

S2 into S3 Pathways



Course Choice Booklet

2026-2027



Kindness



Respect



Resilience



Creativity



Ownership





Supporting Your Child's Journey: S3 Subject Choices

Choosing subjects for the S3 is an exciting but important step. At Rothesay Joint Campus, our goal is to ensure every student feels empowered to make informed decisions about their future.

How to Use This Guide

This booklet provides a comprehensive overview of the courses we offer. To get the most out of it, we recommend reading it alongside:

- **School Reports:** To identify current strengths.
- **Teacher Feedback:** From parents' evenings and classroom discussions.
- **Personal Support:** Every pupil will have a dedicated 1-to-1 meeting with their Guidance Teacher to discuss their options.

Our Commitment to You

We understand that making these choices can feel daunting. Our staff—including Teachers, Principal Teachers, Guidance Teachers and Year Heads—are here to provide tailored support that recognizes your child's unique talents and career goals.

Working Together

Thank you for your continued partnership. We are committed to working with you to help your child achieve their very best. If you have any questions or need further clarification, please do not hesitate to get in touch with your child's Guidance Teacher.

Our Pathways

Our pathways through the Senior Phase ensure that each young person leaves school with the highest possible level of qualifications. Our pathways include a broad range of SQA courses and awards from SCQF level 2-7 and are delivered in collaboration with our partners.

At Rothesay Academy, we offer pupils a wide range of options: National Qualifications SCQF Levels 3-7, National Progression Awards (Levels 4-6), Foundation Apprenticeships, YASS and college courses. The wide range of options available to learners helps them achieve a positive and sustained destination post-school.

After reading the subject information and consulting with your family and teachers, you should fill in the Learner Pathway Choice form, get it signed and return it to your Guidance Teacher when you have your one-to-one meeting. Teaching staff can assist pupils by advising them of the appropriate levels of study for next session.

The table below indicates progression pathways for levels and compares different qualifications.

The diagram illustrates the Scottish Credit and Qualifications Framework (SCQF) with progression pathways. It is structured as follows:

- SCQF Levels:** 1 to 12, increasing from bottom to top.
- SQA Qualifications:**
 - Level 1: National 1, Awards
 - Level 2: National 2, Awards
 - Level 3: National 3, Awards, Skills for Work National 3
 - Level 4: National 4, Awards, Skills for Work National 4
 - Level 5: National 5, Awards, Skills for Work National 5
 - Level 6: Higher, Awards, Skills for Work Higher
 - Level 7: Advanced Higher, Awards, Scottish Baccalaureate
 - Level 8: Higher National Diploma
 - Level 9: Higher National Certificate
- Qualifications of Higher Education Institutions:**
 - Level 9: Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate
 - Level 10: Honours Degree, Graduate Diploma, Graduate Certificate
 - Level 11: Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate
 - Level 12: Doctoral Degree
- Apprenticeships & SVQs:**
 - Level 1: SVQ
 - Level 2: Modern Apprenticeship SVQ
 - Level 3: Modern Apprenticeship SVQ
 - Level 4: Modern Apprenticeship SVQ
 - Level 5: Modern Apprenticeship SVQ
 - Level 6: Modern Apprenticeship SVQ, Foundation Apprenticeship SVQ
 - Level 7: Modern Apprenticeship SVQ
 - Level 8: Higher Apprenticeship, Technical Apprenticeship SVQ
 - Level 9: Graduate Apprenticeship, Technical Apprenticeship SVQ
 - Level 10: Graduate Apprenticeship, Professional Apprenticeship
 - Level 11: Graduate Apprenticeship, Professional Apprenticeship SVQ
 - Level 12: Professional Apprenticeship

Progression pathways are indicated by arrows:

- Upward arrows from level 1 to 2, 2 to 3, 3 to 4, 4 to 5, 5 to 6, 6 to 7, 7 to 8, 8 to 9, 9 to 10, 10 to 11, and 11 to 12.
- Downward arrows from level 12 to 11, 11 to 10, 10 to 9, 9 to 8, 8 to 7, 7 to 6, 6 to 5, 5 to 4, 4 to 3, 3 to 2, and 2 to 1.
- A vertical double-headed arrow between levels 9 and 10, indicating a progression pathway between these levels.
- A vertical double-headed arrow between levels 6 and 7, indicating a progression pathway between these levels.

Making the Right Choices

Think carefully about why you want to study particular subjects. If you have decided on a career or higher education course, make sure that you know the necessary subjects and entry requirements. Currently, colleges and universities are experiencing high levels of demand for places, and the entry requirements are changing continuously. Go online to get the most up to date advice.

