish Dietary Goals, Dietary Diseases, Food Product Development (Design a Muffin), Food Labelling. • Practical Skills covered: Consolidation of skills from S1, encouraging more independent practical work. 		
S3 Elective Health & Food Technology	S3 Elective Practical Cookery	S3 Elective Practical Food Technology Hybrid
<ul style="list-style-type: none"> • 3x 50 minute periods per week. • 2x periods theory, 1x period practical per week. • Pupils work at N4 level. • Units Covered: Food for Health, Food Product Development and Contemporary Food Issues. 	<ul style="list-style-type: none"> • 3x 50 minute periods per week. • 2x periods practical, 1x period theory per week. • Pupils work at N4 level. • Unit Covered: Cookery Skills, Techniques and Processes, Understanding and Using Ingredients and Organisational Skills for Cooking. 	<ul style="list-style-type: none"> • 3x 50 minute periods per week. • Weekly rotation of 2x practical, 1x theory and 2x theory, 1x practical. • Pupils work at N4 level. • Units Covered: Combination of both Practical Cookery and HFT units.

Transferable Skills Developed within Home Economics
Numeracy, Time Management, Problem Solving, Organisation, Confidence, Leadership, Communication, Listening, Teamwork, Ability to work under Pressure, Analysing, Literacy and Creativity.



INTRODUCING THE HUMANITIES FACULTY



There are four departments within the Humanities Faculty:

- Geography
- History
- Modern Studies
- RMPS

Meet the faculty

Many of the teachers within the Humanities Faculty can teach more than one subject:

Ms Malcolm (Faculty Head): History and Modern Studies

Miss Binnie (Acting Faculty Head): History and Modern Studies

Mrs Menzies (PT Wider Achievement): RMPS

Mr Bell (Co-Coordinator of DYW): Geography, History, Modern Studies

Mrs Douglas: RMPS

Miss Godfrey: History and Modern Studies

Miss Jackson (Probationer teacher): History and Modern Studies

Mrs Jones: History and Modern Studies

Miss McGuire (Probationer teacher): Geography and Modern Studies

Miss O'Donnell (Probationer teacher): History

Mrs Williamson-Jones: History and RMPS



Follow the faculty on Twitter: @BraesHumanities

Experiencing the faculty:

Experiencing the faculty?

S1	S2	S3
Geography, History and Modern Studies are studying together under the heading Social Subjects by one teacher. The pupils attend their Social Subjects class three times a week.	Geography, History and Modern Studies are studied separately on a rotational basis and the pupils move between teachers. The pupils attend their class three times a week.	Optional subject choice: Geography, History, Modern Studies and RMPS are studied three times a week for the full academic session.
RMPS is studied one period a week.	RMPS is studied two periods a week.	
S2: At the end of S2 pupils decide if they wish to continue studying within the faculty. Your child could decide to study one, two, three, or even four subjects in S3. Or your child could choose to leave the faculty and concentrate on other areas of the curriculum.		
S3: In addition, your child will study Core RMPS one period a week. During this course, your child will complete an SQA unit assessment. The second unit of this assessment will be completed in S4, giving your child an award in Religion, Beliefs and Values.		

Assessing in the faculty:

Knowledge and Understanding: pupils are assessed on **Describe** and **Explain** across the faculty. This allows your child to continue to develop these skills across the four subject areas, thus continually consolidating their understanding of how to approach these types of questions, but within different contexts.

Skills: these are very subject specific: details are within each department's individual page.

Assessments: When you receive your child's *Tracking & Monitoring Report*, you will see that the assessed elements are **Describe, Explain, Skills**. The teachers use marking grids to assess your child's level and progress. The pupils have a copy of this grid and also assess their own progress. This allows the pupils to see exactly what level they are achieving and why, and how to improve. The pupils use this grid from S1 – S3: a simple and effective way for pupil and teachers to track and assess progress. This grid also show progression up to National 5 to encourage further progression beyond S3 and into S4.

