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INTRODUCTION

Broad General Education

In S1 and S2 you have studied a wide range of subjects across eight curricular areas. This has provided you with a variety of experiences to develop your knowledge and skills. We hope this has given you an idea of the subjects which you enjoy and those which you are best at. Often of course the two go together.

In S3 you will continue to follow a Broad General Education covering all the curriculum areas but also getting the opportunity of personalisation and choice. If you have already decided on a career, then make sure that your subject choices will help you achieve your goals. Perhaps you are still undecided? In this case, make decisions which allow you a flexible choice of careers in the future. However, this does not mean that you should select subjects which are totally unrelated. Often two or three subjects can group together to give qualifications which will help you in jobs, education or training.

To make sensible decisions you will need to do two things.

Firstly, make a realistic assessment of yourself. If you don't like to be outdoors, then don't plan to be a lumberjack. If you want to be a brain-surgeon, then you must be clever enough to get very good 'Highers', and dedicated enough to spend many years at university and training in hospitals after that.

Secondly, gather as much information as you can. Read this booklet carefully, and do the same with "You Can" and "Plan It Plus" and any other careers information which is available. Discuss the future with your parents, with teachers and with anyone else who can help. If your neighbour is a nurse, and that's what you want to be, then ask them what the job is like. Most of all, think carefully before making your decisions.

One more point - be determined to succeed. Work hard at your chosen subjects so that by S4 you will have done yourself justice, achieved your goals, and enjoyed yourself along the way.

NATIONAL QUALIFICATIONS

In May 2021 you will be presented for National Qualifications, usually National 3, National 4 and National 5.

Full information about National Qualifications can be found on the SQA website:
www.sqa.org.uk

SUPPORT FOR LEARNING

The Support for Learning Department advises all departments on strategies, methodologies and resources to be used by all pupils who are experiencing difficulties of any type. Parents are welcome to contact the department at any time if they have a concern about their child's learning.

If extra support is required in the class, Learning Support staff co-operatively teach in the class. Extra support can also be arranged with the Hearing Impaired Department, the Language Support Unit, the Area Network Team or Psychological Services if required.

ADMINISTRATION

So you've got your Option Booklet and are not sure what to do next year. Well answer these questions for some help!

Do you like working with a computer?	YES/NO
Would you like better ICT skills?	YES/NO
How about a job working with a computer?	YES/NO

Well, if you answered **YES** to **any** of these questions then **Admin & IT** might just be for you!

Admin – What is Involved?

You will be based on computer so that you can learn to have fantastic skills in MS Office and lots more besides. You are the **information generation** and employers will expect you to be confident in all your ICT skills and abilities.



In class we are going to keep up-to-date with the technologies which are in use in the business world, so you'll be ready for life after school. In fact, many former pupils of Admin have gone on to secure jobs in the world of Administration, using the skills they have learned in the classroom.

Admin - What About Assessment?

We will focus on Assessment in the classroom, by your teachers, in lots of different ways – be it computer-based, written, verbal, being recorded, and by observation. In addition, you will be assessed in practical Admin tasks – an Assignment – which will involve all your learning to date.

Admin - What is the Future?



This course in **S3** could lead on to an **S4** qualification in **National 4** or **National 5** Admin & IT. This means that you can take this subject on to **S5** and do further work – at **Higher** level. However, if you decide on a job, there are many career pathways for you. For instance, you could be thinking about a career in Administration, Events Co-ordination, Customer Care, Salesperson, Personal Assistant, Teacher, Holiday Representative or Receptionist – to name just a few possibilities. A certificate in **Admin** is very valuable for **any** job. In addition, many former pupils of Admin have used the extensive ICT skills learned to help them with their University and College courses and have been very grateful for developing these vital skills while at school.

Admin - What About More Information?

Talk to your **Business ICT** teacher – or see Mrs Bennie.

FINANCE

Have you enjoyed learning about Finance in S2? YES/NO
Would you like to start your own business? YES/NO
What is meant by making a profit?

If the world of savings, spending and investment interest you, then you would really love **Finance!**

Finance – What is Involved?

You will be trained in Problem Solving and Decision Making and will see how this is done by people who look after money – Accountants – in the business world today.



In **Finance**, you will learn what you are worth – in terms of financial value. In fact, you might learn how to increase your value as a result of this course! It is interesting to see what accounts big businesses have to create – and you'll learn how to create them. The world is in Financial chaos at the moment – maybe you would have good ideas which might help.

Finance – What About Assessment?



We will do lots of different tasks and you will be assessed in many ways in the classroom. This evidence might be written, verbal, computer-based, and by observation. You'll always be able to use your calculator in class and in assessments/tests, so do not worry if Maths is not your strongest subject.

Finance – What is the Future?

This course in S3 will cover finance-related SQA recognised qualifications and could lead on to a **National 5** qualification in **S4** in **Accounting**. This then means that you can take this subject on to **S5** and do further work – leading to **Higher Accounting**. However, if you decide on a job, there are many career pathways for you. For instance, you could be thinking about a well-paid career in Accountancy, Tax, Banking, Insurance, or Financial Services – to name just a few possibilities. In fact, I am sure that **Richard Branson**, the successful entrepreneur, would have loved a qualification in **Finance** when he was at school – maybe he would have ended up even more successful!

Finance – What About More Information?

Talk to your **Business ICT** teacher – or see Mrs Bennie.



BUSINESS

So, you've got your S3 choices, and you don't know which box to tick. Maybe these questions might help?

Did you enjoy the Marketing introduction in S2?	YES/NO
Would you like to know how a business can grow?	YES/NO
What about starting your own company?	YES/NO

Well, if you answered **YES** to **any** of these questions then **Business** might just be for you!

Business – What is Involved?



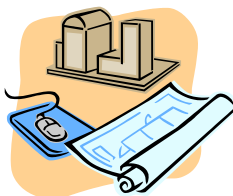
You will be learning about the various types of Businesses which are around today - how they are started and how they keep going. You will learn how Businesses advertise and convince customers to buy their products through the magical power of Advertising. We will look at businesses and find out just how well they are doing through lots of in-depth on-line research, together with visits to businesses to find out their successes or failures first hand.

Business – What About Assessment?

