



A GUIDE TO COURSES AND QUALIFICATIONS S3

An introduction to S3

In S1/S2 all pupils have followed the Broad General Education (BGE) and in doing so have had the opportunity to sample an extensive range of subjects/topics available within the different faculties in the school.

As pupils continue into S3 they will again be presented with the BGE curriculum, however the range of subjects available to them to study will reduce allowing more time to be spent on each subject area (table 1). In addition to this they also be given the chance to choose 6 of their subjects from pre-defined curricular areas (the other subjects are compulsory). This "Personalisation and Choice" element is the first step away from the compulsory subject aspect that has been applicable to all pupils up until this point and will allow a greater focus on subjects that individual pupils feel meet their personal needs and ambitions.

Faculty	Allocation	Subjects Available with 32 Period Week
English	4 Periods	English -Compulsory
Mathematics	4 Periods	Maths - Compulsory
Modern Languages	3 periods	French - Compulsory
Health & Wellbeing	2 periods	PE (1 Periods), Skills for Life (1 Period) - Compulsory
Religious & Moral Ed.	1 period	RE - Compulsory
Sciences	3 periods	Biology, Chemistry & Physics – Pupils choose one subject
Social Subjects	3 periods	Business Management, Geography, History & Modern Studies – Pupils choose one subject
Technologies	3 periods	Admin & IT, Computing Science, Design & Manufacture, Graphic Communication Hospitality – Practical Cookery, Music Technology, Practical Woodworking – Pupils choose one subject
Expressive Arts	3 periods	Art, Drama, Music, Physical Education – Pupils choose one subject
Personalisation & Choice	3 periods	Pupils choose a subject from one of the non-compulsory subjects listed above
Personalisation & Choice	3 periods	Pupils choose a subject from one of the non-compulsory subjects listed above

Table 1.

Selecting Options for S3

Throughout the planned course choices programme Pupil Support teachers and Faculty Heads will offer guidance and in partnership with parents and Skills Development Scotland our learners will begin to prepare for the learning journey, which leads them to gaining their first set of qualifications at the end of S4.

This approach to choosing subjects will enable all our young people, to ultimately achieve qualifications, develop their skills and be involved in a range of experiences to prepare them for learning, life, and work.

The process begins in December within Skills for Life lessons taking place which focus on preparing pupils for the forthcoming course choices. Pupils will be given a one-to-one appointment with their Pupil Support teacher where they will indicate their subject likes/strengths and preliminary option choices for the session ahead. Our Careers Advisors will then meet with each pupil individually to help with information regarding possible career paths. In subsequent weeks pupils will be issued with the final S2 into S3 Subject option form.


Prior to final options being decided an S2 Parents' Evening will be held. This session the meeting takes place on **Tuesday, 25th February between 4.00 pm – 6.30 pm**. This meeting will give an opportunity for all parents/carers to enquire with staff regarding their child's progression and potential for future success within their subject.

In the weeks following each pupil will receive an individual interview with a member of the Pupil Support Team and final choices will be provisionally agreed before the choices form is brought home for parents/carers to sign. By the middle to end of March final decisions are confirmed by parents/carers and pupils, bearing in mind the recommendations made by school staff.

The Pupil Support Team will do their best to help you and your son/daughter to make the choice best suited to their abilities, interests, and future plans. After all the advice has been provided, however, and subject to the availability of places in classes, the final responsibility for making the decisions rests with parents/carers and pupils.

Completed Option Choice forms should then be signed and returned to the appropriate Pupil Support Teacher. Please note, the very last date for handing in these forms is **Friday 28th March 2025**

Please also note that It may occasionally happen that some subject choices have to be altered because too many pupils opt for particular subjects, and the classes available are therefore full. When this happens each pupil's overall curriculum will be reviewed in terms of subject balance with a view to negotiating an alternative. It should be emphasised that every effort is made to give pupils their first choices.



May your choices reflect
your hopes, not your fears.

-Nelson Mandela

Progressing into the Senior Phase

At the end of S3, pupils will progress from their BGE courses directly into SQA Qualification courses without the needs for choosing further subject choices. However they will narrow their subjects from nine down to seven which in turn will increase the time given over to those subjects they are remaining with. These SQA qualification will be available to most pupils at National 3, National 4 or National 5. There may also be availability in some National Progression Award courses. Initial qualification levels will be determined by pupil progress in S3.

At the end of S4, pupils could choose from the following progression pathways:

- Some pupils may wish to pursue qualifications the next step up from their present level of attainment i.e. from N4 to N5, N5 to Higher etc.
- Pupils could undertake a mixture of Foundation Apprenticeships/Vocation college courses and school subjects
- Alternatively Pupils could leave school to undertake training, an apprenticeship, a college course or move directly into the world of work

it should be noted that subjects studied at S3/4 will have progression for further study in S5/6 offered at option time in S4/5, however there can be no guarantees that classes will run due to pupil uptake.

Which Subjects should I Choose and Why?

As previously described prior to subject choices taking place an extensive programme of careers information, personal profiling and curriculum advice is given. Each pupil's curriculum is structured to ensure satisfactory breadth of study. However It might be helpful to also consider the following prior to making choices:

ABILITY

All pupils can obtain advice about individual subjects from their class teachers to assist with the selection of subjects. However there are no hard and fast rules as to which subjects are easier or more difficult. The ability of every pupil is different and individually each pupil will find some subjects and topics easier than others but clearly this also works the other way around with subjects that they find difficult.

APPLICATION

It hardly needs to be said that the effort which a pupil puts into a subject will influence the level of success. Certainly it is true to say that even talented pupils may have little success unless they put in the required effort. Pupils must be prepared to work to the best of their ability in every subject they choose.

LIKES AND DISLIKES

Pupils' likes and dislikes regarding subjects can greatly influence their chance of success. if a subject is required or is highly valued as a career qualification then personal dislikes may influence a decision. However often pupils may indicate they are choosing a subject because they have a specific career in mind but in doing so they strongly indicate a dislike for the subject they are choosing. At this time I would encourage time being given over to thinking and researching the possible career pathway before the subject is confirmed.

