

# MADRAS COLLEGE



S2 / S3 Course Refinement

2013 – 2014

*A Guide for Pupils in S1*



# Madras College

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*Please reply to:* Mr O Darge, DHT  
Kilrymont Road

Our ref: DPMc/EA

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Dear Parent/Carer

## **Curriculum for Excellence Refinement – the Broad General Education for S2 → S3**

Personalisation and choice is an important element of the design principles of Curriculum for Excellence. As part of how we support this principle, we allow pupils some choice in the courses they will study in S2 and S3. We believe that allowing pupils to refine their curriculum at this point will allow greater depth of study in areas of interest and prepare pupils better for the senior phase which begins in S4.

A second important element of the Curriculum for Excellence design principles is to maintain breadth (and depth) in the curriculum for every pupil until the end of S3. To support this element, pupil subject choice is restricted so that we ensure every pupil studies each of the curriculum areas in the Broad General Education phase. The restriction, and opportunity, on choice, core study and achievement are designed to offer all pupils the ability to pursue courses and curricular areas in which they have an interest.

Throughout S1-S6 we are now encouraging all pupils to support our tracking of their voluntary work (e.g. time given to the school as S3 prefects at Parent evenings) which will lead them gaining a level of accreditation in the achievement “Saltire” award. As well as this, in S3 and S4 all pupils will engage in the attainment of all four elements of the accredited “Scottish Studies” achievement award.

To support the S2 and S3 curricular choices (see the S1-S6 curriculum framework) the following arrangements are in place:

- The S2/S3 course descriptor material is being issued to all pupils during their Social Education period beginning Monday 3rd February. Guidance teachers will discuss the contents with their pupils and ensure that they are clear about how to complete the Subject Option Form.
- All S1 pupils will attend a Subject Fair on the afternoon of Monday 10<sup>th</sup> February. This will be an opportunity for pupils to speak with staff and find out more about the courses they may be thinking about choosing. Each subject has been asked to have a display prepared for the subject fair. This display will be available to parents that night during Parents’ Evening.
- **Completed Option Forms should be returned to school on Wednesday 19<sup>th</sup> February during registration.**
- Over the following two weeks, Guidance staff will check that the forms are filled in correctly and will speak to pupils individually. If there are any issues, the relevant Guidance teacher will contact you.

It is hoped that this approach to course choice in S2/S3 within our Broad General Phase will allow pupils to develop areas of the curriculum in which they have an interest, thereby ensuring an effective transition into the senior phase. Should you wish to discuss any aspect of this process please contact your son’s/daughter’s Guidance teacher in the first instance.

Yours sincerely

D McClure  
Rector



## **COLUMN 1: ENGLISH**

Experiences in English will provide young people with opportunities to communicate in a variety of ways in Reading, Writing, Talking and Listening. Pupils will learn collaboratively as well as individually, using a variety of sources and texts including different forms of media texts (multi-modal) and digital communication.

### **READING**

The S2/3 English curriculum is based on the outcomes of Reading for Enjoyment; Reading for Information, Reading to Understand, Analyse and Evaluate different media; as well as looking closely at the Tools for Reading.

### **WRITING**

Pupils will learn all about the Tools for Writing in order that they can write: Informatively, Discursively, Personally, Imaginatively.

### **TALKING AND LISTENING**

Pupils will develop confidence in speaking both with their peers and to larger groups to share information, experiences and opinions. They will also explain processes and ideas as well as identifying issues raised to summarise findings and draw conclusions.

## **COLUMN 2: MATHEMATICS**

Mathematics plays an important role in our every day lives, allowing us to make sense of the world around us and enabling us to access many other areas of life such as science and technologies, engineering and computing, medicine and finance. Learning Mathematics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. All pupils therefore continue with their experiences in Mathematics over S2 and S3 covering a wide variety of topics. The S2/3 course is designed to reinforce the Outcomes and Experiences covered in S1 at level 3 and extend the pupil's learning to the Outcomes and Experiences at level 4, to a depth appropriate to their ability. The curriculum covers three main areas:

**NUMBER, MONEY AND MEASURE:** including, Number Processes, Time, Measurement, Money, Patterns and Relationships, Expressions and Equations, History of Mathematics/Mathematicians.