We will focus on Assessment in the classroom, by your teachers, in lots of different ways – be it computer-based, written, verbal, video, audio, and by observation. In addition, you will be assessed in practical **Business** tasks – a computer and paper-based Assignment – which will involve all your learning to date.



Business – What is the Future?



The **S3** course could lead on to a qualification in **S4** at **National 4 Business** or **National 5** in **Business Management**. After this, you can carry on this subject on to **S5** and do further study – up to **Higher** level. However, if you decide on a job, there are many career pathways for you. For instance, you could be thinking about a career in Business, becoming an Entrepreneur, Politician, Lawyer, Human Resources Manager, Market Researcher, Social Worker, Production Co-Ordinator – to name but a few. Business is a very useful subject to study for any future career.

Business – What About More Information?

Talk to your **Business ICT** teacher – or see Mrs Bennie.

COMPUTING

So, you've got your subject choices, and you don't know where to turn. Maybe this might help?

Do you like keeping your skills up-to-date? YES/NO

Would you like to use the computer in a creative fashion? YES/NO

Have you thought about a career in Computing? YES/NO

Well, if you answered **YES** to **any** of these questions then **Computing** might just be for you!

Computing – What is Involved?



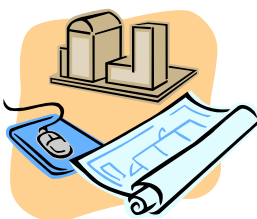
This is a modern course for a modern world. You will be learning new digital skills that will allow you to share your ideas with the whole world using current software and services. Following a program of work, you will learn about Web and Database development and be able to create art using graphics packages and edit videos.

Computing – What About Assessment?

We will focus on Assessment in the classroom, by your teachers, in lots of different ways – be it computer-based, written, verbal, video, audio, and by observation. In addition, you will be assessed in practical **Computing** tasks – a computer-based Assignment – which will involve all your learning to date.



Computing – What is the Future?



The **S3** course leads on to a qualification in **S4** at **National 4** or **National 5** in **Computing Science**. After this, you can carry on this subject on to **S5** and do further study – up to **Higher** level. However, if you decide on a job, there are many career pathways for you. For instance, you could be thinking about a career in Cyber Security, Computer Gaming, Website Development, Information Processing, Data Journalism – to name just a few possibilities.

Computing – What About More Information?

Talk to your **Business ICT** teacher – or see Mrs Bennie.

COMPUTER GAMES DEVELOPMENT

So, how will you choose your options next year? Why not ask yourself some questions.....

Are you a keen gamer?	YES/NO
Would you like to learn how to review and edit games?	YES/NO
Are you interested in a career in Game Development?	YES/NO
Do you like writing but wish you didn't have to settle for just one ending?	YES/NO

Well, if you answered **YES** to **any** of these questions then **Computer Games Development** might just be for you!

Computer Games Development – What is Involved?

Working on the computer, you will learn the excellent skills of a computer games developer. You will learn how to review a game and publish your findings. You will also be taught how to create worlds of your design. In addition, you will be learning about the emerging technologies of the computer games industry and how games are planned and designed.



Computer Games Development – What About Assessment?

It is not a course which has you playing games all day! We will focus on Assessment in the classroom, as you will learn how to develop games, by adding levels using your new skills. These new features will be tested by yourself, then by your peer group as well as your teacher. You will need to write Gaming Reviews of games you have been working on. You will test your classmates' levels, then learn from them.

Computer Games Development – What is the Future?



This course leads to a National Progression Award at level 4 or 5 in S4 and it can continue to level 6 and above further up the school.

Computer Games Development – What About More Information?

Talk to your **Business ICT** teacher – or see Mrs Bennie.

ART AND DESIGN

CONTENT OF THE COURSE

S3

Learners will build on their experiences in the subject from S2. Learners will continue their broad general education in Art & Design, focusing in on their skills in drawing, media handling and working in three dimensions through the production of an expressive unit and a design unit. Both units will be led by and based upon a critical activity, in which relevant work of artists and designers is studied. All assessment is internal and takes place at the end of each unit.

DESIGN ACTIVITY: Pupils will learn how to set a design brief and work through a process to solve a real-life problem. Pupils will learn appropriate techniques using a variety of media and technology.

EXPRESSIVE ACTIVITY: Pupils will learn how to use a variety of media to build the skills they require to express personal ideas, feelings and responses in a visual manner.

CRITICAL ACTIVITY: Learners will develop an understanding and appreciation of work by a range of artists and designers, making connections with how the work of these artists and designers inspires, influences and relates to their own work.

ASSIGNMENTS/PROJECTS

In addition to the units and activities outlined above, all pupils are given a professional quality sketchbook at the beginning of S3, to use and to keep throughout S3. Pupils are encouraged to work independently to fill the sketchbooks with an extensive range of art and design work of their own choice, as well as using the sketchbook for set homework tasks.



MUSIC

In S3 pupils will continue with the Broad General Education working on Level 3 and Level 4 experiences and outcomes.

Performing Music

In S3 pupils will develop their skills on their two chosen instruments, receiving tuition in class or by being given the opportunity to obtain lessons with one of our instrumental tutors such as weekly drum-kit or guitar lessons.

Composing Skills

In this course area pupils learn how to use compositional methods to produce their own musical ideas. This is done through activities such as composing music to match a movie or video game trailer, creating their own electronic piece of music (such as a dance track) or an activity such as creating an improvisation in a jazz or blues style. The suite of apple mac computers is used in these tasks, using 'Garageband' and Protools' music software.



Understanding Music

The aim of this course element is to develop the pupil's knowledge and understanding of what makes music work by analysing the different concepts or 'building blocks' that make up a piece of music. Pupils are taught to have an understanding of the musical features that can influence the sound of specific musical styles and why music works in the way it does. This is done through activities such as all pupils in a class performing a specific piece of music and the teacher then in turn focusing on the range of musical concepts that are present in the piece. Class listening assessments are then given to provide pupils with the opportunity to use the knowledge gained through undertaking the performing task.

Music with Technology

Now we have our wonderful new school facilities (including a professional recording studio) music technology is now at the heart of the music curriculum in the school. Indeed in S4 and S5/6, pupils are given the opportunity to undertake a specific music with technology course (instead of music with performing). As a result, all S3 pupils are given tuition in music with technology skills. Using our music ICT suite of apple macs, pupils are shown how to use software such as Protools and Garageband, creating their own music and using features such as drum loops, automation and mixing techniques.

