

## Dear Parent or Carer

### S2 Progress Course Updated – January 2025



A copy of your child's Progress Report containing teacher comments will be provided via Pupil Tracking <https://cec-boroughmuir.pupiltracking.com/>

We are holding a **S2 Course Choice Information Evening** is on **Wednesday 29<sup>th</sup> January**.

6pm-7pm Subject Marketplace (Atrium),

7pm-8pm Parent Presentation (Assembly Hall) - we politely request that pupils do not attend the presentation due to potential capacity limitations within the Assembly Hall. Pupils are welcome to wait in the Atrium.

Further information out S1-3 tracking can be found <https://boroughmuirhighschool.org/wp-content/uploads/2024/12/BHS-Pupil-Tracking-Information-website-update.pdf>

**Each subject has provided a course update and this is found in the final part of this document & should be read alongside the separate individual reports.**

### S2 Course Updates

#### **Art and Design**

We started S2 looking at the Art Deco Design style from the 1920's and 30's to develop design skills in lamp design. The brief was to produce a lamp in card and tissue paper to be lit by a battery tea light, inspired by Art Deco. All pupils researched the Art Deco movement and created designs in the art class. We made a selection of finished designs for display in the glass cabinets in the art department and the top 3 in each class will get an award certificate with one going through to the final judging. A selection of designs will be displayed in the Headteacher's office.

For the S2 expressive unit we are exploring the skill of mixing paint and colour theory, looking at the work of artists and producing a final painting. We also have a unit of observational drawing ending in a 'drawing test' of a shoe of choice.

To give pupils a wider experience, we have changed the way we are approaching the critical aspects of art and design in S2 and replacing the departmental exhibition review with a variety of smaller written tasks and quizzes tied into the practical units. Towards the end of the year the course become more flexible with an element of choice where some new topics can be introduced or pupils may have the opportunity to continue with any unfinished projects from earlier in the year. Please note that the S2 report this year is quite early, so not all aspects of the course will be complete by the time of the report.

#### **Business Education**

In S2 pupils work in the Business Education department developing their knowledge, understanding and skills across the 3 subject areas – Administration & IT, Business Management and Economics. Pupils have been introduced to Administration where they started to build their skills in Word Processing, Spreadsheets and Databases, followed by the 'Christmas Bottle Challenge' looking at areas of Business Management with main focus on new product design and marketing mix of a new Christmas drink. Pupils will then be introduced to the basics of Economics covering the basic economic problem, GDP, wealth creation and sectors of industry.

#### **Computing Science**

During S2 Computing Science, pupils complete units of work which focus on enhancing and improving coding skills. In the first half of S2, pupils learn to write code using a visual programming language, MakeCode and they will have the opportunity to implement some simple arcade games on gaming devices. Pupils will also be introduced to some Data Science concepts and gain skills in data handling and visualisations.

#### **Craft and Design (CDE)**

The S2 Broad General Education (BGE) course builds on the skills and understanding introduced in S1. It incorporates elements from the four distinct subject areas offered within the Craft, Design, and Engineering (CDE) Department: Design & Manufacture, Graphic Communication, Practical Woodwork, and Engineering Science. These subjects provide pupils with a range of opportunities to develop both creative and practical skills. This project-based approach is essential because it equips pupils with the tools and methods needed for success in these disciplines.

Throughout S2, pupils complete a variety of projects. The order of these projects may vary depending on workshop access, but all pupils are given opportunities to develop a comprehensive skill set. Key projects include perspective drawing tasks to build drawing and visualization skills and a Practical Woodwork project where pupils manufacture a desktop display stand using a range of tools and techniques. Pupils also complete a Graphic Communication project focused on creative or computer-aided design (CAD) to produce a set of 3D models. In addition, they undertake a Design & Manufacture project that involves designing and constructing a toy plane.

During these projects, pupils are introduced to important concepts such as design briefs, specifications, idea generation techniques, and graphic techniques. The course also highlights environmental awareness and the importance of upcycling, encouraging pupils to adopt sustainable practices.

As pupils move into S3, they can choose to specialize in one or more of the subject areas within the CDE Department. This progression allows pupils to build on the core skills they developed in S1 and S2. It also provides opportunities to enhance their knowledge, abilities, and experiences further, creating a strong foundation for advanced study and future career opportunities in these fields.

### **Drama**

Throughout Drama in S1 and S2, pupils develop skills in creating, presenting and evaluating. By the end of S2 all pupils will have contributed to devising, rehearsing and presenting drama and script from a range of stimuli. In doing so they will have built, developed and worked to sustain a realistic or stylised character through the use of voice, movement and language. They will have had the opportunity to respond to the experience of Drama by discussing their thoughts and opinions, both giving and accepting constructive comment on their own work and that of others. The skills developed through drama include: confidence, self-presentation, teamwork and collaboration, time management and organisational skills, self-awareness, self-discipline, an open mind and the ability to move beyond boundaries and experiment with different ideas, communication skills, analytical, critical and research skills, the ability to cope with criticism and resilience.