**SHAPE, POSITION AND MOVEMENT:** including, 2D and 3D Shapes, Angles, Symmetry and Transformations.

**INFORMATION HANDLING:** including, Data and Analysis, Ideas of Chance and Uncertainty.

## **COLUMN 3: LANGUAGES**

The S2/3 Modern Languages curriculum will encompass both the language and culture of French or German speaking countries.

Pupils will access information through the internet, communicating with pupils of their own age in French and German speaking countries.

It is increasingly important in the 21st century for pupils to be able to speak a Modern Foreign Language. Pupils will be able to speak, write and understand spoken French or German after following these courses.

## **COLUMN 4: SCIENCE**

Science affects and enhances all parts of the material and natural world and in each of the Science subjects pupils will be able to further their knowledge and understanding and to develop as scientifically literate citizens. Each course will allow pupils to acquire skills of scientific enquiry, skills for learning, life and work. Pupils will also explore social, moral, ethical, environmental and health and wellbeing issues.

The complexity of our everyday world confirms the multidisciplinary nature of current scientific and technological advances. The study of Science for a career in this complex and dynamic environment should, in most cases, involve the study of more than one Science. Indeed many routes of study after school will require more than one Science subject to have been studied to Higher level or above. The study of any science at Higher level would be supported by the study of an additional Science.

### **BIOLOGY**

Biology is the science of life. The course begins to highlight the enormous diversity of life forms, their functions and their importance whilst developing positive attitudes towards themselves, others and the environment. In S2/3 Biology you will study three main topics. These are;

**The Body** - In the four sub-units of this topic you will find out about cells, the circulatory system, the breathing system, the digestive system and the nervous system.

**Plants** - In the four sub-topics of this topic, you will study the importance and uses of plants, the plant life-cycle, how to grow different plants and how plants make their own food.

**Biotechnology** - In the four sub-units of this topic, you will learn about microbiology in four industries - dairy, pharmacy, yeast and detergent.

### **CHEMISTRY**

**Chemistry in S2** - Pupils will further study the elements and periodic table. Bonding in compounds will be introduced. . The course will look at the speed of reactions. Acids and alkalis particularly neutralisation reactions will be covered in greater detail than in S1.

**Chemistry in S3** - Pupils will study the reactions and uses of metals along with corrosion and the use of metals in batteries. Pupils will research the refining and uses of crude oil. The course will also cover the making of plastics.

### **PHYSICS**

Pupils studying Physics in S2/3 will cover the following topics: Telecommunications, Electricity, Electronics, Radiations, Space, Heat, Electromagnetism, Sound and Movement. There is also the opportunity to undertake a project on an area of science that interests the pupil which may lead to the nationally recognised CREST bronze award.

## **COLUMN 5: EXPRESSIVE ARTS**

Experiences in the expressive arts provide young people with opportunities to be creative and imaginative. Learning involves creating and presenting; it is practical and experiential. Creative skills, knowledge and understanding and enhancing enjoyment will be developed.

### **ART**

The S2/3 Art curriculum is based around a series of interlocking project based 2D/3D courses encompassing the three key disciplines of Expressive, Design and Critical Activity (written work), all of which offer a broad and varied range of creative experiences.

### **DRAMA**

Over the S2/3 Course, pupils continue to develop their creative skills using cooperation, communication, imagination and building their confidence. They will be required to perform in front of an audience presenting scripted and devised pieces of work. They will also have to reflect and evaluate on their own work and that of others.

Pupils will be involved in a variety of units including the use of Masks, Mime and Movement, Characterisation, using Role Play as a means of exploring issues, Mood and Atmosphere using lighting and sound equipment, learning how to structure a piece of Drama and all aspects of running their own production company on a small scale.

Although the 2 year course is mainly practical in nature the pupils will be expected to keep a written log of their activities and complete a series of Log Books associated with each unit.

## **COLUMN 5: EXPRESSIVE ARTS (continued)**

### **MUSIC**

Music is a performance based course where pupils will build up practical skills with two instruments or voice, have a chance to write their own music and discover facts about various styles of music.

## **COLUMN 6: SOCIAL SUBJECTS**

### **BUSINESS EDUCATION**

The S2 course builds on knowledge from the S1 Business and Enterprise course. The S2 course has 3 elements to it:

- Trade Fair
- Software Applications
- Business

Whilst each element can be delivered independently they are linked together to provide the holistic business awareness necessary for today's economic climate. The course requires pupils to be creative, innovative and enterprising through producing a product idea for sale at a school Trade Fair.