The grids are located after each individual department's page

HUMANITIES FACULTY:

The Geography Department



S1	
As part of the Social Subjects course in S1, the following topic areas are studied:	
<ul style="list-style-type: none"> • A short introductory course "What is Geography?" • Weather and Map Skills • Bangladesh – case study on climate 	
S2	
Geography is studied in two rotational blocks in S2 so the pupils get experience of all three social subjects before making a choice regarding which one, if any, they wish to continue on with in S3:	
Rotation 1: 5 or 6 week block between August and December <ul style="list-style-type: none"> • Sustainable Development Goals 	Rotation 2: 5 or 6 week block between January and mid-May (change of timetable) <ul style="list-style-type: none"> • Earth Forces
S3	
Geography in S3 covers three units:	
<ul style="list-style-type: none"> • Physical Environments: Rivers and Weather • Human Environments: Kenya – case study on population • Global Issues: Tourism 	

Extra-curricular clubs run by the Geography department:

- Fairtrade Club: @BraesFairtrade
- Eco-schools Club



Follow the department on Twitter:
@GeographyBraes



FOCUS ON LEARNING GEOGRAPHY



EARLY	FIRST	SECOND	THIRD	FOURTH/N4	NATIONAL 5
Draw a simple map	Draw a simple map of a family journey	Extract basic information from a map (Direction)	Extract simple information from a map (4-figures / Symbols / Scale)	Extract detailed information from a map (6 – figures / Contours)	Extract detailed information from a map (6 – figures / Contours) to identify features
		Describe the overall trend of a graph / map	Describe overall trend with 2 detailed points from a graph / map	Describe overall trend with 3 detailed points from a graph / map	Describe overall trend with 4 detailed points from a graph / map
		Give one simple description	Give two simple or one developed description	Give three descriptions either developed or with reference to examples / case study.	Give four descriptions either developed or with reference to examples / case study.
		Give one simple explanation	Give two simple or one detailed explanation	Give three explanations either developed or with reference to examples / case study.	Give six simple or three detailed explanations with reference to examples / case study

HUMANITIES FACULTY:

The History Department



S1	
<p>As part of the Social Subjects course in S1, the following topic areas are studied:</p> <ul style="list-style-type: none"> • A short introductory course "What is History?" • Scottish Wars of Independence • Witchcraft in Scotland 	
S2	
<p>History is studied in two rotational blocks in S2 so the pupils get experience of all three social subjects before making a choice regarding which one, if any, they wish to continue on with in S3:</p>	
<p>Rotation 1: 5 or 6 week block between August and December</p> <ul style="list-style-type: none"> • Braes Anatomy 	<p>Rotation 2: 5 or 6 week block between January and mid-May (change of timetable)</p> <ul style="list-style-type: none"> • First World War
S3	
<p>History in S3 covers three units:</p> <ul style="list-style-type: none"> • The Rise of the Nazis and Life in Nazi Germany • Genocide education: The Holocaust and Srebrenica • Civil Rights in the USA 	

Extra-curricular clubs run by the History department:

- Rights Respecting Schools: @BraesHS_RRSA



Follow the department on Twitter:
@BraesHistory



FOCUS ON LEARNING HISTORY



EARLY	FIRST	SECOND	THIRD	FOURTH/N4	NATIONAL 5
Identifies two different types of sources	Recognises bias in sources	Uses primary and secondary sources to research	Evaluates a source using when and what	Evaluates a source using when, what and who	Evaluates a source using when, what, who, why, what's missing
		Describes three similarities or differences	Give two comparisons	Gives four comparisons	Gives four developed comparisons
Describes own experience	Describes two events. Can place them on a timeline	Describes two events or actions. Can place on a timeline	Describes two impacts or gives three factors	Give three descriptions	Give four descriptions
			Gives two simple explanations	Gives three reasons with explanations	Gives three developed/ six simple explanations
			Gives two valid opinions/points/ conclusions	Gives two points for and an alternative argument. Reaches a conclusion.	Explains one point or factor and provides two alternative points or factors before making an overall judgement.

HUMANITIES FACULTY:

The Modern Studies Department



S1	
As part of the Social Subjects course in S1, the following topic areas are studied:	
<ul style="list-style-type: none"> • A short introductory course "What is Modern Studies?" • Democracy in the UK • Nuclear Weapons 	
S2	
Modern Studies is studied in two rotational blocks in S2 so the pupils get experience of all three social subjects before making a choice regarding which one, if any, they wish to continue on with in S3:	
Rotation 1: 5 or 6 week block between August and December <ul style="list-style-type: none"> • The Syrian Conflict 	Rotation 2: 5 or 6 week block between January and mid-May (change of timetable) <ul style="list-style-type: none"> • Inequalities across the World
S3	
Modern Studies in S3 covers three units: <ul style="list-style-type: none"> • Democracy in Scotland and the UK: Pressure Groups and the media • Social Issues: Crime and Law • International Issues: Child Soldiers The USA 	