If you have not yet made up your mind where your future lies, remember to choose a broad range of subject that will allow you to keep your options open.

Step 1: Do your research and ask for advice.

Discuss your options with your family and make sure the information you have about future careers and college/university courses is accurate i.e. make sure you check the information on websites such as UCAS, colleges and My World of Work <https://www.myworldofwork.co.uk/>.

There are many people in school willing to help you:

- Your subject teachers
- Principal Teachers
- Guidance Teacher
- Year Head
- School Careers Adviser

Colleges and Universities are always ready to give advice to prospective students – contact their School Liaison Officers or Admissions Officer for assistance.

Step 2: If you know what your next learning destination will be after RJC then find out:

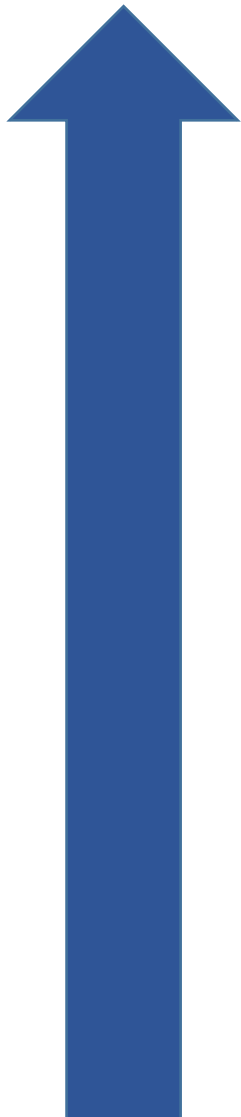
- Which SQA national qualifications you need and whether or not you need them all in ‘one-sitting’?
- The specific skills you may require?
- Whether you need accredited hours of volunteering in order to apply?
- If it is essential that you have relevant work experience?

Step 3: Examine the ‘Learner Pathway Choice Form’ and consider which choices are best for you.

Step 4: Decide on final choices at your one-to-one coursing meeting with your Guidance Teacher. You should come to the interview prepared to discuss the reasons for your choice of subjects. Obviously, some courses (especially Advanced Higher) will only run if a significant number of students opt for them. You may therefore be asked to give a second choice of subject in certain cases.

All S2 Pupils will receive a 1:1 interview with their Guidance Teacher who will ensure that the courses selected are appropriate for each learner based on their progress to date.

Curriculum for Excellence Pathway



S5/6

Pupils select 5 subjects in S5 and 4 in S6. In S5, subjects should progress from S4 choice; we expect learners to select English and Maths/Application of Maths. For the best chance of success, pupils should select their best 5 subjects from S4, as we would advise against selecting new subjects. *Example: Studied 7 N5/L5 in S4 so should progress to 5 H/L6 in S5.*

Learners in S6 should be looking at Level6/Higher/Advanced Higher qualifications.

S4

Pupils enter in the Senor Phase, studying 7 National Qualifications courses. Pupils will study English, Maths/Applications of Maths and 5 other subjects. In S4, subjects should ideally progress from S3 choice. For the best chance of success, pupils should select their best 5 subjects from S3, as we would advise against selecting new subjects.

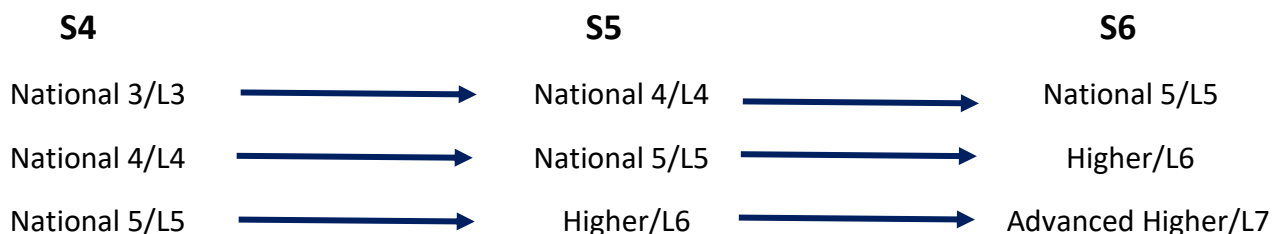
S3

Pupils continue with their Broad General education but begin to specialise in subjects within a curriculum area. Pupils will study English, Maths and 7 other subjects in addition to the following core periods: RME, PSE and 2 periods of PE.

S1&2

Broad General Education for all pupils, experiencing learning across all curriculum areas

Possible Progression Frameworks



Moving into S3

As noted above, your child will be moving into the final year of the Broad General Education and our aim is that they will follow courses of study at Level 3 or 4 of the Curriculum for Excellence experiences and outcomes. These outcomes are what the learner can explain or do, based on the learning experiences and activities in the classroom.