The software applications unit provides reinforcement of ICT skills from S1 and extends knowledge of a range of software for use throughout S2.

The Business unit consists of a series of tasks, ranging in complexity, and set within a hypothetical business. All of the functional areas of business – finance, human resources, operations and marketing are represented within the tasks.

### **SOCIAL STUDIES**

The purpose of this course is to enable learners to develop their understanding of the world by learning about other people and their values: in different times, places and circumstances and also to develop their understanding of their environment and how it has been shaped. We will address these themes by exploring a range of local, national and international issues. The course will also allow pupils to develop skills which will enable pupils to build on their learning for the senior phase.

## **COLUMN 7: TECHNOLOGY**

### **COMPUTING SCIENCE**

This two-year course is designed to introduce pupils to Computing and Information Science. They will gain an appreciation of the technologies that lie behind the computer devices and applications used in the world around us.

Pupils will:

- learn about the way computers, devices and networks operate.
- use applications for information handling, communications, multimedia and web design.
- design, code and test programs using two different programming environments.

Most of the learning is supported through practical computer based activities.

### **DESIGN & TECHNOLOGY**

This is a broad general course in technologies. Pupils will build on skills learned in S1 which will:

- allow them to communicate graphically using a range of techniques both manual and computer based,
- give them an introduction to engineering – what it is, and its effects on society - based on considering how products can be controlled using electronics and how renewable energy can be created and used,
- give a more in-depth understanding of the design process and allows pupils to make designs using wood and plastic and then evaluate them to improve their understanding,
- allow them to experience practical craft work and build their skills and knowledge of craft equipment and processes.

## **COLUMN 8: OPTION**

The purpose of column 8 is to allow pupils the opportunity to study two subjects of their choice. Pupils can choose to study additional core subjects including a second science or additional expressive art courses. There is also the opportunity to choose one year courses, or two year courses, or a mix of one and two year courses over a two year period (S2 and S3).

### **PERFORMANCE PHYSICAL EDUCATION – *One year course***

The development of both performance and a healthy and active lifestyle are the main aims of the Performance Physical Education course and pupils will be challenged by following a broad and coherent course of study based around both individual and team activities. Through practical lessons pupils will learn about Rules, Roles, Skill Development, Structure and Function of the Body, Aspects of Fitness and Training Principles amongst others. Particular emphasis is placed on the development of personal and interpersonal skills.

The Course has three elements as follows:

- Performance
- Analysis of performance
- Leading Activities

### **FASHION & TEXTILES – *One year course***

This course encourages imagination and creativity in the preparation and making of textile products. e.g. cushions; bags; fabric pictures and wall hangings.

Use is also made of recycled materials in a creative way.

Pupils will develop a variety of craft and sewing skills using the sewing machine and hand techniques such as embroidery and appliqué.

This course is a perfect stepping stone to studying Fashion and Textiles in S4, 5 or 6.

### **SPANISH – *Two year course***

In addition to either French or German in Column 5 pupils will have the opportunity to develop skills in Spanish. The S2/3 Spanish curriculum will encompass both the language and culture of Spain.

Pupils will also learn about the culture of Spanish speaking countries and will access information through the internet, communicating with pupils of their age in these Spanish speaking countries.

Spanish is the world's third most spoken language after Mandarin Chinese and English and is the mother tongue of approximately 350 million people in 21 countries along with almost 500 million speakers in the world.

### **LATIN – *One year course***

Pupils will improve their abilities in problem-solving, analysis and literacy as they learn how the Romans and their world have influenced ours. They will translate Latin passages into English, practise close reading of learned texts and tackle subjects ranging from mythology to private lives.

### **CLASSICAL STUDIES – *One year course***

Classical Studies is the study of the ancient civilisations of Greece and Rome without involving the study of the Greek or Latin language. The field of Classical Studies is a rich one, which offers a wide range of learning experiences, particularly in a social context. The subject requires comparisons between Greek and Roman society and the modern world.

### **GEOGRAPHY – *One year course***

Pupils will study the differences between physical and human Geography and this will progress to conducting locally based fieldwork. The course will then progress to focus on landscape formations and look specifically at volcanic scenery and how earthquakes can change the landscape. Attention will then turn to look at the environmental topic of climate change and the implications facing human existence.

