Clydeview Academy

S3 Course Choice Programme January 2026

Contents

Dear Parent/Carer

Your child has now almost completed 2 years of secondary education and has had the opportunity to study a wide range of subjects. For S3 (the final year of the Broad General Education) we are giving students the opportunity to specialise in their studies more by allowing them some choice in their subjects. All students will study English, Maths, PE, PSE (Social Education Programme) and RME (Religious and Moral Education).

Students will be given the choice to study at least one subject from the different curriculum areas - Expressive Arts, Languages, Religious and Moral Education, Social Studies, Health and Wellbeing, Mathematics, Sciences and Technologies. However, if a child has a particular interest in one area then they can choose more than one course from that particular curriculum area.

While every effort will be made to accommodate a child's choices, the school can only make so many places available in a subject, and it can therefore happen that a student has to make a second choice. We ensure that a second choice is as suitable as possible – and we keep the necessity for this to a minimum.

We understand that this is the first time that your child has some choice in their subjects and we would not want this to happen without information and support. We therefore have a programme by which both parents and students are informed as fully as possible - for students there is a PSE programme to help with the choice, a Subject Fayre and STEM Events as well as individual interviews with Guidance Staff; for parents there is a Parents' Information Evening, S2 Progress Report and contact with Guidance Staff where necessary. For both students and parents, this booklet should also be a useful source of reference.

BEYOND S3

In S3, students will study 12 subjects over the year. At the end of S3, students will then make a choice of the subjects that they wish to take forward for National Qualifications. There should be a progression from the courses chosen in S3.

Following the broad general education (up to end S3), students will then sit National Qualifications. The table below shows the progression from CfE levels to National Qualifications.

CfE Level	Replaces	National Qualifications
Level 2	→	National 3
Level 3	→	National 4
Level 4	→	National 5

FOURTH YEAR AND BEYOND

In S4, six subjects will be taken to National Level with the opportunity to undertake Highers and further National qualifications in S5/6.

These qualifications are designed to allow flexibility and personalisation of choice. Students will choose in subsequent years to focus their studies in a particular direction, however, the following progression routes are normally recommended.

S4		**S5**		**S6**
National 3	→	National 4	→	National 5
National 4	→	National 5	→	Higher
National 5	→	Higher	→	Advanced Higher

COURSE CHOICE PROGRAMME

December 2025	-	Mock Choices undertaken
8 January 2026	-	Parents' Information Evening
9 January 2026	-	S2 Reports issued
Mid-January 2026	-	Individual Interviews with Guidance Teacher
31 January 2026	-	Completed forms to be submitted to Guidance Teacher

I hope you find this booklet useful and interesting.

Yours sincerely

C Gibson
Head Teacher

Accounting

Description of Course

Accounting is a key function in the dynamic world of business and has been described as '*the language that business speaks'*. The S3 BGE course prepares students to develop their numeracy skills and provide the knowledge and skills needed to understand, analyse and interpret financial information to make informed judgements and decisions with business.

The course is offered by the Business Studies department and generally appeals to students who show strength in numeracy subjects such as Mathematics in S1-S2 and with the spreadsheet tasks in the S2 Business, Enterprise and Finance course. This course provides a smooth transition into the N5 Accounting course option which is available in the Senior Phase S4-S6.

Experiences and Outcomes

Through S3 Accounting lessons, students should be able to confidently:-

- understand the necessity for budgeting and determine ways to manage finance of a small business
- evaluate the suitability of finance options available for setting up and supporting different types of businesses
- evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions such as Income Statements, Statements of Accounting Position and Job Cost Statements

Skills for Learning, Life and Work

The accounting function is the lifeblood of an organisation and without the timely and relevant information provided to management, businesses of all types would be less successful. By studying this subject, students will learn how this information is generated and used whilst at the same time developing their problem-solving skills.

Students will develop their digital IT skills, particularly when using spreadsheets to complete financial statements. Through a series of real-life scenarios, students will also experience working within a team and the importance of time management and meeting deadlines.

The opportunity to continue studies in S4 (where the subject is offered at National 5 level only) and to Higher level in S5/6 may appeal to those who wish to consider this stimulating and financially rewarding profession. The variety of career options available to those who study accountancy are often underestimated and include management consultant, auditor, corporate accounting, tax planning, IT consulting, human resources, and insolvency. Many accountants use their qualification as means to climb the corporate ladder into senior management and CEO positions – a recent study by Robert Half, a UK consulting firm, found that nearly half (49 per cent) of serving Chief Executive Officers (CEOs) in the current FTSE 100 Index have financial backgrounds.

The relevance of Accounting for future studies in Further or Higher Education, or to directly enter the world of work, is clear.

Administration and IT

Description of Course

The Administration and IT course is a practical and creative subject that develops digital literacy skills in learners who will be given the opportunity to use business software packages beyond the basics covered in S2.

Students will utilise Microsoft Office - including word processing, spreadsheets, databases, presentation, desktop publishing, e-mail, e-diary software packages and the Internet - to develop their skills in identifying and resolving real-life problems using technology within a business context.

Opportunities are provided to continually develop, use and extend these digital literacy skills that are essential components for life, work and learning, now and in the future. This includes the planning and organisation of events and participation in social enterprise activities.

From the S3 course, students will have the option in S4 to continue with Administration and IT at National 5 or 4 level.

Experiences and Outcomes

Through S3 Administration and IT lessons, students should be able to confidently state:-

- By discussing the business, environmental, ethical and social implications of computer technology, I can gain an understanding of the need for sustainability and accessibility
- To facilitate the transfer of skills between the classroom and the world of work, I can select and use specialist equipment and appropriate software to develop administrative and management skills
- Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks that support business and entrepreneurial activities
- Whilst working in a simulated or real workplace, I can examine my work environment, considering office layout, ergonomic factors, and health and safety legislation
- I can approach familiar and new situations with confidence when selecting and using appropriate software to solve increasingly complex problems or issues
- Throughout my learning, I can make effective use of a computer system to process and organise information.