DRAMA

In the BGE Drama course, pupils have the opportunity to develop their acting and presenting skills through participating in scripted or improvised drama. Pupils develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects of the subject as well as studying scripts, and commenting on their work and the work of others.

The BGE course involves pupils developing ideas from a range of stimuli. Thereafter, pupils contribute to devising, rehearsing and presenting improvised drama or script based productions. As well as the presentation aspects of drama, pupils also learn how to use theatre arts technology such as lighting effects to enhance tension, mood and atmosphere in drama work.

Working through the Experiences and Outcomes of the Broad General Education course allows pupils to cover the 3 core areas of the Drama curriculum. This will prepare the pupils for the senior phase which is outlined as follows:

Drama Skills

Pupils will look at a selection of stimuli, contribute to group discussion, help with the planning of the scenarios and act in the play they have created. They then evaluate their work and that of others.

Production Skills

Pupils are taught about all aspects of Theatre Production. They gain practical experience of all areas and design for an extract of text. They will specialise in one chosen area and use this to enhance the performance of other candidates.

Performance

National 5: Pupils rehearse and perform a scripted play. They can choose to specialise in acting or a production skill.

National 4: This is the Added Value unit and pupils rehearse and perform a devised play. They can choose to specialise in acting or a production skill.



DANCE

Dance Course

S3

In S3 pupils shall learn technique from various dance styles, they will learn to link them together in a routine. They will learn about the 4 components of dance; Actions, Space, Dynamics and Relationships and use these components to choreograph pieces of dance.

Pupils are given the opportunity to practice technique from different styles of dance and then link these together in a routine. They shall perform group routines and add choreography considering the Strengths and Weaknesses of individuals. They shall learn to recognise their own level of performance and select techniques to use to improve the look of the performance.

Pupil shall perform in small groups to peers in the class and/or department. Pupils shall be part of an audience for group performances.

Pupils will self-evaluate their own work and shall give feedback to others in the class/group, using iPad and applications to enhance their performance, recording and evaluating.

Dance styles in S3 – Jazz/musical theatre, Contemporary/lyrical, Street/Commercial/hip-hop



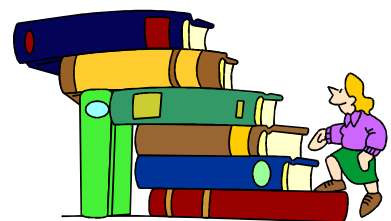
ENGLISH

Pupils in S3 will continue to follow a broad general education building on skills taught to become confident individuals, successful learners, effective contributors and life long learners.

In English they will experience varied activities through reading, writing, talk and critical listening. Pupils will work independently, with peers and in varied groups to research, develop, create and present evidence through a variety of tasks.

Pupils will experience fiction, non-fiction, media and different literary genres throughout the course.

In S4 pupils will follow the National 3, 4 or 5 course, suitable to their needs. National 3 & 4 are internally assessed while National 5 has an external exam. Building on skills taught they will analyse texts and create texts to complete the units.



FRENCH

The course offered will provide our young people with the opportunities:

- to develop skills in Listening and Talking, Reading and Writing – skills which are essential for learning, the world of work and life
- to use language to communicate ideas and information
- to use different media effectively (internet, podcasts, videos etc.) for learning and communication
- to enhance their enjoyment and understanding of cultures other than our own and develop a deeper understanding of citizenship
- to understand how language works to best express thoughts and feelings
- to improve study skills and attention to detail
- to improve memory, problem-solving and critical thinking skills
- to develop greater confidence, independence and coping strategies
- to develop the communication skills required for many careers

CONTENT

During S3, the topics covered will fit into the themes of Society, Culture, Learning and Employability and will include topics such as:

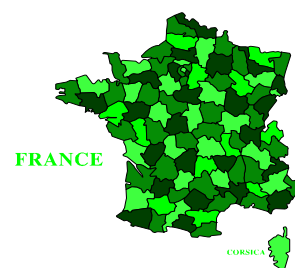
- **Ma vie sociale d'ado** (Society : interests and social media)
- **Speciales Vacances** (Culture : holidays)
- **Mes plans d'avenir** (Employability/Learning : education, jobs, skills and future plans)
- **Bien dans sa peau** (Society : health)
- La Francophonie (Culture: French speaking countries) or the study of a French film.

ASSESSMENT

Pupils will have to show they can use and understand the language when presented in a familiar context. They will also show a growing ability to cope with some unfamiliar language. All four skills will be assessed.

EXPERIENCES

- Food tasting
- Other language tasters
- Cinema trips
- European Day of Languages: Immersion & Celebration
- Foreign trips



CAREERS

Knowledge of a foreign language opens doors to many other life opportunities and experiences. For some, learning a foreign language may simply be about enjoyment or possible future travel but a knowledge of a foreign language is both useful and indeed necessary for many careers (e.g. Primary School Teacher Training) and some universities (e.g. Edinburgh still require a language qualification for entrance to any of their Arts courses). A proven ability to learn a language is also seen as indicative of good literacy and communication skills. There are job opportunities for those with languages in the fields of Business, Media, Banking, Leisure, Hospitality, Tourism, Law, Science, Technology and Education. An added bonus is many jobs offer additional pay for a language skill. Overall, languages can enhance future job prospects and make you more desirable to employ.

SPANISH

The course offered will provide our young people with the opportunities:

- to develop skills in Listening and Talking, Reading and Writing – skills which are essential for learning, the world of work and life
- to use language to communicate ideas and information
- to use different media effectively (internet, podcasts, videos etc.) for learning and communication
- to enhance their enjoyment and understanding of cultures other than our own and develop a deeper understanding of citizenship
- to understand how language works to best express thoughts and feelings
- to improve study skills and attention to detail
- to improve memory, problem-solving and critical thinking skills
- to develop greater confidence, independence and coping strategies
- to develop the communication skills required for many careers

CONTENT

At the beginning of S3 we will cover basic pronunciation and personal information, before going on to topics such as:

- **La Cultura Hispanica** (Culture : Spanish speaking countries)
- **Me Presento** (Personal information)
- **La Familia** (Family, pets and relationships)
- **Mi pueblo/mi casa** (My town and home)
- **Mi tiempo libre** (free time, hobbies & sports)
- **Film study**

ASSESSMENT

All four skills (Listening, Reading, Talking and Writing) will be assessed. Pupils will have to show they can use and understand the language when presented in a familiar context and demonstrate their ability to work individually.