We wish to ensure that your child:

- continues to follow a broad and balanced curriculum;
- is given increasing opportunities to study some areas in greater depth;
- is allowed to follow interests by having increasing choice and a personalised curriculum;
- is well prepared for gaining formal SQA qualifications from S4.

What will my child study in S3?

All of our pupils will study a series of core subjects including English, Maths, PE, Religious and Moral Education and PSE. In addition to this, they will have opportunities for interdisciplinary learning and wider achievement.

For the remaining time, pupils will specialise- choosing 7 subjects from the remaining curriculum areas:

- expressive arts
- languages
- sciences
- social studies
- technologies.

The courses studied in S3 will continue the Broad General Education, whilst also preparing our pupils for the National Qualifications which they will complete in S4. Following their S3 courses, the pupils will **continue** with **7** National Courses in S4.

Contents



MATHEMATICS



ENGLISH



MODERN LANGUAGES

French and Spanish



EXPRESSIVE ARTS

Art and Design and Music
Film and Screen Technologies



HEALTH AND WELL BEING

Physical Education



SCIENCES

Biology, Chemistry, Physics, Science and Horticulture



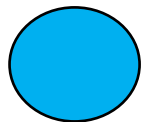
SOCIAL STUDIES

History, Geography, Modern Studies & RME



TECHNOLOGIES

Computing, Business & IT, Hospitality Skills for Work, Practical
Woodworking



MATHEMATICS



Subject: Mathematics

Course Outline:

The Experiences and Outcomes in Mathematics and Numeracy are structured within three main organisers:

- **Number, Money and Measure**
- **Shape, Position and Movement**
- **Information Handling**

Studying mathematics will develop logical reasoning, problem-solving skills, and the ability to think in abstract ways. Developing mathematical skills will also give pupils access to the wider curriculum and the opportunity to pursue further studies and interests.

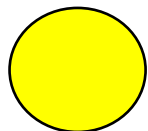
Course Structure:

The structure of the course will allow pupils to develop concepts and deepen knowledge and understanding within mathematics, revisiting with reinforcement in order to maintain progression. Pupils will develop analytical skills and use these skills to solve problems, frequently in new, unfamiliar and challenging contexts.

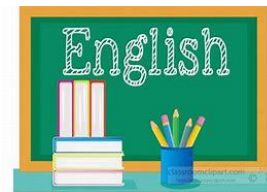
The Mathematics course is designed to play a useful part in your personal development and overall education. It provides you with skills which are helpful in many other subject areas and which will be important for your everyday life, now, and in the world of work.

Mathematics is hierarchical in nature and progression is dependent on sequential skills development. You will acquire and apply skills necessary for developing mathematical ideas. You will select and apply mathematical techniques, develop mathematical reasoning skills and will gain experience in making informed decisions.

During S3 pupils will follow a broad and general education working at level 3 and in some cases experiencing level 4. Pupils who intend to attempt National 5 in S4 will experience level 4 during S3. Suitability for the correct level will be at the discretion of the Department.



ENGLISH



Subject: English

Course Outline:

The Experiences and Outcomes in English will allow pupils to develop their literacy skills and creativity in contexts where they will, through Reading, Writing and Listening and Talking, have the opportunity to communicate in a variety of ways. The course encourages pupils to develop thinking skills, develop familiarity with a range of texts (including Media) and explore their own and other cultures. Pupils will continue to explore the impact of language in their own work and in the work of others.

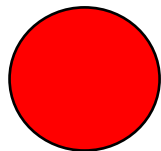
Course Structure:

The structure of the course will provide pupils with the opportunity to develop their ability to communicate their ideas effectively in a variety of ways in both written and spoken contexts. Pupils will study different types of literature, including at least one Scottish text, providing them with an opportunity to broaden their understanding of experiences both similar to and different from their own.

The study of literature will also enhance pupils' understanding of the power of language and the impact it can have on others. The course, building upon the skills developed during S1 and S2, will result in pupils building a folio of coursework, demonstrating their ability to put into practice what they have learnt. The continued development of Listening and Talking skills will contribute towards the preparation of pupils for the workplace and the world beyond.

Course Study

Pupils will study a range of Drama, Fiction and Non-fiction, Film and Media.



Modern Languages



Subject: French/German

Course Outline:

The main purpose of the S3 Modern Language course is to develop the skills of reading, listening, talking, and writing, to understand and use **French** or **German**.