Skills for Learning, Life and Work

Information and communication are essential to every business. By choosing Administration and IT you will be given the opportunity to develop the necessary IT and digital literacy skills and knowledge which will allow you to access, understand and contribute to the fast-paced business world that now exists. Many employers, including the Inverclyde Council Modern Apprenticeship scheme, state they are looking for people to have 'good IT skills' across all job options including leisure, youth work, hospitality, tourism and vehicle mechanics. There is a recognised digital skills gap in the UK at present where demand outstrips supply and this course aims to play a part in addressing this shortfall.

Opportunities will also be given for students to enhance numeracy skills through the creation and editing of spreadsheets, literacy skills in the preparation of a variety of business documents and supports learning in other subject areas across the curriculum e.g. to present research findings in a structured format within social/science subjects. Working with others and meeting deadlines within a limited time constraint will further enhance students' abilities.

Whatever career path you choose, the study of Administration and IT will provide useful and transferable skills which will prepare you for the next stage in your academic or vocational education or to directly enter the world of work.

Art and Design

Course Description

Art and Design in S3 builds on skills and experiences developed in S1 and S2 and prepares pupils for the Senior Phase. The course encourages creativity, confidence, and independent thinking through practical, expressive, and design-based activities.

Pupils will explore a wide range of artistic and design processes, materials, and techniques. They will learn how to develop ideas from initial research through to finished outcomes, while reflecting on their progress and responding to feedback. The course supports both expressive creativity and problem-solving through design.

Art and Design is suitable for pupils who enjoy being creative, practical, imaginative, or visually minded, as well as those who want to develop confidence, focus, and transferable skills.

What will pupils learn? During the S3 Art and Design course, pupils will:

- Develop skills in drawing, painting, printmaking, sculpture, and/or digital media
- Explore design tasks such as graphic design, jewellery design, or fashion-related projects
- Learn how to research artists and designers and use their work as inspiration
- Develop ideas through sketchbooks, planning sheets, and experiments
- Use visual elements such as colour, line, tone, texture, shape, form and pattern
- Reflect on their work and evaluate strengths and areas for improvement
- Work both independently and collaboratively

Experiences and Outcomes

The course supports pupils to:

- Express ideas, thoughts, and feelings using visual media
- Create and develop original work inspired by personal interests, culture, and the wider world
- Use materials, tools, and technologies safely and effectively
- Respond to and evaluate artwork, including their own and that of others
- Develop creativity, critical thinking, and confidence

Skills for Learning, Life and Work

Art and Design develops a wide range of transferable skills, including:

- Creativity and innovation
- Problem-solving and critical thinking
- Communication and presentation skills
- Time management and organisation
- Resilience and ability to respond to feedback
- Digital and practical skills

These skills are valuable in all subjects and career pathways, not just creative ones.

Why Is Art and Design Important for the World of Work?

Art and Design prepares pupils for the modern workplace by developing skills employers' value highly:

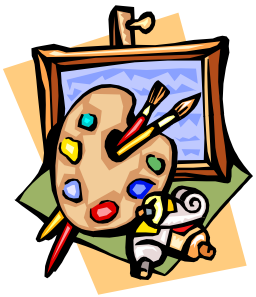
- Creative industries such as graphic design, animation, fashion, architecture, game design, photography, advertising, and media
- STEM and business careers, where design thinking, visual communication, and innovation are essential
- Self-employment and entrepreneurship, through idea development, presentation, and portfolio building

Employers increasingly look for people who can think creatively, communicate visually, and adapt to new challenges. Art and Design helps pupils stand out by building these skills early.

Progression

Choosing Art and Design in S3 provides a strong foundation for:

- National 4 / National 5 Art and Design
- Higher and Advanced Higher Art and Design
- Further study at college or university
- Careers in creative, technical, or design-related fields



Biology

Description of Course:

Students will explore the rich and changing diversity of living things and develop their understanding of how organisms are interrelated at local and global levels. By exploring interactions and energy flow between plants and animals (including humans) students will develop their understanding of how species depend on one another and on the environment for survival. Students will investigate the factors affecting plant growth and develop their understanding of the positive and negative impact of the human population on the environment.

Experiences and Outcomes

Through studying Biology in S3 I will:

Understand how animal and plant species depend on each other and how living things are adapted for survival, and predict the impact of population growth and natural hazards on biodiversity.

Carry out practical activities which involve the use of enzymes.

Circulation and Respiratory system.

Debate the moral and ethical issues associated with some controversial biological procedures such as stem cells.

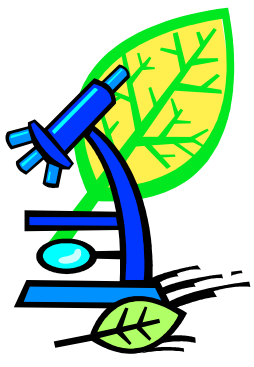
Research new developments in science and explain how their current or future applications might impact on modern life.

Investigate learned behaviour due to internal and external stimuli and how this is of benefit to the survival of species.

Propagate and grow plants using a variety of different methods. Compare these methods and develop an understanding of their commercial use.

Skills for Learning, Life and Work

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).



Business Management

Description of Course

Business plays an increasingly important role in our society. We all rely on businesses and entrepreneurs to create wealth, prosperity and jobs.

This course introduces you to the world of business and finance, whilst helping to gain an appreciation of the importance of business to the economic prosperity of modern Scotland. You will develop skills in enterprise and employability through the use of practical activities and theoretical concepts. Using real-life contexts, learners will be given opportunities to be involved in learning that is designed to inspire, challenge and motivate them, as well as giving an insight into the steps businesses take to remain competitive and successful.