Extra-curricular clubs run by the Modern Studies department:

- Inequalities Club: @BraesEQUALITY
- Debating Club



Follow the department on Twitter:
@Braesmodsstuds



FOCUS ON LEARNING MODERN STUDIES



EARLY	FIRST	SECOND	THIRD	FOURTH/N4	NATIONAL 5
Identifies two people and services in the community	Identifies needs and wants	Describes the basics rights of human beings			
		Give one simple description	Give two simple or one detailed description	Give four simple or two detailed descriptions	Give six simple or three detailed descriptions
		Give one simple explanation	Give two simple or one detailed explanation	Give four simple or two detailed explanations	Give six simple or three detailed explanations
Identifies at least two types of sources	Identifies a reliable and unreliable source	Selects appropriate evidence from sources	Selects appropriate evidence from sources to form a valid opinion	Selects appropriate evidence from two detailed sources to form a valid opinion	Selects appropriate evidence from between two and four detailed sources and give two reasons to support/oppose a viewpoint
	Makes an informed decision on an issue		Draws valid conclusions using two source	Draw and support one conclusion using two detailed sources	Draw and support two conclusions using between two and four detailed sources

HUMANITIES FACULTY:

The RMPS Department

(Religion, Moral and Philosophical Studies)



S1

RMPS is studied one period a week in S1.

- BIG Philosophy
- Creation Stories
- Celebrations
- Animal Rights

S2

RMPS is studied in two periods a week in S2 before the pupils decide if they wish to elect this subject in S3.

- Islam (N3)
- Life After Death (N3)
- Braes Anatomy
- Introduction to Morality
- Religion, Belief and Values Unit 1

S3 Elective

RMPS in S3 covers three units:

- World Religion: Hinduism
- Morality and Belief: Morality and Conflict
- Religious and Philosophical Questions: Existence of Evil

S3 Core

All pupils study Core RMPS one period a week. This continues until the end of S6.

- Human Rights Abuses (N3)
- Global RMPS Issues
- Inspiring Purpose
- Religion, Belief and Values Unit 2 (Values in Action)

Extra-curricular clubs run by the RMPS department:

- Pupil Council: @PupilCouncilBHS
- Duke of Edinburgh: @Braes_DofE
- Junior Leadership Captains: @bhsjuniorleader



Follow the department on Twitter:



FOCUS ON LEARNING

RMPS



EARLY	FIRST	SECOND	THIRD	FOURTH/N4	NATIONAL 5
Identify two aspects of a religion	Describe one belief/practice and gives an opinion	Describes a belief/practice from two religions and one non-religious group	Describes two beliefs/practices/moral issues from two religions and one non-religious group	Describes three beliefs/practices/moral issues from two religions and one non-religious group	Describes four/five detailed descriptions of beliefs/practices/moral issues from two religions and one non-religious group
		Explains a belief/practice from two religions and one non-religious group and its importance	Explain, with two supporting reasons, the relationship between beliefs/practices/ values and actions	Explain, with three supporting reasons, on the relationship between beliefs/practices/value and action	Give four/five detailed explanations on the relationship between beliefs/practices/ value and action
Describe an experience relating to belief	Describes one personal belief and how it affects actions	Describes a personal belief and gives two examples of how it affect actions	Analyse, two beliefs/practice/moral issues from two religions and one non-religious group and explains the possible impact on society	Analyse three beliefs/practice/moral issues from two religions and one non-religious group and explains the possible impact on society	Analyse four to five beliefs/practice/moral issues from two religions and one non-religious group and explains the possible impact on society
				Evaluate at least one belief/practice/moral issue from two religions and one non-religious group using a range of sources and expresses a developed opinion with supporting reasons	Evaluate the belief/practice/moral issue giving six to eight points using a range of sources and expresses a developed opinion with supporting reasons

Braes High School Faculty of Mathematics

S1-3 Broad General Education Course Outline and Assessment Summary

Meet the Faculty

Mrs Simpson (Faculty Head)

Mrs Haggon (Faculty Head – Whole School Numeracy)

Mr Pourgive (Probationer Teacher)

Mrs Paterson

Miss Robins

Miss Jennings

Miss Halliday

Miss O'Donnell

S1-S3 Numeracy Across the Curriculum

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.