The S3 Modern Language course offers learners opportunities to develop and extend a wide range of skills. The S3 course aims to enable learners to develop the ability to:

- ◆ read, listen, talk and write in **French or German**
- ◆ understand and use French or German
- ◆ apply basic knowledge of **French or German**

Furthermore, studying a modern language in S3 will give the learner, with a genuine interest in language learning, an appreciation of the benefits of possessing skills in other languages.

In S3, learners of **French or German** will continue their journey through the Experiences and Outcomes of Broad and General Education in languages at Third level. By the end of the S3 journey the learner of Modern Languages should be transitioning to Forth level in preparation for study in S4. S3 gives the learners the opportunity to specialise in a language and provides a pathway to a certificate at National 4 or National 5 in S4.

The Experiences and Outcomes for Modern Languages at Third level will allow pupils who choose **French or German** to develop their Listening and Talking, Reading and Writing skills. Vocabulary and grammar rules are embedded in S3 order to understand and use the language with increasing confidence. Through individual and group activities, the S3 Modern Language course enables learners to explore and develop their understanding and appreciation of various aspects of **French or German** culture.

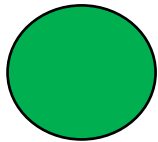
Course Structure:

Through the S3 **French or German** courses learners use a variety of media to learn about the modern language and its culture. It will focus on **understanding** language through reading and listening skills and **using** language through writing and talking skills. Literacy skills in the learner's own language is improved through the learning of a second or third language.

The units covered in the S3 Modern Language course include: Holidays including travel and languages, Technology, Family and friends, free time and hobbies, and Home area and the environment. The S3 course will culminate in an assignment on a chosen topic, involving research and presentation skills, which prepares a pathway for the learner to National 5 the following year in S4.

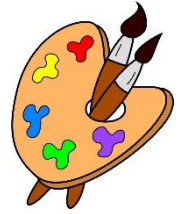
Progression route suggestions in S4

National Qualification in chosen language



EXPRESSIVE ARTS

Subject: Art and Design



The Experiences and Outcomes in Art & Design will allow pupils who choose this subject to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of Art & Design work, creating original Expressive and Design ideas. Largely learner-centred, the course includes practical and experimental learning opportunities as well as developing their knowledge of social/cultural influences on art/design work.

Course Structure:

The structure of the course will allow learners to explore and develop their thoughts and ideas before exploring how they can use Art & Design media, equipment and materials creatively and expressively. Our S3 course will consist of experimenting with art and design techniques and skills, evaluating and appreciating artwork as well as evaluating their own work.

- Pupils will develop a large range of experimental work that provide Creative thinking skills, an understanding of the visual elements and skills based techniques such as Drawing & Painting, Collage, Printmaking, Photography and Sculpture
- Pupils will respond to a simple Design brief which provides insight into creative thinking skills including problem solving as well as using innovative ideas in an attempt to produce a 2D or 3D solution.

As learners develop their practical skills, they will Investigate, Evaluate and Appreciate how artists and designers create and develop their ideas. Developing their appreciation of art & design practice helps learners to develop their Critical Thinking Skills.

Subject: Music

Course Outline:

The Experiences and Outcomes in Music will give pupils the opportunity to develop and broaden their skills and experiences in creating, understanding and performing music. The course will focus on practical activities such as:

- Performing on instruments
- Creating and/or recording music through the use of technology
- Creating music for voices and/or instruments.
- Pupils will also gain the knowledge and understanding of music concepts and musical literacy

The course content for each outcome will be flexible in that it will meet the interests and skills of each individual pupil, while ensuring the core musical concepts are taught and understood.

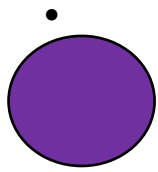
Course Structure:

The structure of the course will enable pupils to develop skills in all areas simultaneously as the individual units of work run concurrently and activities will be integrated.

- **Composing Skills:** Pupils will explore and experiment with a range of simple compositional techniques to create original music.
- **Understanding Music:** Through a variety of listening activities, pupils will develop knowledge and understanding of music, a range of music concepts and basic musical literacy. Pupils will explore music from a range of styles and genres and consider the social and cultural influences on music.
- **Performing Skills:** Pupils will develop their performing skills on their chosen instrument(s)/voice.

Subject: **Film and Screen**

This course is designed for pupils with an interest in film, television and digital media. Pupils will explore how films are created and how filmmakers use camera work, sound and editing to communicate meaning and engage audiences. Learners will analyse a range of screen texts and develop their understanding of storytelling and audience response. Pupils will also take part in practical tasks, planning and creating short film sequences. The course develops skills in creativity, analysis, communication and teamwork, supporting progression towards **Level 5 Film and Screen**.