From this S3 course, students will have the option in S4 to continue with Business/Business Management at National 4/5 level.

Experiences and Outcomes

Through S3 Business Management lessons, students should be able to confidently state:-

- I can critically examine how some economic factors can influence individuals, businesses or communities
- I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.
- Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions.
- By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business.
- I can identify internal and external factors influencing planning and decision-making and can assess how decisions contribute to the success or failure of a business.

Skills for Learning, Life and Work

The main feature of all Business courses is the development of enterprise and employability skills. You will gain a better understanding of the personal qualities and attributes required of people involved in business through practical activities such as selling products to raise funds for charity.

Pupils will engage in practical activities, (using ICT where appropriate), which encourage risk-taking and decision making, thereby enabling learners to adapt more easily to our rapidly changing business environment. There is also an opportunity to participate in a real-life business challenge competition, applying knowledge in a creative way e.g. Dragons Den task.

Group-based activities such as presentations will allow students to develop leadership and interpersonal skills. The finance topic will develop numeracy skills in a business context whilst the research and creation of written reports into small/medium-sized businesses will enhance the student's literacy skills.

The Business Management course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines in further or higher education.

Chemistry

Description of Course:
In S3 students will have the opportunity to explore the changing states of matter and examine the differences between physical changes and chemical reactions.

They will explore the properties of different substances and how these can be changed. Students will gradually develop an understanding between structure and properties.

They will learn to use symbols and chemical formulae as a way of communicating information about elements and compounds, and use this knowledge to understand some of the substances that make up the universe.

By developing an understanding of chemical changes they will consider processes which take place in the environment and in the laboratory. This will lead to an understanding of the environmental impact and climate change.

By examining chemical reactions they will explore rates of reactions and energy.

Learners will reinforce the use of chemical names, formulae and equations with a view to forming calculations as conducted by industrial chemists. An understanding of chemical skills and techniques will also be developed as well as processing and analysing data through graphs and calculations.

Experiences and Outcomes

Through studying Chemistry in S3 I will be able to:

Understand the structure of atoms and how they join, and begin to connect the properties of substances with their possible structures.

Collect and analyse experimental data on chemical reactions.

Research new developments in science and explain how their current or future applications might impact on modern life.

Select scientific themes of topical interest, then critically analyse the issues, and use relevant information to develop an informed argument in particular understanding the use of fossil fuels versus renewable energy and the impact on climate change.

Skills for Learning, Life and Work

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT). Success in this course will lead to N4 and N5 Chemistry.

Computing Science

Description of Course

Computing science is all about understanding how computers work and making them do exactly what you want them to do. Whether you want to design a multimedia website to promote and sell your company's products or to showcase your latest art work; or maybe develop a program or app to analyse scientific data or measure fitness, computing science is the subject that makes all of this possible. The Computing Science course is designed for pupils who have a general interest in computing science, as well as those considering further study or a career in computing science and related disciplines. It provides sufficient breadth, flexibility and choice to meet the needs of all learners. The Computing Science course in S3 is a science discipline that includes:

- development of coding skills and the creation of programs to solve problems
- writing web code to develop interactive multimedia websites
- an understanding of computer systems and networks
- an understanding of the privacy and security issues that arise when information is transmitted electronically
- the development of computational thinking skills

Experiences and Outcomes

By studying computing science in S3, students will be able to:

- analyse problem specifications, identify key requirements and design solutions
- write programs and deal with programming errors
- design and build web pages which includes interactivity
- explain the overall operation and architecture of computer systems
- demonstrate an understanding of how computers represent and manipulate information in a range of formats

Skills for Learning, Life and Work

Computers have an enormous impact on the way we live, think and act. Nowadays, we live in a digitised, computerised, programmable world and to make sense of it, students need an understanding of the computing concepts behind the technology. As well as learning skills associated with computing science, students will have opportunities to enhance life skills of literacy and numeracy and there will be plenty of opportunities to develop essential skills for work such as creativity, problem solving, planning, organising and team work.

The study of computing science in school will prepare students to become a professional software developer or to pursue a career in one of the many related fields. The reality in today's world is that professionals with computing training have never been more in demand in the UK and worldwide than they are today.

Progression

- Pupils can progress to National 4/5 in Computing Science in S4.

Physical Education – NPA Dance

Description of Course

The National Progression Award (NPA) in Dance at SCQF level 5 is an introductory qualification in Dance in which candidates explore choreography and gain an appreciation of dance skills and techniques. It allows candidates to develop knowledge, understanding and skills in choreography and two different styles of dance selected from the following: Classical, Contemporary, Jazz and Alternative. Students will also research and analyse dance styles and practitioners, putting their learning into context. Assessment is through a variety of methods including performance, candidate logbooks, written analysis and oral presentation.

Progression – National 5 and Higher Dance

Design and Manufacture

Course description

Design and Manufacture provides a broad and practical experience in product design and manufacture, with opportunities for learners to gain skills in designing and communicating design proposals. The course is split 50/50 between the workshop and the graphics class.

Experiences and outcomes

- Through studying Design and Manufacture, learners develop in depth design skills and knowledge and understanding of materials and manufacturing processes, and enhance their creative and practical skills.
- Show a high degree of creativity and innovation, and can design, plan and produce increasingly complex items which satisfy the needs of the user, at home or in the world of work.
- Can apply skills of critical thinking when evaluating the quality and effectiveness of their own or others' products or systems.
- Can explore the properties and functionality of materials, tools, software or control technology to establish their suitability for a task at home or in the world of work.
- Can examine and discuss the features of everyday products, and so gain an awareness of the factors influencing design and can evaluate how these products meet the needs of the user.