Sometimes the like or dislike relates to a teacher. This should not be given too much importance, partly because career considerations are more important. Moreover, the

allocation of teachers or teaching groups will usually not be known at the time when the choices are made and, in any case may vary for the second year of a course.

CAREER REQUIREMENTS

Pupil Support Teachers, and our Careers Advisors, will be able to give help here. Remember pupils who have no definite career preference, and even those who have, should try to choose subjects so that they will have as wide a choice of career as possible.

BALANCE AND BREADTH

The options choice sheet is arranged in such a way that pupils will choose a well-balanced timetable more or less automatically. This means that they will take a spread of subjects rather than concentrate on too many subjects, which are related.

A pupil who has taken a wide-ranging course will have a greater variety of careers available to him/her on leaving school. On the other hand, pupils who are fixed on certain careers must take account of entrance qualifications and this may influence subject choice.

Pupils should remember that even although they are set on certain careers when they are in second year they may well change their minds in later years. Our choice form is designed to avoid over-specialisation, but leaves open the possibility of some groupings of similar subjects for those who need them or wish them.

FRIENDS' CHOICES

It hardly seems necessary to say pupils should **NOT** consider their friends' choices when choosing their own, yet some do.

THE PARENT/CARERS' MEETING

Parents/carers who have any doubts or worries should come to the Parents' Evening. If help with choices is required and attendance at the Parents' Night is not possible, parents/carers should arrange with their son/daughter's Pupil Support Teacher by telephoning for an appointment.

HOMEWORK

It is likely that homework in S3 will be increased considerably. As well as formal homework it is important that parents ensure that pupils reinforce their understanding of the work done each day in school and prepare for the next day's work. By doing so, the habit of tackling some work each evening can be further developed and progress should be enhanced.

Parents can help both the school and their son/daughter by creating the kind of conditions which are favourable for good study habits and by checking homework requirements regularly.

Subject changes during S3

Very occasionally changes of subject can be permitted during the year, but this can only be in exceptional circumstances, and often leads to problems of time-tabling, catching up on work missed etc.

Basically, therefore, decisions should be based on the principle that later changes will normally NOT be possible. Any changes will be made after full consultation with parents, Pupil Support staff and subject Principal Teachers.

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ART & DESIGN – BROAD GENERAL EDUCATION

Aim(s) of course

The purpose of the course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for pupils to experiment with how they can visually express their personal thoughts and ideas and create imaginative expressive and design work.

Learning and Teaching Content

The course will take the format of two units; one expressive and one design. Pupils will investigate and research, develop ideas and work towards a solution in each unit. Pupils will study the work of artists and designers which will relate to their practical work. They will be introduced to a range of media handling skills. They will build on previous skills and knowledge. Self-evaluation is integrated part of the course.

Interdisciplinary Learning

There is the opportunity for the work of pupils to relate to other subject areas in both units. Links with other departments are encouraged, built on and integrated to the course through individual, group or/and whole class participation.

Assessment

Assessment will take many formats: pupil and peer assessment, continuous assessment and end of unit assessment. Pupils will be involved in their assessment through discussion and given the opportunity for re-assessment whenever possible.

Homework

Homework will support and extend the work undertaken in class. This may take the format of:

- research and investigation, this can include observation drawing and media handling
- research into the work of artists and designers
- development of ideas
- evaluation of their and others work.

Progression into Senior Phase

The work undertaken in S3 will introduce and prepare pupils for the work of National 4 and National 5. Their course work in S3 will decide the level appropriate for pupil presentation in S4 with the opportunity to move from one level to another in S4 if required.

HOSPITALITY – BROAD GENERAL EDUCATION

Aim(s) of course

The main aim of the S3 Hospitality course is to build on practical cookery skills learned in S1 and S2. The course enables learners to develop cookery related knowledge, understanding & skills. Pupils will develop a deeper knowledge of the importance of preparation and cookery processes that can be used at home, in the wider community and in future employment.

The course also develops a range of skills for learning, for life and for the world of work, which includes aspects of numeracy and thinking skills.

Learning and Teaching Content

There is a wide variety of experiences and learning for pupils in the S3 course. Such as:

- Using a range of cookery skills, processes and food preparation techniques
- Selecting and using ingredients to produce and garnish or decorate dishes
- Developing an understanding of ingredients and their uses
- Developing an awareness of responsible sourcing
- Evaluating information and products
- Developing improved organisational skills
- Analysing information about nutrition and applying this to projects and products
- Numeracy skills through weighing and measuring
- Designing and creating products suited to specific dietary needs
- Planning practical work and events

Interdisciplinary Learning

In S3 there is the opportunity to work with two departments across the school learning about foods and dishes from France and calories, energy use and exercise with P.E.

Assessment

There will be different forms of assessment. Many of our experiences will be practical so the assessment will often be formative including observation of pupils during practical tasks, feedback from pupils at work and summative at the end of cooking or project tasks.

Homework

Due to the nature of the course being mainly practical we encourage pupils to practise their skills learned in class at home if possible. Written homework will be issued at certain times of the year, but not on a weekly basis.

Progression into Senior Phase

It is expected pupils will progress to National 4 or 5 Hospitality from S3.

DESIGN & MANUFACTURE – BROAD GENERAL EDUCATION

Aim(s) of course

The main aims of the S3 Design & Manufacture course is to build on design and practical craft skills introduced in S1 and S2. Pupils will develop a deeper understanding and knowledge of the design process and its relationship with the manufacturing of items carried out in the world of work. Pupils will explore the properties and uses of a range of materials and will be expected to produce a range of scaled models to convey their design ideas.

Learning and Teaching Content

The Design & Manufacture course will allow pupils to explore and become familiar with a range of new skills and techniques that are of great value for learning, life and work. Such as:

- Analysing and determining important factors in design
- Sketching 2d and 2 ½ d shapes and objects
- Rendering simple sketches to make them 3d realistic
- Reading and interpreting production drawings and diagrams
- Communicating design ideas
- Devising and developing practical solutions to design problems
- Modeling design ideas in a range of suitable materials
- Manufacturing simple design ideas using practical craft skills
- Evaluating design

Participation will enhance knowledge and understanding of the impact that design and manufacturing technologies have on our environment and society.