Follow the faculty on Twitter: @braesmaths

Department Revision and Learning Resources: bit.ly/braesmaths

S1 Course Outline and Progression

Maths classes in S1 are mixed ability for the first block. After this they will be streamed based on the primary information and assessment of the first block of work.

The BGE Course is split into 8 blocks over S1 and S2. Each block of work contains the following strands:

- Number (including fractions and percentages)
- Algebra
- Geometry
- Statistics (Blocks 3 and 8)

Blocks 1 – 4

Block 1		
Number	Algebra	Geometry
Place Value 4 Operations	Solving Equations	Converting Units of Measurement Perimeter Area

Block 2		
Number	Algebra	Geometry
Integers Foreign Exchange	Substitution Algebraic Expressions Equations Revision	Angles

Block 3		
Number	Algebra	Statistics
Multiples and Factors Prime Numbers Order of Operations Fractions	Further equations Simplifying Algebraic expressions Removing Single Brackets	Understanding data

Block 4		
Number	Algebra	Geometry
Percentages Financial Literacy	Linear Patterns	Properties of Shape

S1 Assessments

At the end of each block, pupils will sit an assessment based on the work of that unit. Revision packs will be issued to pupils two weeks before the assessment for use at home.

S2 Course Outline and Progression

Maths classes in S2 are streamed to allow appropriate pace and challenge. The BGE Course is split into 8 blocks over S1 and S2. Each block of work contains the following strands:

- Number (including fractions and percentages)
- Algebra
- Geometry
- Statistics (Blocks 3 and 8)

Blocks 5 – 8

Block 5		
Number	Algebra	Geometry
Revision of S1 Work Powers and Root	Solving Equations Further simplifying	Speed, distance and time

Block 6		
Number	Algebra	Geometry
Arithmetic Strategies	Inequalities Expanding brackets	Area and Volume

Block 7		
Number	Algebra	Geometry
Fractions – 4 operations	Solving equations with brackets and fractions	Further area including circles

Block 8		
Number	Algebra	Statistics
Ratio and Proportion	Straight lines	Probability

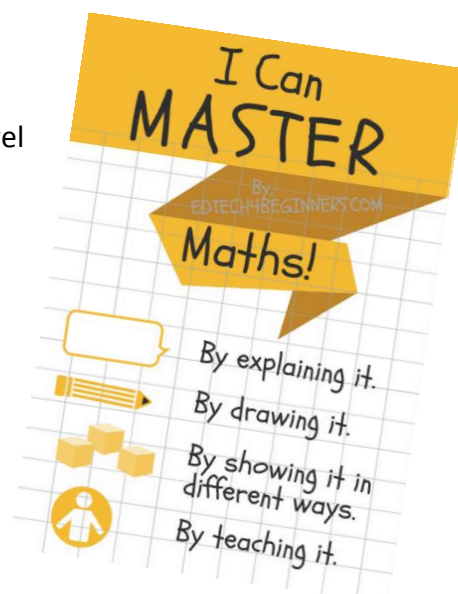
S2 Assessments

At the end of each block, pupils will sit an assessment based on the work of that unit. Revision packs will be issued to pupils two weeks before the assessment for use at home.

S3 Course Outline and Progression

Maths classes in S3 are streamed to allow appropriate pace and challenge. S3 is an important year preparing pupils for sitting National Qualifications in S4. Pupils will complete level 3 or 4 as appropriate extending their knowledge into National 4 or 5 outcomes where appropriate. The courses are split into blocks containing

- Number (including fractions and percentages)
- Algebra
- Geometry
- Statistics

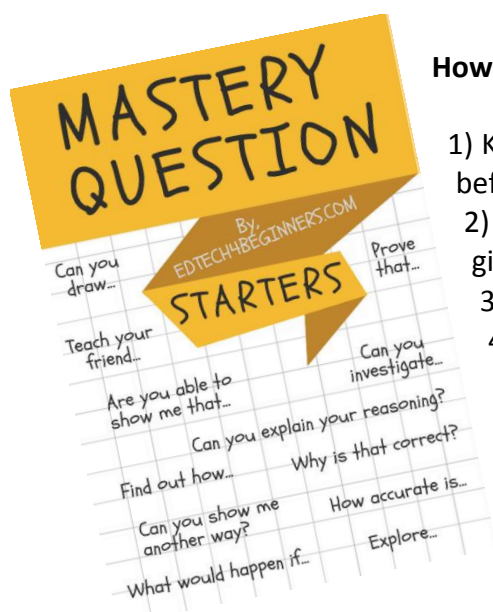


Skills

As well as developing their numeracy skills, pupils are encouraged to problem solve and apply their knowledge to real life situations. Along with the other STEM faculties pupils are provided with a range of opportunity to develop their mathematical skills.