Skills for learning life and work

Evaluation – Able to assess strengths and weaknesses.
Psychomotor – Competence with using types of tools and machinery.
Designing – Able to plan out systematically for a particular goal.
Practical application – Able to carry out a task from instruction.
Numeracy – Able to demonstrate competence in the use of numbers.
Presentation skills – Able to display work you have produced in an effective way.

English

Course description

In S3, pupils will study a range of literature genres, as well as media. The aim is for them to be able to develop their understanding of texts and to analyse them with confidence.

Students also produce different types of writing such as personal, creative, discursive and persuasive. These will often be triggered via the literature they study or through topics which are proposed by the pupils themselves.

Analytical skills are developed through close reading and we expect pupils to pursue a personal reading programme.

Talking and listening are fundamental aspects of the English course and we encourage students to contribute to class and group discussions and to deliver solo talks. Pupils are formally assessed in both talking and listening as part of their National Qualifications.

Experiences and Outcomes

By the end of S3 the majority of students will have overtaken the outcomes and experiences for 4th level in English and Literacy. In addition to these, we also cover several of the Outcomes and Experiences for Health and Well Being, through building the confidence of our pupils and encouraging them to participate fully in our classes.

Skills for Learning, Life and Work

In English, our pupils are constantly developing a wide range of skills, for example:

- Literacy
- Analytical
- Thinking
- Communication
- Listening
- Organisational
- Structural

All of these are vital for young people today, as they move onto further education and the world of work.

Geography

Description of Course

As a science, S3 Geography will give learners the opportunity to develop a knowledge and understanding of our changing world and its human and physical interactions. The examination of these issues allows learners to gain a greater awareness of the global environment in which we live.

The course will focus on four main areas:

Urban Environments

Are you interested in engineering, town planning or urban regeneration? Then this is the course for you. Work closely with Inverclyde's Town Planners as you plan, design and build your very own city of the future.

Wild Weather

Fancy yourself as the next Heather the Weather or Mr Fish? Come and explore what life is like as a Meteorologist. Learn how to read, measure and record the weather before looking at the impact weather really has on our daily lives.

Development and Health

Discover the power of the mosquito as we explore a world of disease, poverty and development. In this unit we will look at the interaction between humans and the environment to uncover the spread of disease and the impact on human activity.

Physical Environments

Enjoy a trip to Loch Lomond as we seek to discover the forces which shaped our landscape thousands of years ago. Work closely with the Park Rangers before examining how our local landscape was formed, how it is used and what problems arise from a multitude of land-users.

Skills for Learning, Life and Work

Social Studies lend themselves to the development of literacy skills, particularly reading and writing. Students will be given opportunities to enhance their presentation skills and ability to work cooperatively with their peers. Skills of numeracy will be developed through the evaluation of a range of source information. Thinking skills will be developed in the course, particularly through research and debate.

The development of skills is an essential aspect of learning and the course provides frequent opportunities for applying these skills in new and more complex contexts. The skills developed in S3 will provide students with a foundation to progress on to National 4/5 courses.

Further information may be obtained from Mrs Eccleston (Faculty Head)

Course description

Graphic Communication develops skills in graphic communication techniques, including the use of equipment, graphics materials and software, and build challenging, coherent and enjoyable journeys for learners through all levels. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, the courses also provide flexibility and choice in the use of manual and computer-aided graphics.

Experiences and outcomes

The experiences and outcomes covered are listed below:

- Having sketched or drawn a series of everyday objects pictorially and orthographically, learners become proficient in third angle projection and can apply this knowledge when producing 2D or 3D images when using software.
- When developing or enhancing representations of ideas or items, manually or electronically, learners apply their knowledge of colour theory, justifying the choices they make.
- Learners confidently use appropriate software to represent their ideas and items in the world around them, showing creativity, imagination or innovation.
- Learners understand and use computer aided design/computer aided manufacture, exploring its applications.

Skills for learning life and work

Presentation skills – Able to display work you have produced in an effective way.
Evaluation – Able to evaluate others skills and work.
Communication – Able to clearly put across ideas.
Numeracy – Competence in the use of numbers.

History

Description of Course

In S3 History, learners will have the opportunity to develop a knowledge and understanding of past events and societies. They will examine the social, economic and political events that have shaped their own society and those of other countries.

The course will focus on two main areas:

Jack the Ripper

The identity of the killer of five - or possibly six - women in the East End of London in 1888 has remained a mystery, but the case has continued to horrify and fascinate.

The intention of this unit is to develop learners' independent research skills. They will be in charge of investigating the Whitechapel murders and their job is to produce a crime file on Jack the Ripper and the mysteries that surround him. To do this pupils will study various aspects of Victorian society and the actual police investigation to allow them to gather information about the case in order to reach a conclusion about the identity of Jack the Ripper.

Scotland in the Era of the Great War

Learners will study the origins of World War One and will learn about how technology changed the way in which the conflict was fought. They will also find out how weapons such as tanks, machine guns and artillery were used in some of the war's most famous, albeit deadly battles, like The Somme. In addition, they will discover how the brave young men of Scotland survived the battlefields and daily life in the trenches. Studying this topic will reveal how the war changed life for people at home in Scotland.

Skills for Learning, Life and Work

Social Studies lend themselves to the development of literacy skills, particularly reading and writing. Students will be given opportunities to enhance their presentation skills and ability to work cooperatively with their peers. Skills of numeracy will be developed through the evaluation of a range of source information. Thinking skills will be developed in the course, particularly through research and debate.

The development of skills is an essential aspect of learning and the course provides frequent opportunities for applying these skills in new and more complex contexts. The skills developed in S3 will provide students with a foundation to progress on to National 4/5 courses.