Interdisciplinary Learning

Design and manufacture are areas covered separately across other Technical subjects therefore it would be natural to form interdisciplinary links with these subjects. Additionally it would also be possible to form links with departments that offer design based subjects.

Assessment

Much of the assessment in Design & Manufacture will be in the form of completing units of sketching, drawing, design and model making. There will be written work to ensure that pupils are aware of important design factors and evaluation techniques. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment.

Homework

Homework will be unit based and in the format of sketching everyday objects, identifying design factors, researching materials and developing ideas to meet design problems.

Progression into Senior Phase

The work in S3 will allow pupils the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications. The standard of course work in S3 will play a major part in determining the levels on entry into S4.

GRAPHIC COMMUNICATION – BROAD GENERAL EDUCATION

Aim(s) of course

The general aim of this Unit is to develop the pupil's skills and creativity in producing and interpreting 2D and 3D graphics, manually and on computer. It will enable the pupil to initiate, develop and communicate ideas and solutions using graphic techniques in simple and familiar contexts.

Learning and Teaching Content

There are three stages in design where graphics is a contributing factor. These are Preliminary Drawings, Production Drawings and Presentation Drawings.

- **Preliminary drawing** – Pupils will learn to sketch and render everyday objects in a variety of styles. Additionally pupils will develop planning for graphic presentations.
- **Production drawing** – Pupils will extend their knowledge of formal drawing using drawing boards and drawing instruments. They will also improve on their skills in 2d/3d CAD.
- **Presentation drawing** – Pupils will have the opportunity to use various manual media techniques as well as computer graphics to present information in a creative and informative way.

Interdisciplinary Learning

Since graphics are used in design, it would be natural to form interdisciplinary links with Design & Manufacture. It would also be possible to form links with other departments in the school that incorporate drawing and design in their folio of subjects

Assessment

Much of the assessment in Graphic Communication will be in the form of completing units of drawing and computing work. There will be some written theory work to ensure that pupils are aware of British Standard symbols, standards and conventions. In Presentation drawing there will be the opportunity for pupils to make scaled models of objects. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment.

Homework

Homework will be unit based. For the Production drawing unit it will be necessary for pupils to have access to a drawing board and drawing instruments.

Progression into Senior Phase

Pupils will have the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications.

PRACTICAL WOODWORKING – BROAD GENERAL EDUCATION

Aim(s) of course

The course is practical based with majority of the work being completed in a workshop. It focuses on the development of practical woodworking skills. It provides opportunities for pupils to gain practical skills in the use of a range of tools, equipment and materials associated with woodworking. Through involvement in this course and the subsequent National units pupils will build skills that will serve them well as they develop into adulthood and the world of work.

Learning and Teaching Content

The Practical Woodworking course will cover hand and machine skills in hardwood timbers, softwood timbers and manufactured boards. Pupils will also learn to select and apply a variety of finishes. It allows pupils to follow a series of activities through to the completion of a finished item. Through the course pupils will learn to interpret working drawings and construct models to a given degree of accuracy. Pupils will also learn to complete a range of woodworking joints used in the manufacturing and trade industries. Pupils will expect to complete three small wood models in year 3.

Interdisciplinary Learning

It is possible that links can be made with Design & Manufacture.

Assessment

Practical skills will be assessed continually as the models are undertaken. Pupils will also be expected to extend their technical vocabulary with the identification of tools and processes. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment.

Homework

Homework will be unit based and will be in the form of short written tests on aspects of tool use, process identification and finishes.

Progression into Senior Phase

Pupils will have the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications.

DRAMA – BROAD GENERAL EDUCATION

Aim(s) of course

The Course provides opportunities for learners to be inspired and challenged by exploring relevant issues, themes and current affairs through dramatic ideas in creating & appreciating drama.

Although the subject is practical and focuses on the development of performance skills, using theatre arts, production skills and technologies to create drama, there are written elements within the course which must be completed.

The aims of the Course are to enable learners to:

- Develop creativity through all aspects of the course
- Develop skills in problem solving, critical thinking and key reflective practice.
- Communicate thoughts, meaning and ideas when creating drama
- Using theatre arts, production skills and technologies to enhance the performances
- Develop knowledge, understanding and appreciation of drama practice.
- Understand social, economic, geographical, historical and cultural influences.

Students will experiment with a range of acting techniques, directing styles and theatre production skills; learning application and theory.

Learning and Teaching Content

Students will participate in a wide selection of topics designed to enhance skill through voice, movement, characterisation, role play, technical understanding, etc.

Below are examples of units but not definitive.

- Stimulus work – pictorial, words, colours, sounds, etc
- Voice Unit – Radio show or News Programme
- Drama Skills Unit – 'Runaway'
- Production Skills – acting, costume, props, sounds, lighting and set
- Script performances
- Mask work
- Physical theatre
- News articles, Radio programme work
- Live feed performances or NT live theatre evaluations - written
- Self evaluations- written
- Practitioner work – Stanislavski, Brecht, Grotowski, etc
- Theory – verbal & written
- Convention work . . .

Interdisciplinary Learning

Possible links to other areas of the curriculum include:

- Technical/Graphics – set design & Properties
- Maths – design to scale, lighting, sound & special effects
- Music – recordings for special effects and sound technical
- Home Economics/Art – costume making/design & hair/makeup
- English – language & literacy

Assessment

Assessment will take place in many different forms, below are examples;

- Mind-mapping
- Character cards
- Role-on-the-wall
- Writing in role
- Drama diary
- Teacher/peer observation in conjunction with BGE and focused feedback
- Written assessments – summative & formative
- Observation checklist

Homework

Homework tasks where relevant will include:

- Research of historical, cultural, economic, social contexts, where appropriate
- Selection & design of appropriate contextualised production skills
- Individual reflection in Drama Diary
- All pre-assessment work
- Any evaluations and preparatory work for class, where appropriate

Progression into Senior Phase

Drama is available at National 4, National 5 and Higher Level.