## **COLUMN 8: OPTION (continued)**

### **HISTORY – *One year course***

Pupils will study a wide variety of topics such as the Wars of Scottish Independence, Slavery and the Civil Rights movement in the USA, the Origins and main theatres of conflict in World War 2, The Holocaust, Scotland in the 1960's and the Cold War. They will use primary sources to develop knowledge of their heritage and the effect it has on their lives today. Pupils will also become confident in evaluating sources and forming opinions based on evidence. They will use a variety of digital media to present their research, along with more traditional assignments.

### **MODERN STUDIES – *One year course***

The Modern Studies course will allow pupils to explore contemporary Scottish, UK and Global issues and is divided into three key areas:

- Politics looks at participation in election campaigns and investigates representation in Scotland.
- Sociology examines Law and Order issues in the UK, such as the causes of crime and responses to crime.
- International Relations explores the problems facing developing countries and the impact they have on young people.

Modern Studies allows the development of core skills through investigating, exploring, discussing and presenting.

### **GRAPHIC DESIGN – *One year course***

Graphic communication is effectively an international language which allows information to be exchanged worldwide. It is wide ranging - from very accurately produced technical drawings describing the features of buildings and products to very creative manual and computer aided graphics - using technology and creativity to deliver a message clearly and in an exciting way. You will be able to develop your skills learned in the core course and develop these along with your creativity to produce high quality manual and computer aided graphics.

### **DESIGN & MANUFACTURE – *One year course***

This course offers two possible routes to manufacture products:

1. Taking the role of 'product designer' pupils will learn about design and use this knowledge to create their own unique design solutions which can be modelled in a range of materials.
2. Pupils who learn better by making rather than designing them can focus on developing their practical skills by making a collection of models out of wood, metal and plastics.

### **ENGINEERING – *One year course***

Ever wondered where all the products from hair straighteners to Jumbo Jets came from? They were dreamed of, designed and then built by Engineers. This course explores some of the knowledge and skills needed to design electronic and mechanical devices. Working in groups and on your own, apply knowledge and skills gained in the D&T core course, Maths and Science to design, build and test models of engineering applications which include electronics, computer control, mechanisms and structures and consider how engineers would use these in the real world.

## **DIGITAL MEDIA – One year course**

This one-year course is designed for those pupils who wish to develop their knowledge and practical skills in the capture/creation and manipulation of digital media. The course includes the following content and activities:

### **Graphics**

- Create and edit vector graphics.
- Photo editing and enhancement techniques.

### **Animation**

- Basic animation techniques using Flash including keyframes, layers, motion and shape tweening.
- Pupils develop their own animations.

### **Sound**

- Import and record sound into an audio application.
- Edit and manipulate multiple audio tracks.
- Pupils create their own loop-based music compositions.

### **Video**

- Import and organise video and sound in a video-editing package.
- Video editing techniques and procedures.
- Learn about the video production process and personnel in a production company.
- Analyse adverts to learn about the symbolic and technical codes commonly used to convey meaning to and manipulate the target audience.

### **Project:**

- Work in groups to plan, film and edit a short video advert.

## **MUSIC TECHNOLOGY – One year course**

This course will offer a basic introduction to making recordings, MIDI, creating/editing music on computer and using a mixing desk. Half the course will be computer based (and use rooms with enough computers for each pupil) while some activities will take place in the music rooms. Pupils will be encouraged to develop individual interests, for example, recording performances, creating music to accompany computer games etc.

## **EVENTS MANAGEMENT – One year course**

***\*Please note this is an interest-based course and does not progress to a direct National Qualification in the Senior Phase***

Students will be introduced to the tasks involved in planning, organising and running small scale events. This will be presented to students in different contexts; both familiar and unfamiliar eg school trips, business meetings/conferences and music festivals/concerts.

The course will be very practical in nature and will involve both independent work and working in groups. The kind of tasks students will complete include:

1. Using ICT to:
    - Gather information from electronic sources e.g. Internet websites
    - Create itineraries, letters and other documentation
    - Create databases to store information
    - Calculate the costs and projected profits for events
  2. Visiting local businesses (eg hotels) to investigate the facilities available and hire costs, for example.
  3. Using other technology to manage information/appointments eg smartphones
- The final project will involve all students planning, organising and running a real event allowing them to demonstrate the skills and knowledge they have acquired.