Further information may be obtained from Mrs Eccleston (Faculty Head)

Practical Cookery

Description of Course

This is primarily a very practical based course designed to offer development of practical skills and understanding appropriate to food preparation and cookery processes. It is aimed at pupils who like the practical cookery aspect of Home Economics, who are interested in food and cooking and who enjoy being creative. Preparing food and producing meals is a life skill that everyone will need in their lifetime.

The Scottish catering and hospitality industries are large, vibrant and growing, collectively employing a large proportion of the nation's workforce. Employers throughout Scotland have been looking for skilled people capable of further professional development and this course in Practical Cookery is the basis of what they are looking for. The course develops practical skills and a knowledge and understanding of ingredients that will allow young people to progress to careers in the professional hospitality industry.

Aims of Course:

- Become familiar with cookery skills, techniques and cookery processes
- Learn about ingredients, their source, use, nutritional value and impact on health, the environment and global issues
- Plan and develop meals ensuring safe and hygienic practices
- During S3 pupils will study a range of topics including patisserie, foods of the world, health, nutrition, responsible sourcing of ingredients and understanding their uses, seasonality and sustainability.

Experiences and Outcomes

The course will enable pupils to:

- Gain an industry recognised qualification from the Royal Environmental Health Institute of Scotland.
- Develop skills in food preparation techniques. This will be taught through making a selection of starters, main courses, sweets, cakes and pastries.
- Develop a culinary language to help identify terms and skills used in food preparation.
- Identify and use a wide range of food preparation equipment and ingredients.

These experiences will provide a basis for working towards the National 5 Practical Cookery National Qualification.
As this course is primarily a practical course, it is aimed at pupils who like the practical cookery aspect of Home Economics, who are interested in food and cooking and who enjoy being creative with food.

Progression

- Pupils can continue to study Practical Cookery at National 5 level.
- The course will enhance future opportunities for study and employment in Scotland's largest industry – the Food Industry, as well as Environmental Health, teaching, food science, food processing, hospitality, food technology, food preparation, baking and confectionery and many more.

Further routes of study can be applied for at Colleges and Universities in Scotland.

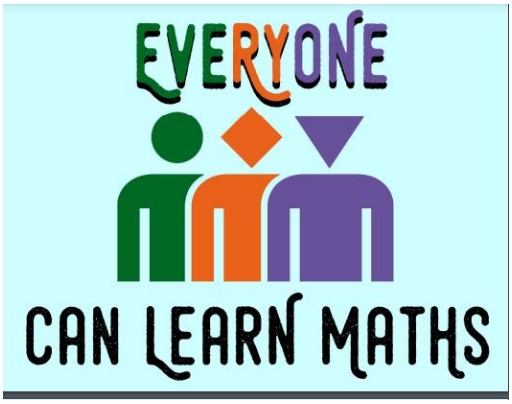
Mathematics

Description of Course

"There will always be science, engineering, and technology. And there will always, always be mathematics."

- Katherine Johnson

Katherine Johnson was an American mathematician. She figured out the paths for the spacecraft to orbit Earth and to land on the Moon. NASA used Katherine's maths, and it worked! That's where maths gets you!



In S3, our courses offer opportunities for success and achievement for EVERYONE!
EVERYONE can improve their NUMERACY skills, which are so important for LEARNING across the curriculum (and LEARNING beyond secondary school), for WORK and for LIFE in general!
Numeracy skills include things like:

- Numbers and number processes – lots of calculations and different ways to do them
- Fractions and percentages – being able to change between fractions and percentages
- Measurements - like calculating areas, volumes, speeds and times
- Information handling - interpreting and creating lots of different graphs, charts and diagrams
- Money – working with budgets, looking at financial planning, best value, wages

And you'll achieve a level in numeracy by the end of S3 – in most cases this will be 3rd or 4th level, but some learners will have the opportunity to achieve 5th level numeracy!
There's a whole lot more MATHEMATICS too:

- Expressions and equations – solving more challenging equations, working with brackets
- Patterns and relationships – number sequences, straight lines and coordinates
- 2D shapes and 3D objects – working with circles and right-angled triangles
- Data and analysis - using statistics to make informed comparisons of all sorts of interesting data!

What class will I be in?
You'll be in the class that's right for you! We'll have a look at all the evidence you've produced in S2 (assessments, homework, numeracy check-ups, class work…) and allocate you a class that best suits you. This means a class that will CHALLENGE you but still allow you to be SUCCESSFUL.
EVERYONE will doing the topics mentioned above.

Assessment

In S3, every learner in Scotland takes the SNSA – Scottish National Standardised Assessments. It's nothing to be anxious about, it just lets us see where you are with your numeracy skills and what to plan next!

And yes, there will be class tests and assessments, but we'll give you plenty of notice and help you prepare.

Home Learning

Homework will be issued once per week. This will focus on revision of previous learning, rather than what you're doing in class at the time. This should help you when you need to remember things in assessments!

As it's only issued once per week, we will expect high quality homework, with maximum EFFORT.

Here's some home learning advice:

- DO use the resources on Teams and our padlets to help you with home learning.
- DO ask your teacher about the homework if you're unsure about anything
- DO make your best attempt at all questions
- DON'T leave it until the last minute
- DON'T hand in incomplete homework

What happens in S4?

In S4 you'll have a choice of mathematics courses!

You can choose either Mathematics or Applications of Mathematics.

What's the difference?

Have a look at the diagram below. The middle part is mostly topics you'll look at in S3 – these topics are relevant to BOTH courses. You'll then do ONE of the other sections in S4.