MUSIC TECHNOLOGY – BROAD GENERAL EDUCATION

Aim(s) of course

This course allows you to develop your knowledge and understanding of music technology and of music concepts, particularly those relevant to 20th and 21st century music. You will get to develop technical and creative skills through practical learning, as well as learn skills and knowledge relevant to the needs of the music industry. You will also practise how to reflect on your own work and that of others.

Learning and Teaching Content

This course is especially suitable if you have broad musical interests, and are particularly interested in music technology and 20th and 21st century music.

- The skills that you develop in Music Technology are useful in careers such as musician, DJ, sound technician, roadie and musical instrument technologist.

Course Outline

The course has **three** areas:

Music Technology Skills

You will:

- develop skills and techniques relating to the creative use of music technology and hardware and software to capture and manipulate audio
- explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music

You will:

- develop a basic understanding of 20th and 21st century musical styles and genres, and of related developments in music technology.

Music Technology in Context

You will:

- use music technology skills in a range of straightforward contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

Assessment

You will be assessed by your teacher or tutor on an ongoing basis throughout the course. Items of work might include:

- practical skills – such as using hardware or software for audio capture
- listening skills – understanding the context of musical styles, such as jazz and rock projects.

Homework

Pupils will be given homework linking to each unit of the course. It is also expected that pupils opting to continue with music will undertake additional instrumental practice on an ongoing basis.

Progression into Senior Phase

Music Technology National 4/5

MUSIC – BROAD GENERAL EDUCATION

Aim(s) of course

To develop skills in:

1. Performing on two instruments or one instrument and voice (Solo and Group)
2. Understanding Music
3. Composing

Learning and Teaching Content

Pupils will work independently on their chosen solo instrument. Group Performing and the written elements of the course will be taught together through topics such as:

- Rock and Pop
- Blues, Ragtime and Jazz
- Scottish Music
- Theory of Music

Interdisciplinary Learning

Links will be made with Humanities about the history of Scottish Music and Blues Music

Assessment

- Practical skills will be assessed on an ongoing basis with pupils being expected to perform at least 2 pieces of music on each instrument by the end of the year.
- Understanding music will be assessed through presentations, written responses and question papers based on audio examples.
- Pupils will build a folio of composing work.

Homework

Pupils will be given homework linking to each unit of the course. It is also expected that pupils opting to continue with music will undertake additional instrumental practice on an ongoing basis.

Progression into Senior Phase

Music is available at all levels.

S3 PE – BROAD GENERAL EDUCATION

Aim(s) of course

The course aims to enable the learner to:

- Develop and demonstrate knowledge of the principles and factors underpinning and impacting on performance
- Describe factors which impact positively and negatively on engagement and performance in physical activities.
- Build capacity to enhance effective performance
- Reflect on, and monitor, performance to inform and influence personal improvement

Learning and Teaching Content

Learners will use a range of skills vital to life within school and beyond. The main skills pupils will use are:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- development of problem solving skills to enhance performance
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- presentation skills – oral, written, multimedia

Activities

Activities studied in this course will be chosen from Badminton, Basketball, Gymnastics, Handball, Volleyball, Trampolining, Table Tennis and Fitness.

Teaching will generally take place in mixed ability groups of boys and girls but on some occasions classes will be single sex.

Assessment

Pupils practical performance will be assessed through staff and self-assessment. Pupils will complete class tests and an end of year assesment.

Homework

Issued weekly
Personal challenges

Progression into Senior Phase

Pupils can then choose Nat 4 or Nat 5 before moving to Higher Physical Education.

ENGLISH – BROAD GENERAL EDUCATION

Aims of course

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future.

Teaching and Learning Content

Learners will explore a variety of topics, texts and media that will promote an appreciation of language and literature. They will extend and develop practical literacy skills in reading, writing, listening and talking so that they are equipped for the challenges of senior school and beyond.

Learning across the Curriculum

Exposure to the Experiences and Outcomes from Literacy, Numeracy and Health and Wellbeing across Learning will encourage learners to develop their creativity and critical thinking skills as well as support them to make the links in their own learning.

Assessment

Learning intentions will be given for each topic and work will be checked regularly against success criteria. Learners will use this along with the teacher's comments to let them know what they are doing well and what they need to work on to improve. In addition to this, a portfolio of the best and most recent evidence of the learning will also be held by the class teacher.

Out of Hours Learning

Learners will sometimes be asked to read, finish assignments or to undertake research tasks at home. All homework given will support the learning in class.

Additional support with work will be accessed via the department section of the school website and other electronic platforms such as Microsoft Teams.

To develop attributes in line with the *four capacities*, the department will run clubs such as debating and creative writing.

Progression into Senior Phase

As they progress to the Nationals in S4 and then on to Higher and Advanced Higher in S5 and S6, learners will continue to build on the knowledge, skills and attributes gained in the Broad General Education during their first three years.

ADMINISTRATION AND IT – BROAD GENERAL EDUCATION

Aim(s) of course

Administration and IT is a growing employment sector. Administration and IT are not only required for a wide range of jobs but also equip you with many core skills which will help you throughout your life.

Administrative and IT skills which will enable you to carry out a range of tasks essential for the smooth running of all types of organisation.

The aim of a course in Administration and IT is to enable learners to:

- Develop an understanding of administrative activities in the workplace
- Develop IT skills and use them to complete administrative tasks

Learning and Teaching Content

Learners will become familiar with many administrative practices such as; organisation and functions of departments; health and safety in the work environment; arranging travel; and filing and storage of information. A variety of tasks will give pupils practice at displaying their understanding.

IT Skills you will develop if you take Administration and IT include:

- Word processing
- Spreadsheets
- Databases
- Desk top publishing
- Using the internet and email
- Organising, processing and communicating information
- Organising small-scale events (including meetings)

Interdisciplinary Learning

Pupils will be able to use their Administration knowledge and IT skills across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem.

Assessment

Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations.