### **JOURNALISM – One year course**

***\*Please note this is an interest-based course and does not progress to a direct National Qualification in the Senior Phase***

This course will give pupils an introduction to skills needed to work in newspapers and magazines. Pupils will look at the differences between broadsheets and tabloids and you will get experience in writing news, reviews, headlines and features. You will also learn how to sub-edit work and write in shorthand.

### **POTTERY – One year course**

***\*Please note this is an interest-based course and does not progress to a direct National Qualification in the Senior Phase***

The purpose of this course is to develop pupils' artistic 3D skills.

The pupils will be inspired by a range of stimuli, and develop personal themes to explore the media of clay. They will use their imagination to create expressive pieces, and work through the design process.

To express and communicate their ideas, they will produce 2D development illustrations, 3D samples, and four final solutions.

*Basic techniques covered:*

- *Coil Building*
- *Slab Building*
- *Sculpture*
- *Throwing pots on the wheel*

### **DANCE – One year course**

The Performance Dance elective is open to any pupil that has an interest in Dance and provides a good foundation for pupils to progress to National Progression Awards in Dance or Higher Dance in the senior school. This course introduces dance as a performing art and, with this in mind, the course is taught almost exclusively through practical sessions.

Pupils will be introduced to the basic foundations of techniques and skills in varying dance styles. Alongside the practical skills they will have the chance to learn about renowned choreographers and their 'styles'. Exploring choreographic devices and structures will allow the pupils to consolidate their learning through the production of their own pieces.

Alongside the obvious Physical Benefits of studying Dance, the skills developed in dance can also be valuable transferable skills that can be applied to any career path. The confidence gained through achievements in Dance can help to build social skills, increase self esteem and the ability to communicate well in a group.

The course structure has three elements

- Introduction to choreography and the choreographic process
- Exploring the Dance Styles
- Performance Assessment

## **MEDIA STUDIES – *One year course***

In Media Studies pupils will be looking at a range of media types: film, TV, radio and the internet. They will investigate why they are produced and look at the techniques used to create a wide variety of media products.

- Pupils will analyse the ways directors use camera angles, costumes, set design and sound effects to get their message across.
- Pupils will look at how different media pieces are influenced by where they are made and who they are made by.
- Pupils will also be able to take part in producing their own piece of media, putting the skills they have learned into practice.

## **DEBATING AND PUBLIC SPEAKING – *One year course***

### **Why?**

Debating is more than competitions; it has a recognisable impact on confidence and literacy. Interacting with other pupils promotes critical thinking skills and creates more successful learners and confident individuals. It helps pupils; listen effectively, talk confidently, defend a point of view and justify points with research and evidence.

Over the course of the year, pupils will learn:

- how to research a topic using a variety of sources;
- how to take notes, without simply copying what is in front of them;
- how to structure an argument without offending anyone; how to communicate effectively showing respect to others' opinions and allowing others to contribute and express alternative opinions;
- how to become a critical thinker, synthesising and summarising ideas;
- be aware of how to question and challenge other points of view, as well as responding appropriately to questions from the opposing side.

Most importantly, pupils should learn how to enjoy taking part in discussion and debate.

## **CYCLING – *One year course***

This course will look at the healthy lifestyle choice of cycling in a variety of forms. Pupils will explore the benefits of cycling with a view to making participation more popular whilst remaining safe.

The Cycling techniques of pedalling, using gears, braking, balance and control will all be taught and refined in order to give pupils confidence to ride on the roads and trails with others.

Bike maintenance will also play a part of the course giving the pupils the opportunity to do basic repairs and be able to identify defective equipment.

Competitions in races, cycle speedway and obstacle courses will give pupils challenges and enjoyment and regular on and off-road cycling experiences will give all members the chance to try out varied terrains.

The school fleet of mountain bikes will be used for the majority of activities. There will be some indoor /classroom activities to research topics and back-up practical learning.

## **PRACTICAL SKILLS IN HOME ECONOMICS – *One year course***

Pupils will learn about food hygiene, health and safety issues, equipment and terminology while preparing, cooking and finishing a range of food products.

The areas that will be covered using practical activities are:-

- Food Preparation Techniques
- Cookery Processes
- Adapting recipes
- Understanding and using different ingredients
- Developing new recipes

## **ROCKIN' ALL OVER THE WORLD – *One year course***

### Why choose this option?

Could you be the next Snow Patrol?

Do you think you have a better voice than Jessie J?

Do you want to be better than U2?

Do you want your talents recorded on CD?