### **English**

S2 English builds on the four English capacities of the Broad General Education: Reading and Listening, Talking and Writing, which in turn support progression to National 4 and 5 in S3. Pupils continue to study a range of literature and genres, developing skills in analysing and understanding increasingly complex texts; creating texts in a variety of genres; talking and discussing ideas and opinions, and listening to texts for different purposes. We continue our focus on literacy and building vocabulary for effect in writing as well as encouraging and promoting reading for pleasure. Pupils continue to have dedicated personal reading time at the start of English periods, for which they are expected to bring a physical book (unless digital versions have been agreed with the teacher for learning support reasons), and to log their personal reading as part of their Library programme. By the end of S2, the majority of pupils go on to National 4 or 5 English; dependent on numbers and need, we also usually offer a smaller supported set which works at appropriate pathways for each pupil.

### **ESOL (English for Speakers of Other Languages)**

For pupils for whom English is a second language and whose language proficiency is at Beginner or Intermediate level (Levels A1 to C1 on the Common European Framework of Reference for Languages), ESOL at N3 / 4/ 5 /H (in S5-6 only) level provides a skills-based qualification where pupils develop their reading, writing, listening and talking skills and also their knowledge of English language (grammar, vocabulary, idioms etc). English and Esol courses are equivalent qualifications, intended for different learners based on their language needs. They are not designed for dual presentation and a learner cannot be entered for both ESOL and English in the same session.

### **Geography**

The S2 geography course comprises of 3 Units:

Unit 1: Are Hazards Natural? this Unit which includes plate tectonics and the study of types of hazards. This topic has been assessed with a short test and online homework quiz. We also explore the societal implications and causes of hazards, specific to less economically developed regions. Geobus, an STEM-based organisation from St Andrews University may visit during this topic to facilitate practical tectonic-related investigations with the pupils.

Unit 2- Natural Regions & the Impact of the Climate Crisis - the class are currently studying Natural Regions, with particular emphasis on human life, biodiversity and challenges/opportunities facing the Arctic Tundra and subtropical Deserts. This topic has been assessed with a short online assessment on natural regions. We also explore the causes and impacts of the climate crisis, particularly globally, and assess how to mitigate and adapt against the effects of increasingly warmer temperatures. At this point in the course, we tend to get speakers from various geography-related industries visit the school and present to the S2s.

Unit 3- Megacities- this is a new Unit which pupils will start learning in the Summer Term. Topics in this Unit include the effects of palm oil consumption, sustainable mega cities and urbanisation. We also explore the lives of communities living in informal housing settlements.

### **Health, Food and Textile Technology (HFTT)**

In S2 Health Food and Textile Technology the curriculum is designed around learner participation, *CfE* experiences and outcomes and curriculum benchmarks. Over the course of the year learners participate in three units of work whilst developing knowledge and practical skills for life and work. Assessment comprises formal feedback on practical skills, peer, summative and assignment choice through teams.

'The Journey of Food' – This unit focuses on Learning for Sustainability and Contemporary food issue and how this may affect individual's food choices. Practical lessons link with a range of current contemporary food issues such as sustainability, Fairtrade, food Poverty and food waste.

'Junior Chef' –the development of practical skills with an extensive range of food preparation techniques experienced whilst also focusing on safety and hygiene. In this unit learners plan and create a restaurant style meal that demonstrates skill, creativity and knowledge of cooking processes, this forms part of the department's annual 'Junior Chef' cookery competition which takes place in the summer term.

"Foods and nutrition around the world" – this unit of work recaps on the main points of nutrition and looks at Food in Scotland, Food and religion, Food is Space and culminates in a research project where students develop, produce and present information around a recipe from a specific country.

## **History**

Course Coverage to date:

The main topics that we aim to cover in our course are:

Rota 1: Life in Nazi Germany - A study of how Hitler came to power and the effects of Nazi rule on various people, such as women, children and Jews.

Rota 2: The Holocaust - A investigation on the causes and effects of the Holocaust, focusing on the role of the perpetrators, victims, bystanders and survivors.

Rota 3: The Cold War and Life in the USA 1960s. – This course looks at the aftermath of WWII and its impact on Europe and the USA

Students are assessed formally with written work as well as via jotter work and class input.

## **Mandarin**

The S2 course builds on reading, listening, writing and speaking skills developed in S1, to build pupils' ability to communicate in Mandarin, to express ideas and opinions with confidence and to increase their understanding of how the language works. In addition, we aim to increase pupils' awareness of what life is like in China and other Mandarin speaking countries.

## **Mathematics**

In our S2 Maths course we have studied 10 topics since August and completed 3 tests.

In Algebra we have solved equations with brackets, negative numbers and fractions.