Homework

Formal written homework is issued at the end of each administrative practices topic to consolidate learning and understanding.

Progression into Senior Phase

This Course or its components may provide progression to:

Course Level National 3 Administration and IT–Progress to National 4 Administration and IT

Course Level National 4 Administration and IT–Progress to National 5 Administration and IT

Course Level National 5 Administration and IT–Progress to Higher Administration

Other SQA Qualifications in Administration and IT or related areas

Further study, employment or training

BUSINESS MANAGEMENT – BROAD GENERAL EDUCATION

Aim(s) of course

Business plays an important role in society. Businesses and entrepreneurs create wealth, prosperity, jobs and choices which benefits the country and its citizens. By following this course you will understand the way in which businesses operate in a dynamic and changing world and adopt entrepreneurial attitudes. You will learn about the different factors which contribute to business success and the role of different departments within a business.

This course will develop many skills which prepares pupils for everyday life, the world of work or further study of the many business courses available at further education colleges and universities. This course is also suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person. The aim of a course in Business Management is to enable learners to develop:

- Knowledge and understanding of the way society relies on business to satisfy our needs
- An understanding of the steps taken by organisation to improve their overall performance
- An insight into how organisations ensure customers' needs are met
- An awareness of how external influences including the economy, impact on organisations
- A financial awareness through a business context

Learning and Teaching Content

Skills you will develop if you take Business Management include:

- Enterprise by participating in activities which are related to realistic business situations
- Employability
- Numeracy
- ICT
- Citizenship
- Thinking Skills

Throughout the course you will be taking part in a variety of activities including ICT-based learning.

Interdisciplinary Learning

Pupils will be able to use their Business Management skills and knowledge across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem.

Assessment

Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations.

Homework

Formal written homework is issued regularly to consolidate learning and understanding.

Progression into Senior Phase

This Course or its components may provide progression to:

Course Level National 3 Business–Progress to National 4 Business

Course Level National 4 Business–Progress to National 5 Business Management

Course Level National 5 Business Management–Progress to Higher Business Management

Higher Business Management–Progress to Advanced Higher

Other SQA Qualifications in Business Management or related areas

Further study, employment or training

GEOGRAPHY – BROAD GENERAL EDUCATION

Aim(s) of course

Geography is the study of people and places. The S3 geography course opens up the world to our pupils and allows them to see the impact we have on Earth. Local and global issues of topical concern are covered. Geography gives pupils the opportunity to develop a variety of skills which will help them in many ways both in school and in the wider world beyond. Describing places and explaining links aids their literacy. Handling figures and processing data helps their numeracy. Drawing maps and interpreting them develops their visual and artistic skills.

The course is split up into two main areas. Physical Environments focuses on landscape and scenery and how people use these areas. Human Environments looks at topics such as population, development and change through comparisons between developed and developing areas of the world.

Learning and Teaching Content

The type of learning and teaching within Geography uses a range of skills vital to life within school and beyond. The main skills pupils will develop are:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing and using map skills in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- presentation skills – oral, written, multimedia

Interdisciplinary Learning

Pupils will develop a number of transferable skills including both literacy and numeracy.

Assessment

We will be assessing knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including presentation skills, classroom debates, creating models of field work, map skills and written answers.

Homework

Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class.

Progression into Senior Phase

Pupils will be able to study National 4 or National 5 in S4 and then Higher Geography in S5/6 depending on results.

HISTORY – BROAD GENERAL EDUCATION

Aim(s) of course

The History course contributes to pupils' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation of the factors which have shaped the world today. The purpose of History is to open up the world of the past for pupils. History provides pupils with an insight into their own lives and of the society and the wider world in which they live. By examining the past, pupils can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The course in S3 History focuses on Scottish History. This will involve the study of the First World War. Pupils will look at the causes of World War 1 and what happened during the war on the Western Front. The focus is on Scotland and its contribution during World War 1 at both home and on the Western Front. The unit also looks at the impact of the war on Scotland after World War 1.

Learning and Teaching Content

Learning and teaching within History uses a range of skills useful within school and beyond. The main skills pupils will develop are:

- observing, describing and recording
- investigating historical events and on the basis of evidence, forming views
- explaining historical events, and drawing reasoned conclusions
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- examining sources and concluding on their reliability
- presentation skills – oral, written, multimedia

Interdisciplinary Learning

Pupils will develop a number of transferable skills including both literacy and numeracy.

Assessment

We will be assessing both knowledge and Understanding and Skills across the topic. Pupils will be assessed in a variety of ways. The skills taught will prepare pupils for Nat4/5.

Homework

Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class.

Progression into Senior Phase

Pupils will be able to study National 3/4 or National 5 in S4 and then Higher History in S5/6 depending on results.

MODERN STUDIES – BROAD GENERAL EDUCATION

Aims of course

The purpose of the CfE course is to encourage pupils to develop informed attitudes; an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

Pupils will develop a greater understanding of the contemporary world and their place in it. They will increase knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

S3 Modern Studies focuses on the Social Issue topic - Crime and the Law. As part of this unit pupils consider the main types and causes of crime in the UK. The impact of crime on the local community and wider country is then considered. The role and powers of the police, the courts and their sentencing powers, the role of Prisons and community alternatives to tackle crime such as electronic tagging are all studied.

Learning and Teaching Content

Learning and teaching within Modern Studies develops a range of skills vital to life within school and beyond:

- literacy skills through the reading of a variety of texts
- information handling – pupils will encounter a wide range of numerical and graphical information
- citizenship will be developed as pupils will study their rights and responsibilities
- understanding of contemporary topics facing society
- analytical and evaluation skills when looking at different sources of information
- research skills
- interacting with others and developing an awareness of self and others
- presentation skills – oral, written, multimedia
- discussion and informed debate

Interdisciplinary Learning

Pupils will develop a number of transferable skills including both literacy and numeracy.

Assessment

We will be assessing both Knowledge and Understanding and Skills across topics. These will be assessed in a variety of ways including a mock election presentations a class debate on the cause of crime, an investigation in to the effects of crime in the local community. Pupils will also undertake a number of written tasks including reports and extended answers.