HEALTH & WELL BEING



Subject: Physical Education

Course Outline:

The Experiences and Outcomes for Physical Education will allow pupils who choose this subject to develop, demonstrate and improve practical performance skills in a range of physical activities. The course will focus on enabling pupils to:

- Develop and enhance practical performance
- Develop and demonstrate knowledge of the factors that impact positively and negatively on performance
- Analyse and evaluate performance to inform improvement

Course Structure:

The structure of the course will enable pupils to demonstrate and improve their practical ability in a range of activities. Pupils will develop skills to analyse and evaluate their own performance and the performances of others. They will also complete a mini investigation about the processes involved in developing practical performance and preparing for a special performance. The course will be delivered through two key units:

- Performance
- Factors impacting on performance

The course encourages pupils to develop skills and positive attitudes related to performance and physical activity. The course will be delivered through practical contexts with each lesson including reference to theoretical concepts. Pupils will have some classroom lessons and written homework to reinforce learning.

The activities in the course will be selected from sports including: **Basketball, Fitness, Gymnastics, Football, Volleyball and Badminton.**

Subject: Physical Education Elective (National 4 PE)

This course allows pupils to complete the **National 4 Physical Education** course in S3. Pupils will take part in a range of physical activities while developing movement skills, fitness and tactical awareness. Learners will analyse their own performance and explore the physical, mental and social factors that can impact performance. They will also develop confidence, teamwork and leadership through practical participation. The course supports progression to **National 5 Physical Education** in the senior phase.

Subject: Sports Leaders (Juniors)

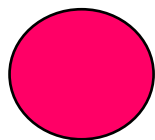
S3 Sports Leaders (Junior)

This course is designed for pupils who have an interest in sport, leadership and working with others. Pupils will develop leadership skills by planning, organising and leading activities for younger pupils and their peers. The course focuses on communication, teamwork, organisation and confidence while learning how to deliver safe and enjoyable physical activities. This course is ideal for pupils who enjoy helping others and may be interested in coaching, teaching or sports leadership roles in the future.

Subject: **S3 Sport and Fitness**

S3 Sport and Fitness

This course introduces pupils to key aspects of sport, fitness and healthy lifestyles. Pupils will take part in a range of practical fitness activities while developing their understanding of training methods, fitness components and how the body responds to exercise. Learners will also explore how to plan and monitor fitness programmes to improve performance and wellbeing. The course develops practical fitness skills and knowledge that support progression into further sport and fitness courses in the senior phase.



Sciences

Subject: Biology



Course Outline:

The Experiences and Outcomes in Biology will enable learners to understand and investigate the living world in an engaging and enjoyable way. Biology affects everyone and aims to find solutions for many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Additionally, an understanding of the Earth's resources, our responsibility for them and the concept of sustainability will be cultivated. Learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations will be developed through an interactive, stimulating learning environment where they will be given the opportunity to examine current medical research, agriculture research etc.

Course Structure:

The structure of the course will provide opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This in turn will enable learners to develop an informed and ethical view of topical issues. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems, through the broad themes of:

- Cells and Body Systems
- Biodiversity and Interdependence
- Inheritance

Subject: Chemistry

Course Outline:

The S3 chemistry course is based upon the Experiences and Outcomes levels 3 and 4 of Curriculum for Excellence. The concepts covered over S3 provide the basis for study of Chemistry at National 4 and 5 levels in S4. The course aims to prepare learners for progression towards the skills they need to achieve in senior phase.

In order to achieve this we aim to build on the following skills in S3:

- ☐ numeracy
- ☐ problem solving
- ☐ critical thinking
- ☐ knowledge and understanding
- ☐ practical investigation
- ☐ team work and peer collaboration

As well as written assessments, pupils will be assessed via teacher observation of pupils' abilities during experiments. To prepare pupils for presentation in National qualifications at the end of S4, pupils will be given the opportunity to participate in research and practical investigation tasks.

Course Structure:

The Course develops skills in a chemical context. Through a variety of real-life contexts, learners will acquire and apply knowledge and understanding of chemical concepts, and develop this through an application-led approach. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems, through the broad themes of:

- Chemical Changes and Properties and uses of Substances
- Energy Sources and Sustainability
- Earth's Materials

Subject: **Physics**

Course Outline:

The Experiences and Outcomes in Physics will give pupils an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use to the exploration of space and even the possibility of life elsewhere, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in Physics mean that our view of the world is continually being updated. This course allows pupils to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

Course Structure:

The structure of the course will foster skills in scientific thinking, set in context and developed through application-led learning.