Assessment

At the end of each block, pupils will sit an assessment based on the work of that unit. Revision packs will be issued to pupils two weeks before the assessment for use at home.



How to be successful:

- 1) Keep revising the basics – your work from S1 and S2 (and before) is important as we build on this each year.
- 2) Make sure you note down and learn important formula given in class.
- 3) If you don't understand then ask for help.
- 4) Practice maths – it is a practical subject. Reading over your notes alone will not help.

BRAES HIGH SCHOOL

Modern Languages Department

Meet the Department

All the teachers in the department teach more than one language.

Mrs Dunn (Principal Teacher): French, German and Spanish

Mrs Liesse-Fernandes: French and Spanish

Miss McDonald: French and Spanish

Mrs Murray: French and German

Mr Young (Probationer Teacher): French and Spanish

The Learner Journey

All learners who come up to the department from P7 should have done two languages at primary school:

- French (L2) – This should be the main language for our primary learners and they will have done it from the early years of primary
- Spanish (L3) – This is the language chosen by our primaries as their second language. Learners will have done some Spanish from P5/6 onwards

The table below illustrates how the department builds on this to further develop the study of languages.

S1	S2	S3
For most of S1 learners study French for 3 periods a week. Towards the end of S1 we give them a taster of German and Spanish and learners then choose which language they would like to study along with French in S2 & S3.	In S2 learners are given 2 periods of French and 1 period of their chosen second language (L3). We do, however, give an intensive 4 week block of the L3 in the first half of the year to move learning on.	In S3 we flip the periods so learners are given 2 periods of their L3 and 1 period of French. We have found that this is sufficient to bring up the levels of attainment in the L3 to match that of French.



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Course Outlines, Topic Areas and Assessment

S1

The table below illustrates the course outlines for S1 and the development of topics within each area.

	Topic	Development
S1	Self and Family	<ul style="list-style-type: none">• <i>Revision personal and family information, description of appearance and personality, my likes and dislikes, what's in my survival kit</i>
	School	<ul style="list-style-type: none">• <i>Subjects, opinions about subjects, school day, what you eat for lunch</i>
	Hobbies and Free time	<ul style="list-style-type: none">• <i>Sports, opinions about sports, other spare time activities</i>

We assess our learners in a number of ways.

Formative Assessment	We are constantly observing the learners in our classes and making judgements about their progress based on what we see. This can come from whole class talking with the teacher, or with a partner or group, from checking work within the class or from taking in jotters for marking.
Summative Assessments	Our S1s also have to complete a number of class tests which cover all the skill areas e.g. <ul style="list-style-type: none">• 2 Reading Tests• 1 Listening Test• 1 Writing Test• 1 Talking Test – a presentation• 1 Talking Test – a conversation

By the end of S1 pupils will be making good progress through the Benchmarks and Outcomes for Level 3.



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S2

The table below illustrates the course outlines for S2 and the development of topics within each area.

	Topic	Development
S2 French	House and Home Area	<ul style="list-style-type: none">• <i>What's in my home area, describing my house and bedroom, prepositions</i>
	A Trip to Paris	<ul style="list-style-type: none">• <i>Attractions of Paris, describing activities you did on a trip there, opinions of what you did</i>
	Food and Drink	<ul style="list-style-type: none">• <i>Ordering in a café, breakfast and other meals, Fairtrade</i>
S2 German and Spanish	Self	<ul style="list-style-type: none">• <i>Personal and family information</i>
	Free time	<ul style="list-style-type: none">• <i>Sports and other hobbies, likes and dislikes</i>
	School	<ul style="list-style-type: none">• <i>Subjects, opinions about subjects, describing your school, interval activities</i>

We continue to assess our learners in a number of ways.