Homework

Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class.

Progression into Senior Phase

Pupils will be able to study National 4 or National 5 in S4 and then Higher or National 5 Modern Studies in S5/6 depending on results.

RELIGIOUS AND MORAL EDUCATION – BROAD GENERAL EDUCATION

Aim(s) of course

Religious and moral education enables young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning and Teaching Content

The type of learning and teaching within Religious and Moral Education uses a range of skills vital to life within school and beyond. Pupils will be able to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Interdisciplinary Learning

Pupils will develop a number of transferable skills including literacy, numeracy and health and well-being.

Assessment

We will be assessing knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including class discussions, debates, poster work and written reports.

Progression into Senior Phase

Pupils will be given the opportunity to continue to study RMPS at up to N5 level in fourth year.

MATHEMATICS – BROAD GENERAL EDUCATION

Aim(s) of course

The Mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.

S3 pupils will build upon their learning from S1 and S2. They will continue to learn new skills as well as reinforcing their previous learning through challenging practice which includes applying their knowledge across the curriculum and in real life contexts.

Learning and Teaching Content

Some S3 pupils will continue to be exposed to the third level experiences but with a greater capacity to apply and use their skills in a wider context.

Pupils who have consistently demonstrated that they are secure in their learning with third level outcomes will progress to the more challenging experiences of fourth level Mathematics and similarly, pupils who are already experiencing fourth level experiences will be exposed to National 5 coursework as and when appropriate.

Interdisciplinary Learning

Interdisciplinary learning is being developed to include themes and topics from other curricular areas and the real world where the links are natural and can enhance and make the learning more relevant. For example, using science data or population data when performing probability calculations can help pupils gain a better understanding by relating it to the real world.

Assessment

Assessment is continuous in S3 and uses a broad range of approaches to match the nature of the learning being encountered. There are check-points in the form of formal homework exercises and Block Assessments. Use of SQA Unit Assessments may be used - if appropriate - near the end of S3.

Homework

As a subject, mathematics has a high tariff in terms of homework. This means that it will be frequent and used to re-enforce the teaching and learning that has taken place. As already mentioned, a formal homework exercise may be issued at the end of a topic(s) which will be graded by the teacher. Other homework will be issued on a needs basis and will be at the discretion of the class teacher.

Progression into Senior Phase

Progression will be decided on an individual basis but as a **rough** guide, by the end of S3, pupils who are working on:

- 3rd Level Core – Progress onto National 3 Lifeskills Mathematics.
- 3rd Level Upper/4th Level Core – Progress onto National 4 Mathematics.
- 4th Level Upper and beyond – Progress onto National 5 Mathematics.

FRENCH – BROAD GENERAL EDUCATION

Aim(s) of course

The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts.

Learning and Teaching Content

There will be a range of topics, such as free-time activities, healthy lifestyle, personal talents and home life. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities.

Interdisciplinary Learning

Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of iPads and PowerPoint presentations. There will be cultural studies of France and French-speaking countries.

Assessment

Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening.

Homework

Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils' language skills.

Homework booklets are used throughout the course and tasks are completed on a regular basis in relation to the topic being studied in class. Preparation for assessments and research for assignments may also form part of a pupil's homework in languages.

Progression into Senior Phase

On completion of the S3 course pupils can progress to National 4 or National 5 study in subsequent years.

GERMAN – BROAD GENERAL EDUCATION

Aim(s) of course

The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts.

Learning and Teaching Content

There will be a range of topics, such as use of media, travel and holidays, family life and healthy lifestyles. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities.

Interdisciplinary Learning

Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of iPads. There will be cultural studies of Germany and German-speaking countries.

Assessment

Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening.

Homework

Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils' language skills.

Homework booklets are given to pupils during the study of a topic and are completed by the end of the study of the topic. Research for assignments may also form part of a pupil's homework in languages.

Progression into Senior Phase

On completion of the S3 course pupils can progress to National 4 or National 5 in subsequent years.

SPANISH – BROAD GENERAL EDUCATION

Aim(s) of course

The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts.

Learning and Teaching Content

There will be a range of topics, such as free-time activities, Madrid, personal talents and home life. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities.

Interdisciplinary Learning

Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of iPads and PowerPoint presentations. There will be cultural studies of Spain and Spanish-speaking countries.

Assessment

Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening.

Homework

Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils' language skills.

Homework booklets are used throughout the course and tasks are completed on a regular basis in relation to the topic being studied in class. Preparation for assessments and research for assignments may also form part of a pupil's homework in languages.

Progression into Senior Phase

On completion of the S3 course pupils can progress to National 4 or National 5 study in subsequent years.

Applied Science – BROAD GENERAL EDUCATION

Aims of course

The NPA in Applied Sciences at SCQF level 5 will provide you with knowledge and understanding of Biology, Chemistry and Physics as well as practical laboratory skills in each area.

You will use a variety of scientific techniques incorporating a range of equipment which will aid and enhance your learning experience and development. In addition, you will develop effective preparation skills and an awareness of health and safety required to carry out safe scientific work.

Specific aims of the NPA in Applied Sciences at SCQF level 5 group award are to:

- Develop knowledge and understanding of biology, chemistry and physics.
- Prepare learners for progression to extended qualifications at SCQF level 5 and above.
- Develop skills in good laboratory practice and health and safety.

Recommended Entry

For the NPA in Applied Sciences at SCQF level 5 it would be expected that learners have successfully completed level 3 or above for Science and Mathematics in S2.

Core Skills Developed

- Literacy: Report writing, processing information & exam language.
- Numeracy - Recording measurements, processing information using numerical calculations, reading information from graphs and drawing graphs.
- Information and Communication Technology (ICT)- Accessing information from the internet.
- Problem Solving - Interpret data and draw conclusions.
- Working with Others - Working in pairs or groups to carry out practical tasks/investigations.

Progression Pathways

- National 5 discrete Science
- Level 5 NPA in Laboratory Skills
- It may also facilitate progression qualifications in other disciplines related to science, e.g. engineering, nursing and sports science.