EXPERIENCES

- Food tasting
- Other language tasters
- Cinema trips
- European Day of Languages: Immersion & Celebration
- Foreign trips



CAREERS

A knowledge of a foreign language is both useful and indeed necessary for many careers (e.g. Primary School Teacher Training) and some universities (e.g. Edinburgh still require a language qualification for entrance to any of their Arts courses). A proven ability to learn a language is also seen as indicative of good literacy and communication skills. There are job opportunities for those with languages in the fields of Business, Media, Banking, Leisure, Hospitality, Tourism, Law, Science, Technology and Education. An added bonus is many jobs offer additional pay for a language skill. Languages may be combined with almost any other desired degree course with opportunities to study for a semester or sometimes up to a full academic year in a foreign country.

MATHEMATICS

Why Study Mathematics?

Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers.

You may not need to use algebra when you go shopping, but the architects who designed the shop did, and so did the builders who built it, and so did the engineers who designed the machines which made the goods you buy.

The Course will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The Course develops confidence in the subject and a positive attitude towards further study in mathematics. It develops skills in manipulation of abstract terms in order to solve problems and to generalise. The Course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modeling
- some numeracy skills in number processes and information handling

Course

In S3 all pupils will follow a maths course as part of a **broad general education**, covering level 3 and 4 Numeracy and Mathematics Experiences and Outcomes. During S3 pupils will also overtake some of the National 4 and National 5 mathematics outcomes providing some depth and challenge in their Learning.

Assessment of Course

Continuous assessment will take place through Block Tests after each unit, marked internally by the class teacher.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3, National 4 or National 5 in Maths**.

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

- Pupils Achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

Homework

Formal homework will be issued regularly by the class teacher and taken in to be marked. Informal homework such as finishing off incomplete tasks and revising for tests will also be expected of all pupils most evenings. Pupils are expected to follow up class work with further work and consolidating at home

PERSONAL DEVELOPMENT

In conjunction with The Prince's Trust

This is a practical based course, which seeks to develop candidates' potential as employable, contributing members of society through the development of life skills relating to:

- task management
- social interaction
- self-evaluation

It also provides opportunities for candidates to demonstrate the ability to:

- manage information
- communicate effectively
- deliver a product or a service



Through the development of these skills and abilities pupils can become reflective learners which will help them to build self-confidence and self-esteem.

This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

COURSE CONTENT

The course is made up of four mandatory units:

- Self-Awareness
- Self in Society
- Self and Work
- Practical Abilities

Pupils will complete these units by organising various events/activities throughout the school, as well as planning trips and different experiences. They will target-set and evaluate their individual skills and contributions.

ASSESSMENT

Pupils complete an individual folio of work based on the work covered in the mandatory units.

ASDAN

The Award Scheme Development & Accreditation Network

ASDAN - 'The Award scheme Development & Accreditation Network' course aims to promote the personal development of pupils through various challenges and credit awards. The focus of the course is to enhance pupils' self-esteem, their aspirations and their contributions to the community.

Each award programme contains a choice of challenges which will encourage the pupils to become more skilled at:

- Improving Own Learning and Performance
- Working with Others
- Problem Solving

The pupils will be awarded either bronze or silver certification depending on the amount of credits they achieve. The skills which the pupils will develop in ASDAN are highly valued by employers and institutions of further and higher education.

PHYSICAL EDUCATION

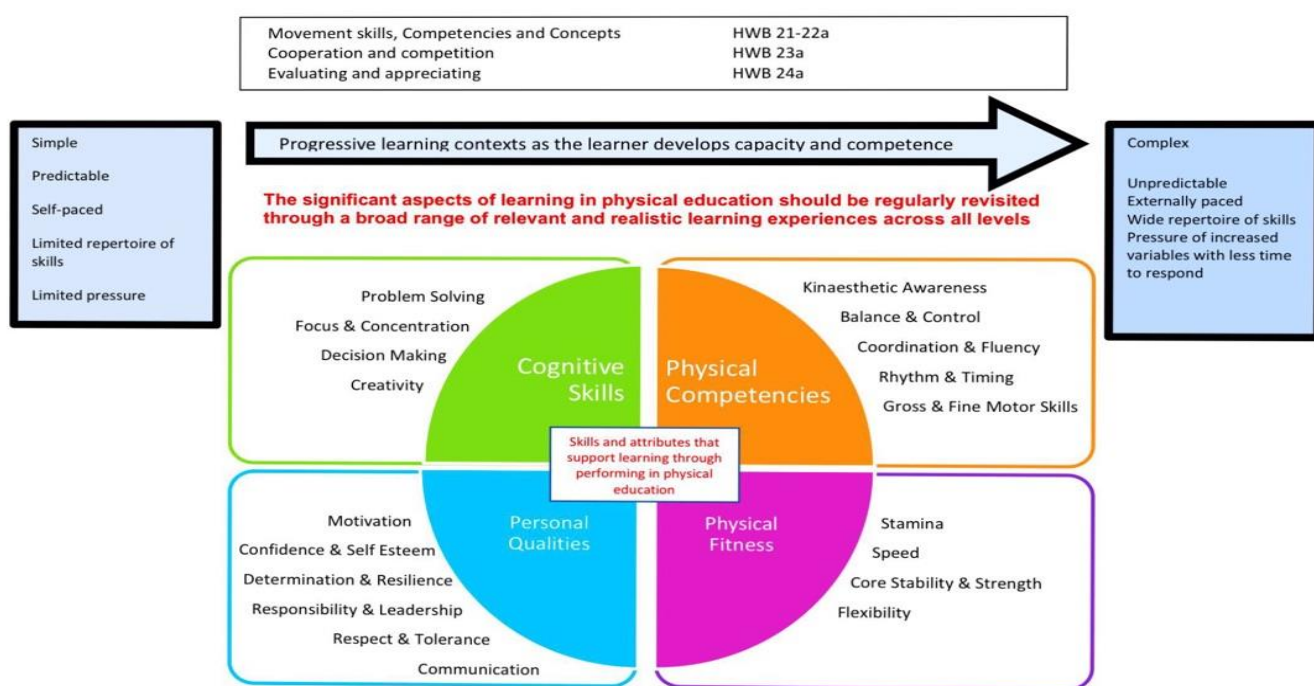
PHYSICAL EDUCATION

In 3rd Year, learners in PE will continue to build on their physical competences, improve aspects of fitness and further develop interpersonal skills and attributes. They will learn to transfer concepts such as, striking and rebounding, and defending and attacking, through a variety of sporting activities. They will also learn to make links in aesthetic activities by learning about timing, rhythm, weight, fluency and control.