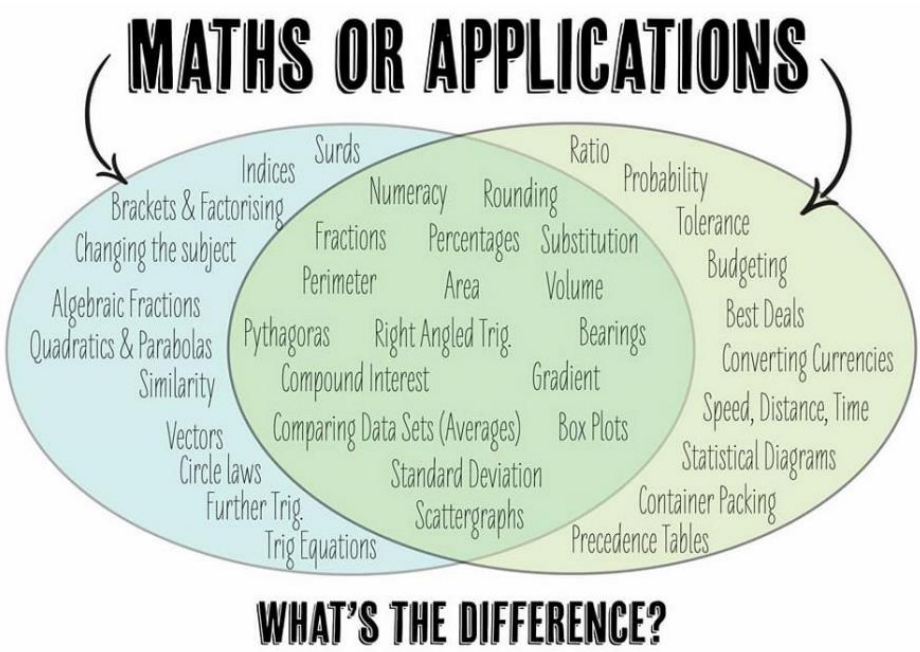
Both courses can be taken at either Level 4 or Level 5.

How will I decide which course to pick?

In S3, you may find you enjoy Applications type topics more. Or you may be better at some topics. Or you make not enjoy some Mathematics topics as much e.g. Algebra! (not much algebra in Applications). Or you may have a career plan that helps you decide. Your teacher will talk to you about it all during S3.

Is one of the courses better than the other?

Nope. They are entirely equal levels of qualification.



Modern Languages

Description of Course

The main purpose of the course is to develop the skills of Listening and Talking, Reading and Writing in order to understand and use French, Spanish or both!

The course offers learners opportunities to develop and extend a wide range of skills. In particular, it aims to enable learners to develop the ability to:

- Understand (by Reading and Listening) a modern language, in a variety of familiar and unfamiliar contexts
- Use (by Talking and Writing) a modern language in these contexts
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context

Pupils will learn to understand and use language relating to:

- their family, friends and local area
- daily life
- food, drink and holidays

Experiences and Outcomes

By the end of S3, students will be able to

- read and understand different texts in another language
- write paragraphs and emails about different topics
- prepare and deliver a short presentation on a topic I have chosen
- have a conversation about a familiar topic with someone in another language

Skills for Learning, Life and Work

Being able to communicate in a foreign language is vital in today's society. For example, you can use it on holiday, to meet new people, online, or to help find a job. Statistics prove that in general, people who can speak a foreign language earn more than those who cannot. Additionally, studying a foreign language helps develop many skills for learning, life and work that are highly valued and useful, such as problem solving, perseverance, time management and communication. Learning a language is not only important for finding a job but can also be fun and can open up lots of new possibilities for you in terms of future travel and where you might live!

Many people in all walks of life speak another language – it can make the difference to career prospects. You don't need to be an expert; just knowing a little can be really impressive!

People who speak a little French…..	**People who speak a little Spanish…..**
Arnold Schwarzenegger	Will Ferrell
Emma Watson	Gwyneth Paltrow (fluent)
Ewan McGregor	Will Smith
Johnny Depp (fluent)	Madonna
Justin Bieber	Gary Lineker

And of course don't forget all the French and Spanish speaking footballers who live and work in the UK. Most can speak some English but football clubs employ some staff with foreign language skills.

French… Odsonne Edouard, Olivier Giroud	**Spanish…** Alfredo Morelos, Claudio Bravo

Whether you opt for one, or choose to study both, Modern Languages will help you develop the skills and confidence you will need for success in your future. À bientôt! / ¡Hasta la vista!

Modern Studies

Description of Course

In S3 Modern Studies, learners will have the opportunity to develop a knowledge and understanding about the society in which they live. They will examine modern social, economic and political issues in a local, national and international context. The course will focus on three main areas:

Poverty and Health Inequalities

Did you know that almost one in four children in Scotland live in poverty? What about the fact that people in Scotland are less likely to live as long as those in the rest of the UK? This topic will examine the concept of social inequalities – why there are differences in the wealth and health of people across the UK. Not all groups have the same opportunities to live a comfortable and healthy lifestyle. Learners will investigate which groups are more likely to experience inequalities and why. They will also gain an understanding into what governments and other organisations are doing to tackle these issues.

Democracy in Scotland

This topic will look at the fundamental issues in politics and society in Scotland that affect us today, helping students understand the democratic process and the ways that people are informed about, and participate, in society. The Democracy in Scotland topic will look at various issues including the role of the media, representation in Parliament, Scottish Devolution and Independence and the impact of Brexit on Scotland. Pupils will be encouraged to develop their own interests and to look at issues from different points of view. Pupils will use a variety of different sources, and will develop their research/presentational skills. They will be challenged in their learning and will enjoy their studies in a vibrant department.

The United States of America

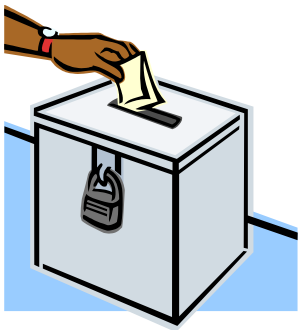
Students will be given an opportunity to learn about one of the world's most powerful countries, the USA. This topic will examine the issues that exist in America, some of which include immigration, gun crime and the Black Lives Matter movement. Students will also gain a greater awareness of the political status of the USA, especially after the recent Presidential election.