Formative Assessment	We are constantly observing the learners in our classes and making judgements about their progress based on what we see. This can come from whole class talking with the teacher, or with a partner or group, from checking work within the class or from taking in jotters for marking.
Summative Assessments	Our S2s also have to complete a number of class tests which cover all the skill areas. In French: <ul style="list-style-type: none">• 1 Reading Test• 1 Listening Test• 1 Writing Test• 1 Talking Test – a presentation And in German/Spanish: <ul style="list-style-type: none">• 1 Reading• 1 Listening• 1 Writing• 1 Talking – a conversation

By the end of S2, in French, most pupils will either have completed the Benchmarks and Outcomes for Level 3 and be ready to embark on Level 4, and in German/Spanish they will be making good progress through Level 3.



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S3

The table below illustrates the course outlines for S3 and the development of topics within each area. In S3 most of our learners sit the SQA Modern Languages for Life and Work Award. They complete units of work and are assessed in both languages in all skill areas. They also complete the Building your Employability Skills Unit in English. All three units make up the full award.

	Topic	Development
S3 French	School and Future plans	<ul style="list-style-type: none">• <i>Revision of school subjects and opinions, school rules and opinions about them, future plans, develop reading skills</i>
	Health	<ul style="list-style-type: none">• <i>Revision of food and drink, likes and dislikes, food groups and healthy eating</i>
S3 German and Spanish	Home Area	<ul style="list-style-type: none">• <i>What's in my home area, opinions of it, time, weekend activities</i>
	Self and Family	<ul style="list-style-type: none">• <i>Revision of personal language, talk about family members, descriptions</i>
	Hobbies	<ul style="list-style-type: none">• <i>Revision of hobbies and introduce the past tense</i>
	Health	<ul style="list-style-type: none">• <i>Sports, the advantages of doing it</i>

Formative Assessment	We are constantly observing the learners in our classes and making judgements about their progress based on what we see. This can come from whole class talking with the teacher, or with a partner or group, from checking work within the class or from taking in jotters for marking.
Summative Assessments	Our S3s complete SQA assessments as follows: <ul style="list-style-type: none">• 1 Reading Test (French)• 1 Listening Test (German/Spanish)• 1 Writing Test (French)• 1 Talking – presentation (German/Spanish)• 1 Talking – conversation (French)• 1 Building Employability Skills (English)

By the end of S3, in French, most pupils will either have completed the Benchmarks and Outcomes for Level 4 or will be very close to doing so, and in German/Spanish they will be making good progress through Level 4. Our aim is to have all languages at a similar level by the end of S3 so that learners are ready to move on the Nat 4/5 in S4.



Follow us on Twitter @BraesModLang

Introducing the Science Faculty



There are 3 departments within the Science Faculty:

- Biology
- Chemistry
- Physics

Meet the faculty

Mr McLean (Faculty Head): Physics and Science

Mr Campbell: Physics and Science

Miss Campbell (Probationer): Biology and Science

Mr Gowans: Chemistry and Science

Mr Kerr (Probationer): Physics and Science

Mrs Kinloch: Chemistry and Science

Miss Mackie: Biology and Science

Miss McQuade: Biology and Science

Dr Quinlan: Biology and Science

Miss Robinson: Biology and Science

Mrs Sneddon: Physics and Science

Mrs Wardlaw: Chemistry and Science



Follow the faculty on Twitter:
[@BiologyBraes](#), [@BraesChemistry](#), [@physicsbraes](#)

Experiencing the faculty:

S1	S2	S3
Biology, Chemistry and Physics are studied together under the heading Science with one teacher. The pupils attend their Science class three times a week.	Biology, Chemistry and Physics are studied separately with a specialist teacher for each subject. The pupils attend each subject once a week.	Optional subject choice: Biology, Chemistry, Physics and Practical Electronics are studied three times a week for the full academic session.

S2: At the end of S2 pupils decide if they wish to continue studying within the faculty. Your child could decide to study one, two, three, or even four subjects in S3. Or your child could choose to leave the faculty and concentrate on other areas of the curriculum.

Assessment within the Faculty

Knowledge and Understanding and Problem-Solving skills are assessed by means of an end of topic test which provides evidence showing when learners have achieved level 3 and 4 Science benchmarks.

In S1 Science the headings for the Tracking and Monitoring report are Planet Earth; Forces, Electricity & Waves; Biological Systems; Materials; Inquiry and Investigative Skills; Analytical Skills and Scientifically Literate Citizens.