Pupils will acquire knowledge of concepts in physics and be able to apply their understanding to practical situations. They will develop skills in making informed decisions, holding proper debates, and be prepared to make reasoned evaluations on experimental evidence and scientific issues. They will develop investigative and experimental skills in a Physics context.

Subject: Science

Science is made up of the units from chemistry, physics and biology and provides a broad foundation for progression to Nat 4 in S4. The units covered are:

Fragile Earth

In this Unit, learners will cover the following two topics:

Energy

Metals

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues and be able to personalise their research through choosing which variables they are going to research.

Human Health

In this Unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science

In this Unit, learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

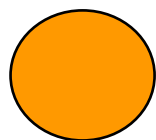
Subject: Horticulture

This is a hands-on practical course where pupils will work outside in the polytunnel. Aside from the practical elements, pupils will also learn the theory behind safe practice and effective plant management.

We learn about:

- Propagation methods
- Pests and Diseases
- Growing plants for ornamental use and food production.

This course leads on to S4 and a NPA Level 4 in Horticulture. This course is attractive to pupils who wish to follow a pathway into horticulture, farming, garden maintenance and land management.



SOCIAL STUDIES



Subjects: **History, Geography, Modern Studies & RMPS**

History

Course Outline:

The Experiences and Outcomes in History will provide students with insights into their own lives and the society in which they live. By examining the past, they will be able to discover their heritage as members of a community, a country and a wider world. A balanced understanding of Scottish, British, European and World History will develop a sense of responsible citizenship and an understanding of the world today. Pupils will be encouraged to develop their understanding of lasting legacies and their past and potential impact. They will work with a variety of primary and secondary material in various mediums and be introduced to thought-provoking ideas and events.

Course Structure:

The S3 Course will follow Level 4 CfE Outcomes and Experiences and for some pupils will stretch beyond Level 4 to provide a transition experience into the Senior Phase in S4. Units can include:

- Nazi/ Holocaust
- Migration and Empire
- Individual Research Project

By undertaking this Course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, balanced conclusions based on evidence; evaluating a range of straightforward sources of information; and structuring information about important historical themes and events.

Geography

Course Outline:

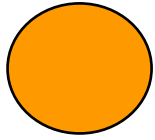
The Experiences and Outcomes in Geography will provide students with an opportunity to consider the interaction between the physical and human environments and their place in it. As well as learning about wider global issues, students will also develop skills in gathering and processing data and o.s. map interpretation.

Course Structure:

The S3 Course will follow Level 4 CfE Outcomes and Experiences and for some pupils will stretch beyond Level 4 to provide a transition experience into the Senior Phase in S4. Unit areas include:

- Rivers and their Valleys
- Settlement
- China – Population growth and management
- From Field to Fork – farming across the world
- Rothesay to Rome – Tourism and Climate studies

By undertaking this Course, learners will develop a wide range of important and transferable skills, including data handling, use of Geographical Information Systems, map interpretation, numeracy and enquiry skills.



SOCIAL STUDIES



Subjects: History, Geography, Modern Studies & RME

Modern Studies

Course Outline:

The Experiences and Outcomes in Modern Studies helps pupils to develop their knowledge and understanding the most important issues troubling the wider world today. It is more than just 'current affairs' rather it draws on key aspects of sociology, politics, social policy and international studies. Pupils will be encouraged to develop their own interests and to look at issues from different points of view. Pupils will be encouraged to think, contribute and show respect and tolerance.

Course Structure:

The S3 Course will follow Level 4 CfE Outcomes and Experiences and for some pupils will stretch beyond Level 4 to provide a transition experience into the Senior Phase in S4. Unit areas include:

- International Issues: Immigration
- Social Issues: Poverty and Inequalities
- Political Issues: Politics and Democracy in the UK

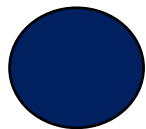
The course is appropriate for a wide range of learners especially those who are keen to understand modern society and their place in it. Pupils are encouraged to develop their social science imagination to examine social problems in depth and to explore solutions and opportunities for social transformation. S3 Modern Studies is an excellent foundation from which pupils can build their capacity as informed young people who are passionate about the world around them.

Core Religious Studies

Every pupil in S3 is required to undertake a minimum of one period per week of Religious Study or instruction. For Rothesay Academy pupils this means a school based course which is unassessed but which aims to give pupils an understanding of some of the major moral issues of our time. It also includes a short study of one of the World Religions in more depth than in S1. The S3 core RS course begins with a consideration of the pupil themselves. It aims to help pupils to see that they are of worth and that it is important for them to acknowledge their gifts and build on them, sharing them not only in their work life but in the community in general. The "Who Am I?" unit aims to take pupils through their abilities, self knowledge and understanding of their unique and important place in the world

The discussion of moral issues is important for pupils as it encourages them to consider their own moral beliefs and where these beliefs come from as well as grasping the fundamental principle of being allowed to make a different moral choice without being right or wrong. This allows pupils to discuss and support their beliefs in a rational way.