Skills for Learning, Life and Work

Social Studies lend themselves to the development of literacy skills, particularly reading and writing. Students will be given opportunities to enhance their presentation skills and ability to work cooperatively with their peers. Skills of numeracy will be developed through the evaluation of a range of source information. Thinking skills will be developed in the course, particularly through research and debate.

The development of skills is an essential aspect of learning and the course provides frequent opportunities for applying these skills in new and more complex contexts. The skills developed in S3 will provide students with a foundation to progress on to National 4/5 courses.

Further information may be obtained from Mrs Eccleston (Faculty Head)



Music Performing

Description of Course

In S3 Music Performing, learners will have the opportunity to extend their performing skills in solo and group performance. Tuned Percussion, Guitar, Drumkit, Bass Guitar, Voice and Keyboard will all be supported by your class teacher and learners will also be able to perform on other instruments that they receive tuition in.

You will also have the opportunity to compose music using a range of techniques including software like Sibelius and Logic and you will also further develop your skills in listening where you will listen to, reflect upon and analyse a range of musical genres.

There will be further opportunities to design your own musical curriculum by electing to pursue other musical mini courses like Music Business, Musical Theatre and Group Performance.

Experiences and Outcomes

Through studying music in S3 I will be able to:

- give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.
- use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.
- use music technology to compose, record and produce music and to enhance performance.
- create and present compositions using a broad range of musical concepts and ideas.
- listen to a wide range of music and identify and analyse technical aspects, make informed judgements and express personal opinions on my own and others' work.

Skills for Learning, Life and Work

Each learner will be able to develop and track their analytical and creative skills through the range of activities available and also will be encouraged to apply skills developed from other subject areas to enhance their learning.

Through analysing and creating, learners will understand better, the role of numeracy and literacy in the world of music and be able to discuss this throughout the year as part of the on-going assessment.

Working with others, thinking creatively and critically and taking responsibility for your own learning will be key to the success of your involvement in music in S3.

Music Technology

Description of Course

In S3 Music Technology, learners will have the opportunity to extend their Technology skills in recording. Recording adverts, jingles and complete songs will all be supported by your class teacher.

You will also have the opportunity to compose music and record sounds using a range of techniques and software like Cubase and Garage Band. You will also further develop your skills in listening where you will listen to, reflect upon and analyse a range of musical genres.

There will be further opportunities to design your own musical curriculum by electing to pursue other musical mini courses like Music Business, Pod Casting and Group Recording.

Learners will not be required to perform on a musical instrument or sing during this course, although there may be some opportunities for some performers to be recorded if they wish.

Experiences and Outcomes

Through studying music in S3 I will be able to:

- use music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.
- explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues.
- enhance my learning by applying my ICT skills in different learning contexts across the curriculum.
- use music technology to compose, record and produce music and to enhance my musical understanding.
- produce assured, expressive and imaginative examples of recordings from a wide range of styles and cultures.
- use my skills in the recording process showing developing style and sophistication.
- create presentations using a broad range of musical concepts and ideas.
- listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work.

Skills for Learning, Life and Work

Each learner will be able to develop and track their analytical and creative skills through the range of activities available and also will be encouraged to apply skills developed from other subject areas to enhance their learning.

Through analysing and creating, learners will understand better the role of numeracy and literacy in the world of music and be able to discuss this throughout the year as part of the ongoing assessment.

Working with others, thinking creatively and critically and taking responsibility for your own learning will be key to the success of your involvement in music in S3.

Physical Education

Description of course

S3 Core PE

Physical education in S3 will cover the Level 3 and 4 Curriculum for Excellence Experiences and Outcomes. The main theme of the course is developing personal performance in a number of physical activities. It will build on work covered in first and second year while also broadening students' experiences with the opportunity to experience a wider range of activities including; basketball, badminton, volleyball, trampolining, gymnastics, social dance, football, rugby, hockey, cross country, athletics and softball. Furthermore, there will be smaller blocks of work that account for pupils' personalisation and choice.

Learners will be assessed practically, by their class teacher, in all activities. Pupils will also evaluate their own performance and will complete home learning, charting their progress throughout the year.

S3 Elective PE (Additional 3 Periods)

Physical education elective will provide candidates with a more authentic feel for what to expect at NQ levels. The main feature of the course will be taking candidates through the Cycle of Analysis to develop performance. Four key features of the course will explore & develop candidates: Physical, Emotional, Social and Mental aspects of performance.

Practically within this course there are three different structures which candidates can elect to follow:

Curricular model 1 will follow traditional team & individual based activities focussing on competition and teaching through games for understating. This model will also account for pupil personalisation to include candidates' preferred practical activities.

Curricular model 2 will follow fitness and individual based activities focussing on personal development. Like model 1, this will also account for pupil personalisation to include candidates' preferred practical activities.

Curricular model 3 will follow creative, aesthetic and some invasion based activities. Again this model will also account for pupil personalisation to include candidates' preferred practical activities.

Future Pathways in the Senior Phase:

- **N4 PE**
- **N5 PE**
- **Higher PE**
- **Advanced Higher PE**
- **Higher Sports Leaders**

Experiences and Outcomes

- To develop their physical skills in a range of activities and situations.
- To refine their skills and to develop high quality performance.
- To experience different roles, allowing them to develop interpersonal skills of self-confidence, self-esteem and determination.