Learning and Teaching Content

S3 the Cell Biology Unit and its associated Practical Skills will be completed. The remaining units and Practical Skills will be completed in S4:

Cell Biology (J4A9 75) – completed in S3

This unit covers the key areas of cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering and respiration.

Chemical Changes and Structure (J239 75) – S4

This unit covers the key areas of rates of reaction, atomic structure and bonding related to properties of materials, formulae and reaction quantities and acids and bases.

Physics: Waves and Radiation (J2CL 75) – S4

This unit covers the key areas of waves and nuclear radiation including wave parameters, the electromagnetic spectrum and light.

Laboratory Science: Practical Skills (J2W3 75) – completed in S3 and S4

This unit will provide you with the opportunity to develop the skills most used in laboratories. You will learn how to work safely with microorganisms and develop competence using different laboratory equipment.

Homework

Learners are encouraged to extend the work in class to home and develop their skills by:

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

Encourage your child to practice problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups

Assessment

The NPA in Applied Sciences at SCQF level 5 will be assessed via a combination of practical and knowledge assessments under closed - and open-book assessment conditions. **There is no external exam.**

BIOLOGY – BROAD GENERAL EDUCATION

Aims of course

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Biology and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Biology in everyday, real-life situations.

Inquiry and Investigative Skills Developed During S3 CfE Biology

- develop skills for learning, life and work.
- develop skills of scientific inquiry and investigation using practical techniques.
- develop skills in the accurate use of scientific language, formulae and equations.
- develop skills in scientific literacy and numeracy.
- apply safety measures and take necessary actions to control risk and hazards.
- express opinions and make decisions on environmental and economic issues.
- develop an understanding biology, health and wellbeing issues.

Knowledge and Understanding Developed During S3 CfE Biology

- develop curiosity and understanding of biology in the environment.
- demonstrate a secure knowledge and understanding of the big ideas in biology.
- recognise the impact biology makes on life, the environment and society.
- recognise the role of creativity in biology.
- establish the foundation for progression with learning in biology to National Awards of CfE.

Learning and Teaching Content

The Course covers major areas of biology ranging from cellular to whole organisms and up to ecosystems.

Many areas of Biology will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the three main units: **cell biology**; **multicellular organisms** and **life on earth**.

Learners will also research issues of topical interest to society, such as diabetes and stem cell research.

The key areas covered in **cell biology** are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

The key areas covered in **multicellular organisms** are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.

The key areas covered in **life on earth** are: how animal and plants species depend on each other; impact of population growth and natural hazards on biodiversity;

nitrogen cycle, fertiliser design and environmental impact of fertilisers; adaptations for survival and learned behaviour in response to stimuli linked to species survival.

Interdisciplinary Learning

The S3 biology curriculum includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within biology and across science, numeracy, literacy health and well being provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of biology in our society.

Assessment

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit test.
- Successfully complete Inquiry and Investigative reports.
- Use self evaluation to rate and assess their progress in active learning, homework and unit assessments.

Homework

Learners are encouraged to extend the work in class to home and develop their skills by:

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

Encourage your child to practice problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups

Progression

This course or its units may provide progression to:

- National 5 Biology or other qualifications in biology or related areas in.
- National 5 Course in another science subject.
- National 4 Biology or other qualifications in biology or related areas in.
- National 4 Course in another science subject.
- National 3 Biology or other qualifications in biology or related areas in.
- National 3 Course in another science subject.

Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.

CHEMISTRY – BROAD GENERAL EDUCATION

Aims of course

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Chemistry and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Chemistry in everyday, real-life situations.

The CfE Chemistry Experience will encourage Scientific Skills of Inquiry :

- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- express opinions and make decisions on environmental and economic issues

The Scientific Skills of Inquiry will deepen Knowledge and Understanding :

- develop curiosity and understanding of the environment
- demonstrate a secure knowledge and understanding of the big ideas in chemistry
- recognise the impact the sciences make on life
- recognise the role of creativity in chemistry
- develop an understanding of the Earth's resources
- establish the foundation for more learning in chemistry to National Awards of CfE

Learning and Teaching Content

Pupils gradually develop an understanding of chemical changes. This ensures clear progression from S3 to S4. Areas of study include :-

- | | |
|-----------------------------------------|------------------------------------|
| ♦ Calculating Reaction Rate | ♦ Atomic structure |
| ♦ Nuclide Notation | ♦ Chemical Bonding |
| ♦ Explaining properties through bonding | ♦ Formulae and reaction quantities |
| ♦ Chemical Families – Homologous series | ♦ Energy from fuel calculations |
| ♦ Metals and electrochemical cells | ♦ Fertilisers |
| ♦ Chemical analysis | ♦ Nuclear Chemistry |

Interdisciplinary Learning

The S3 Chemistry CfE course includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within chemistry and across science, numeracy, literacy, health and wellbeing provides our pupils with challenging and enjoyable cross curricular learning experiences. These cross curricular experiences deepen understanding and helps promote the importance of chemistry in our society.

Assessment

Scientific Skills of Inquiry will be assessed by research, investigations, co-op learning and presentations.

Knowledge and Understanding will be assessed by test, homework and class observation.

Performance recorded on data base.

Pupil self evaluation will rate progress in active learning, homework and unit assessments.

Homework

Pupils are encouraged to extend the work in class to home and develop their skills by completing formal homework exercises.

Official homework recorded on data base

Completing experimental write-ups and research items at home.

Reviewing class notes to highlight and learn key areas for study.

Pupils are encouraged to practice problem solving skills needed for Chemistry such as calculations, drawing of graphs or completion of experimental write-ups

Progression

This course or its units may provide progression to:

National 5 Chemistry or other qualifications in Chemistry or related areas in.
National 5 Course in another science subject.

National 4 Chemistry or other qualifications in Chemistry or related areas in.
National 4 Course in another science subject.

National 3 Chemistry or other qualifications in Chemistry or related areas in.
National 3 Course in another science subject.

Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.