The choice of moral issues is designed to possibly help pupils in adult life. There are times when, as adults, they may be asked to make a life changing moral decision about themselves or their family. This would be at a highly emotional time in their lives. It is hoped that by having considered their views in a neutral environment and at a time when it was not personal, they would be able to apply more rational thought to their beliefs in later life.



TECHNOLOGIES



Subject: Computing /Computer Games Development

Course Outline:

The Experiences and Outcomes in Computing will allow pupils who choose the subject to develop knowledge and understanding of key computing concepts and process, develop practical skills in a wide range of computing activities, and apply these skills in a variety of related activities. In addition, pupils will develop an awareness of the impact of computing and information technologies on our society and the environment. Pupils are required to research new developments in computer and information technology and encouraged to investigate the impact of these developments and the reasons behind them.

Course Structure:

The structure of the course will enable learners to develop digital solutions to a range of problems. This involves the design and development of software and information systems and to develop a range of related skills including analysis and problem solving, design and modelling, developing, implementing and evaluating. Pupils will study for three periods per week and activities will include practical computing, problem solving, research and group activity.

Subject: Business & IT

Description

Building on your experiences in S2 Business & IT, this course introduces you to the core area of Business Administration. Business Management helps you understand how businesses work in **real life**, from managing money to dealing with outside influences. You will be involved in planning tasks appropriate to small-scale events, and will develop IT skills that will help prepare you for the world of work. If you enjoyed the topics of **entrepreneurs, business ethics** and **personal finance**, you will enjoy this course in S3!

Careers

Business Management builds on the workplace skills employers want, giving you an advantage in every career. This course is relevant to all different businesses and work settings. You might have entrepreneurial skills and want to develop these further and have ideas for your own business - we provide the knowledge and skills for you to do so!

Admin & IT builds the IT and workplace skills employers want, giving you an advantage in almost every career. These skills are used in a wide range of jobs, including police officer, teacher, engineer, office worker and retail assistant, helping you prepare for the world of work.

Progression

N5 Administration & IT, Higher Administration & IT, N5 Business Management, Higher Business Management, N5 Retail with Barista

Skills Gained

Literacy, Numeracy, Problem Solving, Team Working, Enterprise, Communication, Organisation, IT Proficiency

Subject: Practical Woodworking

Course Outline:

The Experiences and Outcomes in Practical woodworking will allow pupils to develop skills in woodworking techniques, measuring, and marking out. They will gain knowledge of safe working practices in a workshop environment. As well as this they develop their creativity and problem solving skills whilst developing an understanding of sustainability in a practical woodworking context.

Course Structure:

The structure of the course will allow pupils to develop skills in practical woodworking including the correct use of tools and equipment and a range of woodworking materials.



Subject: Hospitality

Course Outline:

The Course moves the pupils on from their REHIS Elementary Food Hygiene and Elementary Food and Health qualifications potentially gained in S2 towards content that provides a broad, experiential introduction to the hospitality and Food and Health professions. By looking at menu planning the pupils recap and progress to designing and providing a balanced meal for various dietary conditions as well as the elements that make up a low fat and sustainable menu.

This understanding alongside gaining their REHIS Basic Food Hygiene Certificate in 2nd year forms the basis to start looking at the Hospitality element of their studies. The pupils will learn about the different roles and responsibilities in the hospitality professions and begin to develop vocational skills and knowledge. Skills involved in preparing, cooking, planning, presenting and serving food and drinks are also developed.

Course Structure:

The ongoing practical element of the course builds on pupil knowledge and skills in preparing, cooking, and presenting a range of commodities. These practical lessons will be done in a simulated environment, with emphasis on developing general employability skills and attitudes such as following instructions carefully, wearing a uniform, seeking feedback and using this to improve skills which will help to prepare pupils for the workplace.