This option is for pupils who are interested in forming a band and want to develop their instrumental and vocal talent.

### Course Outline

The pupils will get the opportunity to form their own band, choose their own music and spend time rehearsing for a 'gig'.

Each band will perform to the other groups on the last week and be presented with a CD recording.

### Confident individuals

To encourage pupils to relate to others, manage themselves and pursue a healthy and active lifestyle.

### Effective contributors

To enable pupils to communicate in different ways and in different settings, work in partnership and in teams, create and develop, solve problems

### Successful Learners

To encourage independent learning and as part of a group, apply different types of learning in new situations and think creatively.

## **ACTIVE AQUATICS – *One year course***

The course is split into three areas:

### Swimming

Regardless of whether pupils can or cannot swim, or are high level swimmers, Active aquatics is designed to be a fun and enjoyable water based course for all pupils. Sessions are planned to build upon the skills that they have already acquired in PE. Sessions will not only be about stroke development but will also include types of training, fitness monitoring and development of training programmes using the cycle of analysis. As in all Curriculum for Excellence areas, pupils are encouraged to progress to the highest level possible

### Lifesaving

Pupils will work on developing the principles and skills of water safety and survival as well as improve their confidence in the water.

### Water Polo

Water Polo is a cross between basketball and handball but in the water. Pupils will be taught the basic skills of the game such as passing, shooting and game play in line with the experiences and outcomes of CfE.

All pupils selecting this course must be prepared to be in the water 2/3 times per week.

## **COLUMN 9: HEALTH & WELLBEING**

### **HOME ECONOMICS**

This core course has an emphasis on providing enjoyable, practical activities for pupils using the medium of food and fabric. Throughout the two year course pupils develop their knowledge of nutrition and the importance of a healthy diet. Pupils acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They explore how the dietary needs of individuals and groups vary throughout life stages. Pupils develop their knowledge and understanding of safe and hygienic food practices and their importance to health and wellbeing.

There is also a focus on up to date consumer issues and laws.

### **PHYSICAL EDUCATION (Core)**

Pupils will develop their practical performance through participating for a double period in a range of physical activities. Examples of activities on offer include dance, football, rugby, cycling, athletics, cricket, basketball, volleyball, netball, swimming, gymnastics, hockey and tennis. Pupils will acquire knowledge of concepts, rules and strategies whilst developing their fitness and ability to enhance personal qualities and social skills. There is a clear focus on making sure all pupils learn how to look after their physical health and mental well-being. Pupils will work in single sex groups for three week blocks. As pupils progress into S3 they will be given a choice of activities in which to develop their abilities.

### **RELIGIOUS & MORAL EDUCATION**

Pupils will explore the world's major religions as well as views which are independent of religious belief, considering the challenges posed by these beliefs and values. Religious and Moral Education supports pupils in developing and reflecting upon their own values and their capacity to make moral judgements.

### **SOCIAL EDUCATION**

This course will cover various aspects of Health (including Substance Misuse, Sexual Health and Mental Health), Raising Attainment and Vocational Aspirations. Pupils will experience a range of teaching methods and will be given the opportunity to develop social skills, self awareness and confidence.

Classes will be taken by the relevant House Guidance Teacher which will allow relationships to be developed and issues to be discussed.

**A copy of the course choice form is attached overleaf. You and your parents can use this to look at all of the options available to you. In Social Education, you will complete a copy of this sheet (yellow) which will then be taken home to be signed by your parent / carer.**

**If you have any queries about completing the course choice form, please feel free to contact your son / daughter's Guidance teacher or Mr Darge, Depute Head Teacher.**



## MAKING YOUR CHOICE

The tables overleaf show our course structure divided into columns.

In column 1 no choice, all pupils will study English.

In column 2 no choice, all pupils will study maths.

In column 3 pupils will continue their modern language from S1. Please tick the language already being studied.

In column 4 all pupils will study a science. Please select 1 science subject.

In column 5 all pupils will study an expressive arts subject. Please select 1 expressive arts subject.

In column 6 no choice, all pupils will study business education and social subjects.

In column 7 no choice, all pupils will study technology.

In column 9 no choice, all pupils will study health and well-being.

In column 8 pupils have the opportunity to take additional 2-year courses in languages, science or expressive arts, or 1-year courses that span a greater range of curricular areas. Choices can include:

- selecting two 2-year courses
- selecting one 2-year course and two 1-year courses
- selecting four 1-year courses.