SCIENCE FACULTY:

The Biology Department

S1

As part of the Science course in S1, the following topic areas are studied:

- Living things
- Cells and reproduction

S2

In S2 Biology the following topics are studied:

- Braes Anatomy (including HeartStart)
- Environment and Biodiversity

Inquiry and Investigative skills, and analytical skills are assessed when learners carry out the Braes Anatomy Vaccines Activity, (an Interdisciplinary learning activity with the Humanities Faculty), and the Photosynthesis Investigation.

S3

Biology in S3 covers three units working towards achieving Level 4 Benchmarks and preparing learners for National courses.

- Cell Biology
- Life on Earth
- Multicellular Organisms

Knowledge and Understanding, Graphs, Experimental Questions and Calculations are assessed by end of topic tests

SCIENCE FACULTY:

The Chemistry Department

S1

As part of the Science course in S1, the following topic areas are studied:

- Matter
- Substances and the Periodic table

Inquiry and Investigative skills, and analytical skills are assessed when learners carry out The Nail Polish investigation and the Crime Scene Investigation.

S2

In S2 Chemistry the following topics are studied:

- Chemical reactions
- Burning Issues

Inquiry and Investigative skills, and analytical skills are assessed when learners carry out the Reactions investigation and the Indigestion Remedies Investigation

S3

Chemistry in S3 covers three units working towards achieving Level 4 Benchmarks and preparing learners for National courses.

- Nothing matters
- Electrochemistry and Reactions of Metals
- Fuels, Hydrocarbons and Polymers

Factual recall, Problem solving, Explaining and Describing, and Calculations are assessed by end of topic tests, the Nothing Matters Investigation and the Lake Nyos Investigation.

SCIENCE FACULTY:

The Physics Department

S1

As part of the Science course in S1, the following topic areas are studied:

- Electricity
- Energy

Inquiry and Investigative skills, and analytical skills are assessed when learners carry out the Circuit Practical Skills test and the Alternative Energy Investigation.

S2

In S2 Physics the following topics are studied:

- Electricity and Magnetism
- Space and Light

Inquiry and Investigative skills, and analytical skills are assessed when learners carry out the Calculations Skills test

S3

Physics in S3 covers three units working towards achieving Level 4 Benchmarks and preparing learners for National courses.

- Waves
- Heat and Gases
- Dynamics and Space

Factual recall, Problem solving, Explaining and Describing, and Calculations are assessed by end of topic tests

Practical Electronics in S3 covers 5 skills preparing learners for National 5

- Circuit simulation and prototyping
- Soldering techniques and construction
- Converting to PCB
- Circuit design using logic gates
- Researching the impact of electronics

INTRODUCING THE FACULTY OF TECHNOLOGIES



The Faculty of Technologies consists of three departments:

- Business Education
- Computing Science
- Design, Engineering and Technology

Meet the faculty

Mr Vosser (Faculty Head): Computing Science

Mrs Buchanan: Business Education

Mr Grant: Computing Science

Miss Kinnear: Design, Engineering and Technology

Mrs Reid: Design, Engineering and Technology

Mrs Shaw: Business Education

Mr Smith: Computing Science

Mr Tate: Design, Engineering and Technology



@BraesTech

Experiencing the faculty:

S1	S2	S3
Business Education	Business Education	Optional subject choice: <ul style="list-style-type: none">• Administration and IT• Business Management• Computing Science• Engineering Science• Graphic Communication• Practical Craft Skills are studied three times a week for the full academic session.
Computing Science	Computing Science	
Design, Engineering and Technology	Design, Engineering and Technology	

Assessing in the faculty:

Learners can demonstrate their knowledge and understanding because they:

- can explain concepts, principles, and processes by putting it into their own words, teaching it to others, justifying their answers, and showing their reasoning
- can interpret by making sense of data, text, and experience through images, analogies, stories, and models
- can apply by effectively using and adapting what they know in new and complex contexts
- demonstrate perspective by seeing the big picture and recognising different points of view
- display empathy by perceiving sensitively and walking in someone else's shoes
- have self-knowledge by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning experience.¹

This knowledge and understanding is assessed through written tasks, digital quizzes, practical work skills, assessed practical pieces, teacher observation, learner presentations, creation of digital assets alongside other formative and summative assessment methods as required.