- To demonstrate behaviour that contributes to an understanding of the importance of fair play.
- To observe, reflect and analyse key aspects of their own and others' performances.
- To take responsibility for improving their own performance based on their personal strengths and development needs.
- To work effectively in independent, cooperative and competitive learning contexts.
- To develop the knowledge and understanding required to sustain an active, enjoyable and healthy lifestyle.
- Skills for Learning, Life and Work

Pupils will develop a range of skills for learning, life and work:

- They will be encouraged to cooperate and communicate effectively with others.
- They will be encouraged to show initiative when working in small groups/teams.
- They will be given opportunities to take responsibility for their own learning by solving problems and making decisions about how they can improve their performance.

Physics

Description of Course:

In S3 students will have the opportunity to develop their understanding of the Earth's position within the universe while developing a sense of time and scale. They will develop an understanding of how our universe has changed over time and explore ideas of future space exploration and the likelihood of life beyond planet Earth.
Students will also develop an understanding of how forces can change the shape or motion of an object. They will investigate the effects of friction on motion and explore ways of improving efficiency in moving objects and systems. Study of speed and acceleration of an object will lead to an understanding of the relationship between motion and the forces acting on it. This is linked to transport safety.
Finally, they will explore our solar system and our galaxy by examining the wave nature of light, look for evidence of life, and develop an understanding of the beginning of time itself.

Experiences and Outcomes

Through studying Physics in S3 I will be able to:

Use appropriate methods to measure, calculate and display graphically the speed of an object, and show how these methods can be used in a selected application.

Make accurate measurements of speed and acceleration, I can relate the motion of an object to the forces acting on it and apply this knowledge to transport safety.

By researching developments used to observe or explore space, I can illustrate how our knowledge of the universe has evolved over time.

Examine wave behaviours, the Electromagnetic spectrum – researching practical applications of refraction in medicine and industry.

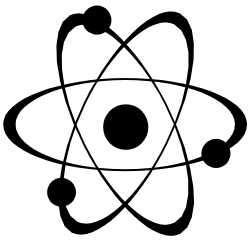
Carry out a comparison of the properties of the electromagnetic spectrum beyond visible and explain how radiation has impacted upon society and our quality of life.

Research new developments in science and explain how their current or future applications might impact on modern life.

Select scientific themes of topical interest, then critically analyse the issues, and use relevant information to develop an informed argument

Skills for Learning, Life and Work

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).



Practical Woodworking

Course description

Practical Woodworking develops practical woodworking skills, practical creativity and problem solving. Learners develop understanding of safe working practices in a workshop environment, and awareness of sustainability issues in a practical woodworking context. Workshop tasks will be reinforced through completion of the course booklet.

Experiences and outcomes

- Learners develop knowledge and understanding of materials and manufacturing processes, and enhance their practical skills.
- They can apply skills of critical thinking when evaluating the quality and effectiveness of their own or others' products.
- They can explore the properties and functionality of materials and tools to establish their suitability for a task at home or in the world of work.

Skills for learning life and work

Evaluation – Able to assess strengths and weaknesses.
Psychomotor – Competence with using types of tools and machinery.
Practical application – Able to carry out a task from instruction.
Numeracy – Able to demonstrate competence in the use of numbers.

Science in the Environment

Description of Course:

In S3 students will have the opportunity to develop an awareness, through practical activities, of resources and forces and how everyday objects work (eg a kettle, a calculator or a bicycle). Through practical activities, learners will prepare and maintain a local environmental area for living things by growing plants, learning about photosynthesis, food chains, bio-systems, energy and health science.
They will then explore the properties and use of resources, such as air, water, oil and wood. Learners will also develop their awareness of forces such as pushing and pulling and identify how a range of everyday objects work and the type of energy they use. Lastly By exploring science through practical activities, learners will begin to develop their scientific literacy.

Experiences and Outcomes

Through studying Science in the environment in S3 I will carry out some of the following:

- Investigate how friction, including air resistance, affects motion, and suggest ways to improve efficiency in moving objects
- Investigate forces on toys and other objects then predict the effect on the shape or motion of objects
- Investigate different water samples from the environment and explore methods that can be used to clean and conserve water and then investigate properties and uses of water.
- Carrying out practical activities and investigations, and show how plants have benefited society.
- Work with others in the design of an investigation into the effects of fertilisers on the growth of plants, and consider the risks and benefits of their use.
- Explore non-renewable energy sources, then describe how they are used in Scotland today and express an informed view on the implications for their future use.
- Investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.
- Select scientific themes of topical interest, then critically analyse the issues, and use relevant information to develop an informed argument

Skills for Learning, Life and Work

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).

Religious and Moral Education

Description of Course

Religious, Moral and Philosophical Studies is a core subject which is studied by all learners. In S1 and S2, students have already engaged in a series of topics that have taught them how to think rather than what to think and they have had the opportunity to further develop understanding and empathy.

In S3, the theme of RMPS is "Compassion, Rights and Wrongs" where we take the learning to a deeper level with students engaging with a range of controversial topics. Learners are required to think carefully and listen respectfully to different opinions, weighing up the rights and wrongs of different viewpoints, just as they have done before.

In S3 students will learn to use more sophisticated arguments to defend and challenge viewpoints as well as exploring the role compassion has in moral decision making. Students explore moral issues from both religious and non-religious perspectives as well as developing their own response to the issues. The particular topics we currently explore include Women, Men and Inequality, Abortion and Global Citizenship.

Skills for Learning, Life and Work

Religious and Moral Education lends itself to the development of literacy skills, particularly reading and writing. Students will be given opportunities to enhance their presentation skills and ability to work cooperatively with their peers. Thinking skills will be developed in the course, particularly through research and debate.

The development of skills is an essential aspect of learning and the course provides frequent opportunities for applying these skills in new and more complex contexts.

Further information may be obtained from Mrs Eccleston (Faculty Head)

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