We ask that you give us a reserve choice. Examples of these choices are shown below:

**Example 1** – Pupil who chooses to study 2 x1 year courses and 1 x 2year course ( 2x 1year course as reserve)

Option Column Choices			
	Choose 2 courses from Column A	OR	Choose 1 course from Column B
Choice 1	<b>Geography</b>	<b>OR</b>	
	<b>Modern Studies</b>		
<b>AND</b>	Choose 2 different courses from Column A	OR	Choose a different course from Column B
Choice 2		<b>OR</b>	<b>Art</b>
	Again, choose 2 different courses from Column A	OR	Again choose 1 different course from Column B
Reserve Choice	<b>Graphic Design</b>	<b>OR</b>	
	<b>Design and Manufacture</b>		

**Example 2** – Pupil who chooses to study 2 x2 year courses (2 year course as reserve)

Option Column Choices			
	Choose 2 courses from Column A	OR	Choose 1 course from Column B
Choice 1		<b>OR</b>	<b>Biology</b>
<b>AND</b>	Choose 2 different courses from Column A	OR	Choose a different course from Column B
Choice 2		<b>OR</b>	<b>Art</b>
	Again, choose 2 different courses from Column A	OR	Again choose 1 different course from Column B
Reserve Choice		<b>OR</b>	<b>Drama</b>

You can also choose to study 4 x 1 year courses by completing the left hand column and leaving the right hand column.

# MADRAS COLLEGE COURSE CHOICE FORM S2/S3 COURSE 2013-14

PLEASE USE BLOCK CAPITALS TO FILL IN YOUR NAME (IN INK)

SURNAME	FIRST NAME	REGISTER CLASS
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Column 1	Column 2	Column 9	Column 7
<b>English</b> <i>(3 periods)</i>	<b>Maths</b> <i>(3 periods)</i>	<b>Health &amp; Well-being</b> <i>(4 periods)</i>	<b>Technology</b> <i>(2 periods)</i>
English	Maths	Home Economics	Computing Science
		Physical Education	Design & Technology
		Religious & Moral Education	
		Social Education	
↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>

Column 6	Column 3	Column 4	Column 5
<b>Social Subjects</b> <i>(3 periods)</i>	<b>Languages</b> <i>(2 periods)</i>	<b>Sciences</b> <i>(2 periods)</i>	<b>Expressive Arts</b> <i>(2 periods)</i>
Business Education	French	Biology	Art
Social Studies	German	Chemistry	Drama
		Physics	Music
↑ <i>No choice in this column</i>	↑ <i>Tick the language you already take</i>	↑ <i>Choose 1 (Tick)</i>	↑ <i>Choose 1 (Tick)</i>

The Option column offers you the chance to study courses over one or two years. Courses in Column 8A are one year courses and those in Column 8B are two year courses. Once you have decided the subjects you would like to study, fill in the details below in **order of preference**.

Column 8A 1 Year Courses	Column 8B 2 year courses	Column 8 Choices			
History	Spanish	<b>Choice 1</b>	Choose 2 courses from Column 8A	<b>OR</b>	Choose 1 course from Column 8B
Geography	Biology			<b>OR</b>	
Modern Studies	Chemistry	<b>Choice 2</b>	Choose 2 different courses from Column 8A	<b>OR</b>	Choose a different course from Column 8B
Journalism	Physics			<b>OR</b>	
Media Studies	Art	<b>Reserve Choice</b>	Again, choose 2 different courses from Column 8A	<b>OR</b>	Again, choose 1 different course from Column 8B
Performance PE	Drama			<b>OR</b>	
Dance	Music				
Music Technology					
Latin					
Classics					
Fashion and Textiles					
Digital Media					
Events Management					
Graphic Design					
Design & Manufacture					
Engineering					
Pottery					
Debating and Public Speaking					
Cycling					
Practical Skills in Home Economics					
Rockin' All Over The World					
Active Aquatics					

**Once you have decided which courses you wish to study, complete the table on the right.**

**Please return to Register Teacher by 19th February 2014**

The above table indicates how periods will be allocated to each of the subject areas in S2 and S3. All choices will be studied for 2 periods per week over S2 and S3. Please make your choices as indicated in the table above.

The school reserves the right to withdraw any subject if the number choosing it is too small or if staffing or accommodation is inadequate.

Parent/Carer Signature \_\_\_\_\_

Date