In Geometry we have studied symmetry, scale drawings, bearings and circles.

Within Numeracy we have covered fractions, percentages, ratio and proportion.

Our Information and Data-Handling topic was probability.

## **Modern Languages (French or German)**

### **French**

The S2 course builds on reading, listening, writing and speaking skills developed in S1, to build pupils' ability to communicate in French, to express ideas and opinions with confidence and to increase their understanding of how the language works. In addition, we aim to increase pupils' awareness of what life is like in France and other French speaking countries. To date, we have completed a listening assessment and a grammar assessment, with writing, reading and speaking assessments still to come.

### **German**

The S2 course builds on reading, listening, writing and speaking skills developed in S1, to build pupils' ability to communicate in German, to express ideas and opinions with confidence and to increase their understanding of how the language works. In addition, we aim to increase pupils' awareness of what life is like in Germany and other German speaking countries. To date, we have completed a listening assessment, with writing, reading and speaking assessments still to come.

## **Modern Studies**

S2 Modern Studies comprises three units: a unit on Media and Culture, Terrorism and a final unit studying various International Issues. Throughout these units, work has focused on the use of a variety of skills, including description, explanation, and analysis and evaluation of sources. The development of these skills will allow pupils to progress successfully onto Modern Studies at National 4/5 level.

## **Music**

S2 Music covers the understanding and recognition of musical concepts through primarily practical and listening mediums and where appropriate, composition. The listening aspect is covered through our unit topics of World, Film Music, Music Technology and The Evolution of Rock and Pop Music. Practical is based on personalisation through choice of instruments whether already receiving lessons individually or from a choice of instruments provided in the Music department. Pupils are given the opportunity to experience Music Technology through production of a soundtrack and sound effects for a chosen film clip. Furthermore, they experience use of GarageBand and other technology to create a radio broadcast.

## **Physical Education (PE)**

Our S2 pupils have had opportunities to take part in a variety of activities throughout the 2022/23 session. Our primary focus is to get all pupils taking part in physical activity for, at least, 2 hours per week. In addition to this, Physical Education encourages pupils to develop a range of skills that are transferrable across activities, school subjects and the wider life.

Throughout S2, we aim to develop the following skills during our sessions:

*Cognitive Skills:* Decision Making, Prioritising, Problem Solving, Cue Recognition, Focus & Concentration, Creativity, Sequential Thinking.

*Physical Competencies:* Kinaesthetic Awareness, Balance & Control, Rhythm & Timing, Coordination & Fluency, Gross and Fine Motor Skills.

*Personal Qualities:* Responsibility & Leadership, Motivation, Confidence & Self Esteem, Respect and Tolerance, Determination and Resilience.

*Physical Fitness:* Stamina, Flexibility, Speed, Core Stability & Strength.

All S2 pupils are encouraged to continue their development in Physical Education through our Extra Curricular sports clubs.

## **PSE (Personal and Social Education)**

This report will be discussed with pupils during PSE through an individual report review interview. During this we will identify strengths as well as areas for development and where needed, we will suggest strategies that can support them further. We help each pupil make appropriate course choices in line with their aspirations for S3 and S4.

S2 pupils will also continue to meet with their Guidance teacher for one period each week with the aim of continuing to build positive relationships and develop skills of learning, life and work through a range of age appropriate classroom topics. We actively encourage each pupil's contribution to the wider school community as well as help build confidence and achieve their potential.

## **Religious, Moral and Philosophical Studies (RMPS)**

In S2 RMPS we begin a 'Big Questions' unit where pupils are asked to consider philosophical questions such as the existence of God and the nature of human existence. Pupils are encouraged to develop their critical thinking skills by evaluating different responses to these questions before forming their own conclusions. Following this, pupils completed a 'Life After Death' unit where they explored different beliefs and practices related to the afterlife from a range of religions and cultures. Pupils have gained an understanding about the importance of these beliefs and how they can impact the living. Additionally, pupils have completed a unit on the topic of 'Morality' exploring both religious and non-religious views on various ethical dilemmas.

In class we are now starting the 'Inspiring Purpose' project where pupils are asked to reflect on their own personal strengths and weaknesses, who inspires them and how they can make a positive impact in the world. This is a self-reflective task where pupils are given the opportunity to assess their achievements and set goals for the future.

## **Science**

The Science course is taught in topics to S1 and S2 pupils through whole class teaching using common course materials aiming to develop key knowledge and understanding as well as practical skills. Throughout the course pupils are encouraged to develop their scientific thinking skills and to become more independent learners whilst carrying out a variety of practical work. Pupils have completed the Energy Flow and Living Things, Chemical Reactions and Light & Radiation topics so far in S2. Topics still to cover are Life Support skills, Topical Science and Electricity which will all be completed by the end of S2. Progress judgements are made based on class assessments, end of year assessments and the day-to-day performance in class.