Students will participate in a variety of practical learning experiences, including individual tasks, or with a partner and in small and large groups. They will learn how to challenge themselves by adapting equipment and tasks to suit their needs. Students will also develop their ICT skills through making presentations of their findings on set tasks. They will make use of iPad technology to review and analyse performance with apps such as 'Coaches Eye' & 'Ubersense.'

Activities that we traditionally deliver are, Volleyball, Basketball, Trampolining, Softball, Athletics, Snowboarding, Badminton, Gymnastics and Football.

Shown below are the Significant Aspects of Learning in PE (SALS), all of which will be used as the focus for learning and for monitoring progress through 3rd and into 4th level PE experiences and outcomes. In other words – a typical lesson may be in Trampolining but the focus will be on developing Resilience and Responsibility or in football with a focus on problem solving and decision making.



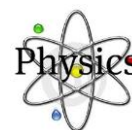
SCIENCES

Sciences options for S3 - your questions answered



What is different about option choices in the Science Department?

- You have studied "Science" in S1 and S2.
- Now you will choose from Biology, Chemistry, Physics and Environmental Science to continue with your Broad General Education.
- You can choose one, two, or all three of Biology, Chemistry and Physics.
- If you choose Environmental Science that would usually be your only science.
- If you are interested in a career in science or technology, you should think about choosing more than one science.



What are Biology, Chemistry and Physics?

Here is a reminder of the topics you studied in S1 and S2, and which science they involve. Environmental Science covers work from almost all of these topics.

First Year

What's the Matter	Chemistry
Cells Alive	Biology
Enlightened	Physics
Made in the Stars	Chemistry
Photosynthesis	Biology
Electricity	Physics



Second Year

Biotechnology	Biology
Heat	Physics
Awesome Acids	Chemistry
Forces	Physics
Chemical Reactions	Chemistry
Biodiversity	Biology

Which is the easiest science?

Biology, Chemistry and Physics have been designed to be the same difficulty. They all involve numeracy, literacy and problem solving skills. These courses will lead to National 4 and 5 courses in S4.

Environmental Science is more suited to those who have found science difficult in S1/2. It will lead to National 3 and 4 courses in S4. Your science teacher will advise you which level would suit you best.

What are the courses like?

In the S3 BGE you will work on a variety of topics that will build on work from S1/2. You will then move on to National courses which you will sit in S4.

The following pages give more information about the individual sciences. For more information speak to your science teacher, or to Mr. Miller (Principal Teacher of Science) in Science Room 5.

SCIENCE

BIOLOGY

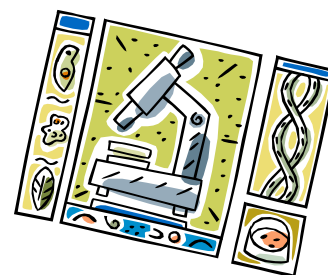
Biology is the study of living things (plants and animals) and how they interact with their surroundings.

In S3 Biology you will do a variety of activities including practical work, and the course is suited to a wide range of pupils.

The Broad General Education has the following units:

Cell Biochemistry

In this unit, you will learn about cell structure and processes within cells, such as respiration, as well as DNA, protein and biotechnology. You will also find out about enzymes, therapeutic uses of cells, and controversial biological procedures.

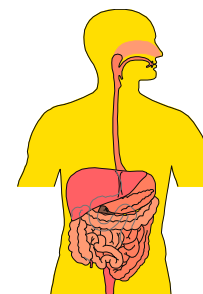


The World We Live In

This unit is about world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling, microorganisms and ethical issues.



You will be given homework at the end of each topic, and regular assessments so that you know how you are coping with the course work.



In S4 you can sit National 4 or 5 Biology.

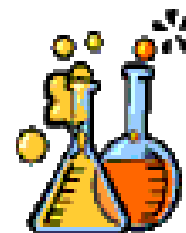
In S5/6 you can study National 5 Biology or Higher Human Biology.

Here are some ideas of careers that involve biology:

Physician, Nurse, Physical therapist, Chiropractor, Podiatrist, Exercise physiologist, Nutritionist, Dietician, Pharmacist, Lab technician, Forensic scientist, Pathologist, Emergency medical technician, Vet, Vet assistant, Zoologist, Marine biologist, Wildlife biologist, Fisheries biologist, Animal trainer, Biology Teacher, Agricultural research, Botanist, Forest service, Soil scientist, Horticulturist.....

CHEMISTRY

Chemistry is the study of natural substances, what they are made of and how they are used in living things. It is vital to every aspect of our lives. Chemistry is often called the “central science” since it links with the other sciences and is involved in many branches of technology. It is a good choice if you want to keep your options open, and it is worth noting that not all chemists wear white coats!



Throughout the S3 BGE course you will learn about atoms, how they make up matter and how they interact with each other to make all the substances we use in our everyday lives. You will also learn how these substances are produced on an industrial scale and about the environmental issues associated with producing these chemicals. Along the way, you will develop many skills such as analysing data from experimental work, evaluating the validity of experimental procedures and making predictions based on knowledge gained and experimental work undertaken.



There are three Units in these courses:

Building Blocks and Chemical reactions

You will do experiments and develop skills. You will think about ethical and environmental issues, and learn how the chemistry of the atom affects our everyday lives.

Fuels and Hydrocarbons

You will use everyday products such as cosmetics, fuel and food. You will learn how chemistry is involved in materials we use every day, and consider environmental and ethical issues.