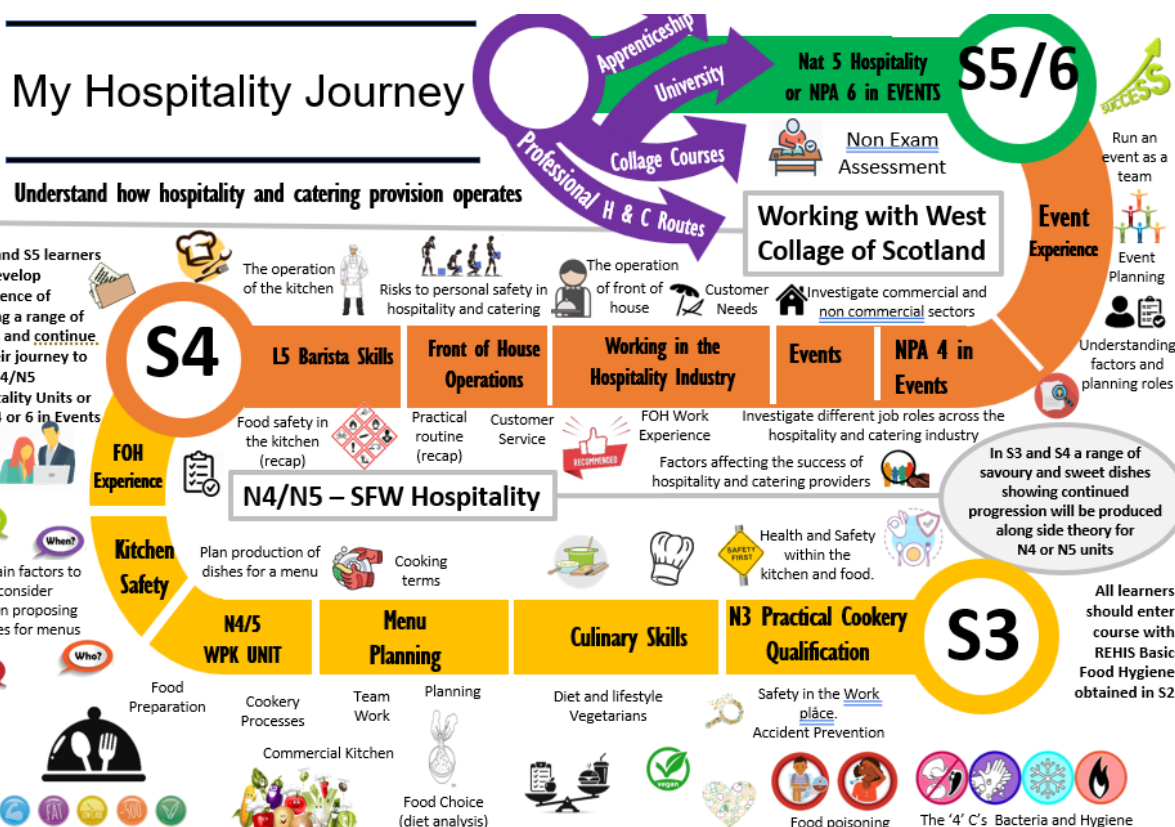
In the first part of the theory pupils focus is working towards pupils towards completing the Working in the Professional Kitchen module of the SFW N4/N5 course: pupils will learn/revisit basic food hygiene, health and safety issues, equipment, terminology, safe knife handling, stock control and menu planning.

There is the potential for pupils to also work towards achieving their N3 Practical Cookery qualification later in the S3 year. This Course aims to enable learners to use a range of basic cookery skills, food preparation techniques and cookery processes when following recipes, select and use ingredients to produce and garnish or decorate dishes, acquire a basic understanding of ingredients and their uses, acquire an awareness of current dietary advice relating to the use of ingredients, work safely and hygienically

The course will suit you if you love food and cooking and want to develop your skills in this area. Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers, including working in hotels and restaurants, the health sector and the food industry.

Career Pathways: [Hospitality, Leisure and Tourism](#), [Manufacturing Industries](#), [Sport](#)





Subject: Duke of Edinburgh



The Duke of Edinburgh award is a great way to take part in a variety of activities. Pupils will be introduced to the programme and trained in aspects of the expedition section. In this elective, pupils will:

- Develop map work skills including how to relate the natural environment to a map.
- Enhance skills in navigation, following a planned route.
- Learn how to create a route card, including appropriate rest breaks for journeys. Learn about the camp craft skills required to complete an expedition (cooking, cleaning, camping, health and safety)
- Be given very basic first aid training to allow them to deal with cuts, twists and sprains.
- Learn how to use the electronic Duke of Edinburgh's Award system and how to update award progress.
- Identify a range of activities, which will allow them to pick a programme that is tailored to their individual interests.
- Take part in a variety of activities to complete the skill, physical and volunteering section of the award.

Subject: Beauty



The course focuses on gaining skills and practical experience in a salon environment. Specific skills are developed in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques. Current make-up trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce a 'look' which reflects these trends.