S3 ENVIRONMENTAL SCIENCE – CURRICULUM FOR EXCELLENCE

Aims of course

The course develops learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

Inquiry and Investigative Skills Developed During S3 CfE Environmental Science

- develop skills for learning, life and work.
- develop skills of scientific inquiry and investigation using practical techniques.
- develop skills in the accurate use of scientific language, formulae and equations.
- develop skills in scientific literacy and numeracy.
- apply safety measures and take necessary actions to control risk and hazards.
- express opinions and make decisions on environmental and economic issues.
- develop an understanding of environmental science health and wellbeing issues.

Knowledge and Understanding Developed During S3 CfE Environmental Science

- develop curiosity and understanding of Environmental Science
- demonstrate a secure knowledge and understanding of Environmental Science.
- recognise the impact Environmental Science makes on life, the environment and society.
- establish the foundation for progression with learning in environmental science to National Awards.

Learning and Teaching Content

The Course covers areas of environmental science ranging from how living things adapt to how humans impact the environment up to cycles and balances of gases.

Several areas of Environmental Science will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation, and analytical thinking, along with knowledge and understanding in the context of the environmental science.

The key areas covered in **Living Environment** are: interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers.

The key areas covered in **Earth's Resources** are: the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance.

Interdisciplinary Learning

The S3 environmental science curriculum includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within environmental science and across science, geography, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of environmental science in our society.

Assessment

Will be internally assessed within the school.

Learners will be expected to:

- Pass end of unit test.
- Successfully complete Inquiry and Investigative tasks.
- Use self-evaluation to rate and assess their progress in active learning, homework and unit assessments.

Homework

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

Encourage your child to practice problem solving skills needed for environmental science such as calculations, drawing of graphs or completion of experimental write-ups.

Progression

This course or its units may provide progression to:

- National 4 Environmental Science.
- National Progression Award in Applied Science in S5/6

Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and lifelong learning.

PHYSICS – BROAD GENERAL EDUCATION

Aims of course

In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Physics and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Physics in everyday, real-life situations.

Inquiry and Investigative Skills Developed During S3 CfE Physics

- develop skills for learning, life and work.
- develop skills of scientific inquiry and investigation using practical techniques.
- develop skills in the accurate use of scientific language, formulae and equations.
- develop skills in scientific literacy and numeracy.
- apply safety measures and take necessary actions to control risk and hazards.
- express opinions and make decisions on environmental and economic issues.
- develop an understanding physics, health and wellbeing issues.

Knowledge and Understanding Developed During S3 CfE Physics

- develop curiosity and understanding of physics in the environment.
- demonstrate a secure knowledge and understanding of the big ideas in physics.
- recognise the impact physics makes on life, the environment and society.
- recognise the role of creativity in physics.
- establish the foundation for progression with learning in physics to National Awards of CfE.

Learning and Teaching Content

Pupils will have the opportunity to learn about aspects of level 4 Physics which are also part of the National 4 and 5 course. This ensures clear progression from S3 to S4.

A variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition significant work will be done to prepare the learners for the progression in to the National qualifications.

Many areas of Physics will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of electricity and energy. Learners will also research issues of topical interest to society.

Areas of study include :

- | | |
|-------------------------|-----------------------------------------------|
| ♦ Electric Circuits | ♦ Series and Parallel Circuits |
| ♦ Electric Current | ♦ Practical Applications of Series Circuits |
| ♦ Voltage | ♦ Practical Applications of Parallel Circuits |
| ♦ Electrical Components | ♦ Electricity Generation |
| ♦ Resistance | ♦ Energy and Power |

Interdisciplinary Learning

The S3 physics curriculum includes opportunity for scientific learning so that young people can make connections between different units of study. Experiences and outcomes from within physics and across science, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of physics in our society.

Assessment

Will be internally assessed within the school. Learners will be expected to:

- Pass end of unit test.
- Successfully complete Inquiry and Investigative reports.
- Use self-evaluation to rate and assess their progress in active learning, homework and unit assessment.

Homework

Learners are encouraged to extend the work in class to home and develop their skills by

- Completing formal homework exercises.
- Completing experimental write-ups and research items at home.
- Reviewing class notes to highlight and learn key areas for study.

Encourage your child to practice problem solving skills needed for physics such as calculations, drawing of graphs or completion of experimental write-ups

Progression

This course or its units may provide progression to:

- National 5 Physics or other qualifications in physics or related areas in.
- National 5 Course in another science subject.
- National 4 Physics or other qualifications in physics or related areas in.
- National 4 Course in another science subject.
- National 3 Physics or other qualifications in physics or related areas in.
- National 3 Course in another science subject.

Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.

COMPUTING SCIENCE – BROAD GENERAL EDUCATION

Aim(s) of course

The S3 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 Department intend to deliver a course that will prepare our S3 pupils for the National 3, 4 and 5 courses in S4.

Learning and Teaching Content

Pupils will be taught through teacher-led discussion, theory work, practical activities and cooperative group work. The following units are taught throughout Third year

- **Software Development and Design**

This unit allows pupils to develop knowledge and an understanding of the programming concepts needed to create effective programs. Pupils will create their own code using a programming language called Python.

- **Databases**

This unit allows pupils to develop knowledge and an understanding of how a database can be used to solve problems. Pupils will create databases using the software Microsoft Access and SQL code.

- **Web Design:**

This unit allows pupils to develop knowledge and an understanding of the components needed to create a web site. Pupils will create their own web sites using the programming languages HTML, CSS and JavaScript.

- **Computer Systems**

Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Interdisciplinary Learning

You will be able to use your knowledge from Computing Science in other subject areas of the school and its community when exploring a theme or an issue, meeting a challenge or solving a problem.

Assessment

All units of work are internally assessed using both a theory and a practical test at the end of each unit of work. Learner conversations will take place throughout the year about a pupils progress.

Homework

Homework will include written questions, individual research and reviewing class tasks.

Progression into Senior Phase

This Course or its components may provide progression to:

- Pupils can progress to National 3 in Computing Science in S4.
- Pupils can progress to National 4 in Computing Science in S4.
- Pupils can progress to National 5 in Computing Science in S4.