Everyday and Industrial Chemistry

You will have a chance in this unit to develop scientific thinking skills through investigating new materials and energy sources.

A variety of teaching and learning approaches are used to suit a wide ability range of pupils. The course booklets are “write-on” to allow all pupils to access the curriculum. Booklets also contain extension materials to stretch the more able. You will be given homework every week and regular assessments so that you know how you are coping with the course work.

In S4, you will be presented for National 4 or 5 awards. In S5/6, you can study National 5 or Higher Chemistry.

SCIENCE

PHYSICS

Physics helps us to explain how everyday things work. Physics is at the heart of engineering and technology, and is an exciting and modern science subject. It uses the latest technology, including laptops, interface units and electronic sensors.

A qualification in Physics is well respected by employers, colleges and universities.

Your Broad General Education physics course in S3 will have three units:



Waves

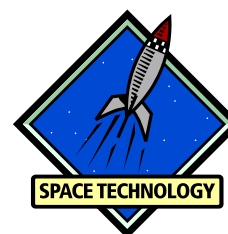
Different types of waves – sound, light, electromagnetic.

How they are used in medicine and communications.

Echo-sounding (sonar), ultrasound, fibre optics, mobile phones, infrared, ultraviolet, X-rays, lasers. Radioactive material, safety, nuclear power, nuclear medicine.

Movement and Forces

Measuring speeds of vehicles, acceleration, light gates, gravity, forces, friction, air tracks, rockets, space flight, aerodynamics, seat belts, crumple zones, satellites, space exploration, re-entry, telescopes, astronomy, black holes.



Electricity

Energy in cars, solar cells, the Van de Graaff generator, current and voltage, resistors, LEDs, loudspeakers, power, household appliances, the National Grid, heating solids and liquids.

The Physics courses are suited to a wide ability range of pupils. Physics is a practical subject and you will do a lot of experiments. You will often use computer simulations, quizzes and websites. You will also spend a lot of time in class doing calculations and improving your numeracy skills. Homework is issued weekly, and regular assessment will give you a good idea of how you are progressing.

In S4 you can study Physics at National 4 or 5 level.

In S5/6 you can study National 5 or Higher Physics.

SCIENCE

ENVIRONMENTAL SCIENCE

This course is great for pupils who don't want to go on to National 5 in S4, but instead have a broad experience of different sciences. If you are like Environmental Science, it is possible to keep studying and progressing in fifth and sixth year.

Environmental scientists are involved in tackling issues such as global climate change, pollution, the use of land and water resources and changes in wildlife habitats.

The Environmental Science Course covers the living environment, the Earth's resources and sustainability.



There are three units in the course:

Living Environment

Interdependence, food chains and food webs, adaptation, ecosystems, population growth, biodiversity, the nitrogen cycle, fertilisers.

Earth's Resources

Responsible use of non-renewable and renewable resources. Fossil fuels, uses of materials derived from crude oil. Risks and benefits of different energy sources, including those produced from plants. The balance of gases in the air.

Sustainability

Natural resources and how they affect human activity. The interaction between humans and the environment, and the impact of human activity on an area. The role of agriculture in the production of food. Society's energy needs. Sustainable transport systems.

There will be a variety of learning activities, including practical work.

The course is fun, and involves work in the school grounds and the local environment. You will go on some trips too.

There will be no final SQA exam. To pass the course you have to pass all the unit tests and complete an Assignment.

For more information about the course, speak to Mrs Hannah in Science room 3.

GEOGRAPHY

This course examines 3 areas of Geography:

1. PHYSICAL ENVIRONMENTS:-

Physical Landscapes:

We will look at landscapes shaped by ice and coasts and how people use the land.

We will also look at conflicts between land users and how these can be solved.

Weather:

This involves learning about weather affecting the UK, and its impact on people.

2. HUMAN ENVIRONMENTS:-

World Development:

We will find out about the differences between developed and developing countries.

Urban Studies:

We will look at how cities in the UK change over time and compare this with developing world cities.

Rural Studies: This involves learning about changes which have taken place in the UK and developing countries in rural areas.

3. GLOBAL ISSUES:-

World Biomes:

We will study the Rainforests and the Tundra and their use and misuse.

Medical Geography:

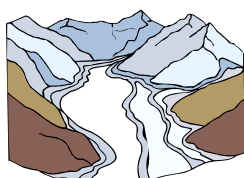
We will look at AIDS, heart disease and malaria and their causes, effects and control strategies.

*The S3 BGE includes a **SKILLS** course based on a variety of topics. This will help our students to develop the fundamental skills which will help towards National Courses such as: **research, presentation, analysis, sources, different viewpoints...**to name a few.*

GEOGRAPHY: Careers

Higher Geography is recognised as a Science subject for entry to university courses which ask for an additional science. Geography is also a valuable qualification for a variety of professions including:-

Apprenticeships, Law, Medicine, Hair Dressing, Teaching, Travel and Tourism, Accountancy, Surveying, Engineering, Town Planning, Environmental Studies, Journalism, Forensic Science, Languages, Social Studies and Business.



HISTORY

This course examines 3 separate areas of History:

1. Historical study: Scottish History

A study of the experiences of Scots in the Great War and its impact on life in Scotland. You will study the impact of technology and the experiences of soldiers on the Western Front. You will also examine how the Great War impacted on the lives of people back home in Scotland.

2. Historical Study: British History

You will study the Atlantic Slave Trade, this will include the study of the Triangular Slave Trade, Britain and the Caribbean, The captives experience and slave resistance and the Abolitionists campaign. You will investigate and analyse the impact the slavery had on trade and the development of industry and wealth.

3. Historical Study: European and World History

A study of the attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State. You will examine the rise of the Nazis and how Hitler controlled Germany.

*The S3 BGE includes a **SKILLS** course* based on a variety of topics. This will help our students to develop the fundamental skills towards our National courses such as: **research, presentation, analysis, sources, different viewpoints...**to name a few.

History is highly valued by colleges and universities as an academic and analytical subject, which teaches a wide range of transferable skills. History is also a valuable qualification for a variety of professions including:

Teaching, Apprenticeships, Media, Financial Sector, Journalism, IT, Law, Police Force, Medical Profession, Social Sciences, Humanities related careers.