¹ UNDERSTANDING BY DESIGN® FRAMEWORK BY JAY MCTIGHE AND GRANT WIGGINS

FACULTY OF TECHNOLOGIES:

Business Department

S1

The course provides opportunities for learning in a challenging and enjoyable way as it relates the study of business to real-life contexts. The purpose of the course is to develop learners' understanding of the way in which businesses operate in the current dynamic economic environment and to encourage enterprising attitudes. Regular assessment through the work produced in class is undertaken along with presentations of data and ideas.

S2

The course continues to develop the digital skills of learners so that they can produce business documents and use spreadsheets as well as databases to produce financial budgets and forecasts. There is also assessment in the maintenance of records to assist in creating reports.

S3 – Administration & IT

In the S3 Administration & IT course, learners will study administrative, entrepreneurial, finance, problem solving, decision making and digital literacy skills. Assessment is undertaken through the use of a combination of tasks, which allow learners to show what they have learnt. This may take the form of presentations, group work, peer assessment, class assessments and/or a portfolio of work.

S3 – Business Management

During the S3 Business Management course, learners will study entrepreneurial, finance, problem solving, decision making and digital literacy skills. Assessment is undertaken through the use of a combination of tasks, which allow learners to show what they have learnt. This may take the form of presentations, group work, peer assessment, class assessments and/or a portfolio of work.

Extra-curricular clubs run by the Business department:

- Charities and fundraising
- Enterprise



Follow the department on Twitter:
[@BusinessBraes](#)

FACULTY OF TECHNOLOGIES:

Computing Science Department

S1

The S1 course is designed to provide learners with a general introduction to Computing Science terms and concepts. Learners are shown how to use their iPads alongside the school network to facilitate learning and also study Coding and a range of different computer systems. The practical work is assessed through the outcome of their work alongside a series of digital quizzes. There is also an opportunity to give a presentation, in a style of the learners choosing, that is also assessed.

S2

In S2 learners further develop their coding skills by learning to write apps for their mobile devices. They also learn about Cyber Security, exploring how to keep themselves and the technology they are using safe and secure. There is an introduction to Web Development using an online editor. The practical work is assessed through the product of their work alongside a series of digital quizzes.

S3

The S3 course assesses practical work in Software Design and Development, Database Design and Development as well as Web Design and Development. Learners will also be assessed in a variety of forms: digital evidence, presentations, peer assessment and written work to gauge their theory understanding. The Computer Systems unit is assessed as a written or digital assessment.

Extra-curricular clubs run by the Computing Science department:

- Digital Leaders
- Coding Club



Follow the department on Twitter:
[@BraesComputing](#)

FACULTY OF TECHNOLOGIES:

Design, Engineering and Technology Department

S1

There is always a need in societies for people who can design and make products that solve problems. The Design, Engineering and Technology course provides the opportunity for learners to develop more advanced designing, engineering, metalworking and woodworking skills. Various wood types and wood products are investigated alongside a variety of types of joints and finishes. Assessment is undertaken through the use of a combination of tasks, which allow learners to show what they have learned. This may take the form of practice joints, larger practical projects, design folios, written assignments and presentations.

S2

The S2 course builds on the S1 experience. This involves working on complex and exciting design problems and learning more about commercial product design, industrial processes and their impact on society. There will be a series of product design assignments that will involve producing a design folio then making the product using a variety of hand and machine tools such as lathes, drills and sanders.

S3 - Engineering Science

The S3 course involves using mathematical and problem solving skills to investigate, design, simulate and construct engineered solutions to real life problems. This will include both analogue and digital electronics, programmable microcontrollers, mechanisms, energy production and use, and structures. We use a combination of tasks which allow students to show what they have learned. This may take the form of building and simulating electronic circuits, group challenges, peer assessment, written class tests, reports and presentations.

S3 - Graphic Communication

Learners complete a series of graphics assignment, which will test all their practical skills within class. They will display skills in sketching, rendering, modelling and promotion of an item. At the end of the year learners will have an end of year assessment. It will cover all aspects of their learning covered throughout the year.

S3 - Practical Craft Skills

The main objective of the course is hands on practical experience in the metalworking and woodworking workshop. The course will also look at the theory and knowledge behind all the tools and machines, what they are used for and safety aspects relating to them. The 4 main areas of study and areas learners will be working on are as follows: 1. Measuring and Marking out 2. Cutting & Shaping 3. Assembly 4. Finish

Extra-curricular clubs run by the Design, Engineering and Technology department:

- F1 in Schools
- Lego Engineering
- Jewellery Making



Follow the department on Twitter:
[@BraesTech](#)