SOCIAL SUBJECTS

MODERN STUDIES

The course examines three areas:

1. Democracy in Scotland and the United Kingdom

We will study **either Democracy in Scotland OR Democracy in the UK.**

We will find out who **represents** us in Politics, how we can **participate** in Politics and how we can **influence** Politics through groups such as Trade Unions, Pressure Groups and the Media. You will develop an understanding of your rights and responsibilities in today's society.

2. Social Issues in the United Kingdom

Crime and the Law – What is crime? What are the different types of crime? What are the causes of crime? What is the impact of crime? What efforts are taken to tackle crime and The Criminal Justice System in Scotland?

3. International Issues

We will study a **World Power OR an International Issue.**

World Power – any of the G20 members excluding the UK, e.g. China, Italy, Saudi Arabia, the USA.

International Issue – for example, conflict in the Middle East, development, trade, child soldiers or international terrorism.

*The S3 BGE includes a **SKILLS** course* based on a variety of topics. This will help our students to develop the fundamental skills towards our National courses such as: **research, presentation, analysis, sources, different viewpoints...**to name a few.

Modern Studies is highly valued by colleges and universities as an academic and analytical subject, which teaches a wide range of transferable skills. Modern Studies is also a valuable qualification for a variety of professions including:-

Apprenticeships, Broadcasting, The Media, Civil Service, Engineering, The Financial Sector, IT, Journalism, Law, Teaching, Nursing, The Medical Profession, Publishing Science.



This course examines 3 separate areas of RMPS

World Religion

In this area, learners will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. They will develop detailed factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions.

Morality and Belief

In this area, learners will develop skills to explain and express reasoned views about contemporary moral questions and responses. They will develop detailed factual and theoretical understanding of contemporary moral questions and religious and nonreligious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions.

Religious and Philosophical Questions

In this area, learners will develop skills to analyse religious and philosophical questions and responses. They will develop factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions.

The S3 BGE includes a SKILLS course based on a variety of topics. This will help our students to develop the fundamental skills towards our National courses such as: **research, presentation, analysis, sources, different viewpoints...**to name a few.



BGE HEALTH & FOOD TECHNOLOGY

FOR MORE INFORMATION CONTACT: MRS CANNING



Course Overview

The **BGE Health and Food Technology** course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products to a range of dietary and lifestyle needs.

Course Purpose

The courses will focus on **health and the nutritional properties of food** as well as safe, hygienic and informed practices in food preparation. Learners will also complete food hygiene training and certification from REHIS. It develops candidates' understanding of the importance of a balanced diet and healthy lifestyle. It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers. Learners can expect an exciting mixture of practical and theoretical learning and assessment activities.

The course aims to enable learners to:

- Know and understand of the relationships between health, food and nutrition.
- Know and understand of the functional properties of food.
- Make informed food and consumer choices.
- Apply their skills to a range of practical contexts.
- Organise a range of technological skills to develop and make food products.
- Apply safe and hygienic practices in practical food preparation.

Course Structure

- Food Hygiene
- Food for Health
- Food Product Development

Course Assessment

In going classroom Assessment

Written Assignments and/or Folio Development

Practical Assignments – to include developing new food products

BGE HOSPITALITY: PRACTICAL COOKERY

FOR MORE INFORMATION CONTACT: MRS CANNING



Course Overview

The **BGE Hospitality: Practical Cookery** course enhances learners' personal effectiveness in **cookery** and provides a set of skills for those who wish to progress to further study in the hospitality context.

Course Purpose

The course will develop a range of skills for learning AND skills for life. It aims to further develop learners' personal effectiveness in terms of **cookery and practical skill development**. The course focuses on learning how to plan, prepare and cook food for a variety of hospitality and/or event contexts and includes hygiene training and certification from REHIS.

The course aims to enable learners to:

- Develop a range of cookery skills, food preparation techniques and cookery processes when following recipes.
- Select and use ingredients to produce and garnish or decorate dishes.
- Develop an understanding of the characteristics of ingredients
- Develop an understanding of issues surrounding food sustainability.
- Develop an understanding of current dietary advice relating to the use of ingredients.
- Plan, research, produce and present food items and meals appropriately.
- Work safely and hygienically.

Course Structure

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

Course Assessment

Practical cookery classes
Investigative/research-based learning

Written Assignments

Practical Assignments – to include developing recipes and planning menus and events

BGE FASHION AND TEXTILE TECHNOLOGY

FOR MORE INFORMATION CONTACT: MRS CANNING



Course Overview

The **BGE Fashion and Textile** course develops the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that learners acquire by successfully completing the course, will be invaluable for life-long learning and the world of work.

Course Purpose:

This course places emphasis on the development of **practical skills and textile construction techniques** to make straightforward fashion/textile items, to an appropriate standard of quality. The course will also help learners develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. Likewise, it will help learners to develop important skills, attitudes and attributes related to fashion and textiles, that are transferable to other contexts, including problem-solving skills and communication skills.

The course aims to enable learners to:

- Undertake straightforward/detailed textile construction techniques.
- Plan and make straightforward/detailed fashion/textile items.
- Demonstrate knowledge of textile properties and characteristics.
- Develop and understanding of factors which influence fashion/textile choices and trends.
- Select, set up, adjust and use relevant tools and equipment safely.
- Showcase research and presentation skills.

Course Structure

- Textile Technologies
- Textile Item Development
- Fashion and Textile Choices

Course Assessment

Practical sewing/textile classes
Investigative/research-based learning

Written Assignments

Practical Assignments – to include developing new textile items.

BGE DESIGN AND MANUFACTURE



FOR MORE INFORMATION CONTACT: MRS CANNING

Course Overview

The **BGE Design and Manufacture** course introduces pupils to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both **designing and in communicating** design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

The course aims to enable learners to:

- Demonstrate skills in the design and manufacturing of models, prototypes and products.
- Showcase knowledge and understanding of manufacturing processes and materials.
- Understand of the impact of design and manufacturing technologies on our environment/society.
- Read technical drawings and diagrams.
- Use a range of software applications to communicate design ideas.
- Develop practical solutions to design problems.
- Research, plan and manufacture design ideas.

Course Structure

- Sketching and Designing
- Manufacturing and Workshop Skills
- Creative Skills and Rendering
- Software Applications e.g. Inventor

Course Assessment

Practical craft classes

Investigative/research-based learning

Written Assignments – Folio Development

Practical Assignments – to include model design and development

BGE GRAPHIC COMMUNICATION

FOR MORE INFORMATION CONTACT: MRS CANNING

Course Overview



The **BGE Graphic Communication** course combines elements of creativity and communicating for visual impact. It allows learners to engage with a range of technological applications. Learners are encouraged to exercise their imagination, creativity and logical thinking. They will develop an awareness of **graphic communication** and understand how it can be invaluable for life-long learning and for the world of work.

The course aims to enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software.
- Extend and apply knowledge and understanding of graphic communication standards and protocols, and understand where and how these should be applied.
- Develop an understanding of the impact of graphic communication technologies on our environment and society.

Course Structure

- Sketching and Drawing Skills
- Manufacturing and Workshop Skills
- Creative Skills and Rendering
- Software Applications e.g. Inventor and Desktop Publishing

Course Assessment

Practical graphics classes
Investigative/research-based learning

Written Assignments – Folio Development
Practical Assignments – to include model design and development

BGE PRACTICAL METALWORKING

FOR MORE INFORMATION CONTACT: MRS CANNING



Course Overview

The **BGE Practical Metalworking** course provides opportunity for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of finished products. The course is practical and creative in nature, allowing learners to engage with a range of technological and numerical applications and contexts, as it relates to **metalworking**. It allows learners to use a variety of tools, equipment and materials.

The course aims to enable learners to:

- Develop skills in metalworking techniques.
- Develop skills in measuring and marking out metal sections and sheet materials.
- Show safe working practices in workshop environments.
- Demonstrate practical creativity and problem solving skills.
- Understand materials sustainability and construction techniques.

Course Structure

- Sketching and Drawing Skills
- Bench Skills
- Machine Processes
- Fabrication and Thermal Joining

Course Assessment

Practical craft classes

Investigative/research-based learning

Written Assignments – Folio Development

Practical Assignments – to include model design and development

BGE PRACTICAL WOODWORKING

FOR MORE INFORMATION CONTACT: MRS CANNING



Course Overview

The **BGE Practical Woodworking** course provides opportunities for learners to gain skills in reading **drawings/diagrams in the completion of finished wood –based products**. The course is highly practical and creative in nature, improving learner's skills, whilst operating a variety of tools, equipment and materials. It also helps learners develop practical numeracy skills.

The course aims to enable learners to:

- Develop skills in woodworking techniques.
- Measure and mark out timber sections and sheet materials.
- Undertake safe working practices in workshop environments.
- Demonstrate practical creativity and problem solving skills.
- Understand materials sustainability.

Course Structure

- Sketching and Drawing Skills
- Flat Frame Construction
- Carcase Construction
- Machining and Finishing

Course Assessment

Practical craft classes

Investigative/research-based learning

Written Assignments - – Folio Development

Practical Assignments – to include model design and development.

GUIDANCE

All pupils will continue to have one period per week of Personal, Health and Social Education.

Topics covered are:

S3

Study Skills
Health Education
Alcohol & Solvent Abuse
Careers
Heart Start
S3 Profile

S4

Career Choices - Preparing for Work
Work Experience
Health
Study Skills
S4 Profile



PSHE - CAREERS



In order to make informed decisions, pupils are currently exploring the website **planitplus.net** website in PSHE. Parent/ carers may want to investigate this website as well:

Career Match - This allow pupils to answer 80 question about themselves and at the end matches their likes/ interests to a number of career suggestions.

Instructions: CAREERS- CAREER MATCH- SIGN UP - Complete 80 Questions.

Subject Career List- Matches subjects with possible careers

Instructions: SCHOOLS- SUBJECT CAREER LIST- Select subject.

Nationals/ Nationals A-Z - Information about each subject and suggested career links.

Instructions: SCHOOLS- NATIONALS/ NATIONAL A-Z- Explore each subject.

S3 Options - Gives advice of what to consider when selecting your options.

3 Activities: **Choices/S3 Options Elevator/The Great School Subject Debate.**

Instructions: SCHOOLS- S3 OPTIONS- Select one of the three options.

GUIDANCE INTERVIEWS

From S1 onwards all pupils receive a one-to-one interview with their Guidance Teacher. At this interview their progress for next steps are discussed. Pupils are involved in setting curricular pathways in partnership with teachers and Guidance staff support these choices to help pupils plan for the future and reach their full potential. In recent years we have introduced pupils to the idea of setting themselves, in negotiation with teachers, curricular targets at these interviews. It is hoped that this will encourage each pupil to attain the best grades possible.

NOTES REGARDING S3 PERSONALISATION AND CHOICE

1. Columns A, B & C – English, Maths & Modern Languages

Pupils will be allocated to the columns according to their register section and these have been added for you.

Column D - Pupils should make one choice from the Social Studies column. Their preferred choice plus a reserve subject.

Column E - Pupils should make one choice from the Science Subjects based on interest and ability. Their preferred choice plus a reserve subject.

Column F - Pupils should make one choice from this column. Their preferred choice plus a reserve subject.

Column G - Pupils should make one choice from this column. Their preferred choice plus a reserve subject.

Column H - Pupils should make one choice from this column. Their preferred choice plus a reserve subject.

2. Course Choice

- a) Pupils should choose subjects in which they have some likelihood of success and which could be useful for their intended career (if known). They should also consider those subjects which they like as this influences their success rate.
- b) Personal Development and ASDAN will be provided for some pupils after discussion with parents.
- c) All pupils will have at least one individual interview with their guidance teacher when they can discuss their choice of subjects.

3. Method of Completion

Pupils will **write** the subjects of their choice in the boxes at the bottom of the columns and their reserves in columns D, E, F, and G and H.

Pupils should enter their career aims (if known) in the space provided.

After the pupil/parent/guardian has signed the form, the completed sheet should be handed to the Pupil Support Teacher by Friday 22nd February 2019.

A further copy of the option sheet will be given to the pupils together with their report and it is **that** copy which should be returned to the school. ***This copy is for information and discussion only prior to interview.*** It can of course be taken by the pupil to their guidance interview.

4. Final Decision

The final decision about each pupil's course will take account of all relevant considerations, including the pupil's progress and the availability of staff.