S3 Prospectus 2025-26

S3 PHASE

PROSPECTUS

WELCOME

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school. Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners

- confident individuals

- effective contributors

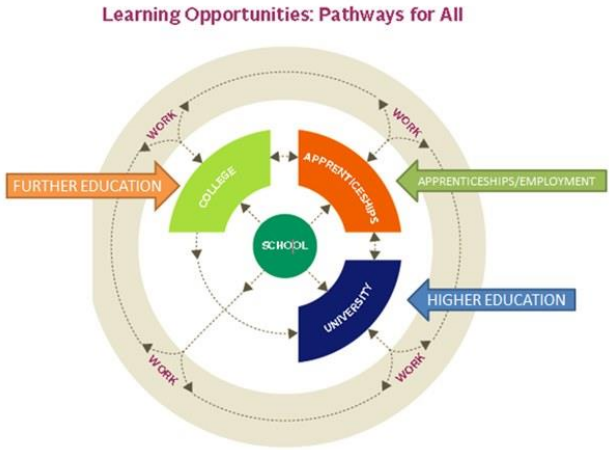
- responsible citizens

Learners should have the opportunity to access different pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for leaving school into a successful sustained positive destination.

LEARNING PATHWAYS

"Curriculum for Excellence by its nature provides the opportunity for a more balanced and inclusive approach to academic and vocational education with the potential to blend the two needs of the individual."

Education Working for All.



S3 Curriculum Model

S3 pupils will study eight subjects: English and Maths plus six subjects of their choice.

We are asking pupils to choose subjects in the knowledge that in S3 they will begin to cover National coursework which, in previous years, they would have begun to cover in S4. This means that pupils will have an extra year of time to prepare for the National qualifications that they will, as normal, be awarded in S4. You might want to think of this as a 'two-year' subject choice; not only for S3 but S4 as well. We believe that not only will this give additional breadth, depth, and challenge to pupils, as the National Curriculum demands, but will also afford pupils an increased chance of academic achievement. Teachers of S2 pupils have been asked to make reference in their reports to the potential two-year prognosis in their subject to assist their S3 choices. This is only an early indication of predicted achievement and can change as the course progresses.

Senior Phase

Pupils progress to the National Qualifications completing these in the summer term of S4. These courses draw on and build on the curriculum experiences and outcomes as appropriate.

Pupils could follow any one of the following pathways depending on their rate of progress to the end of S3:

- Complete National 3 Units
- Complete N4 Units and the N4 Added Value Unit2 to gain the N4 course award.
- Complete the N5 course. We aim to provide each pupil with advice on their progression into appropriate courses in S4 based on how well each pupil is coping with the demands of their S3 programme of study.

GUIDANCE

Pupils will have the opportunity to discuss their subject choices parents/carers and their Guidance teacher. It is important to choose subjects that they enjoy and may help them in the future. S3 is an important year – make the most of it by making good choices.

For more information regarding Curriculum for Excellence (CfE), SCQF levels and Qualifications, please talk to your child's teacher. More information can be found at the following websites:

- Education Scotland (www.education.gov.scot/parentzone)
- National Parent Forum Scotland (http://www.npfs.org.uk)
- Parent Zone (www.parentzone.org.uk)
- SQA (www.sqa.org.uk)

ENGLISH

SUBJECT INFORMATION:

English promotes the development of skills in using language, particularly those that are regularly used in everyday life. These include the ability to apply knowledge about language. These reflect the need for young people to communicate effectively both face-to-face and in writing through an increasing range of written and media texts, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

Area of Study:

We will help pupils to develop and extend their literacy and English skills by providing opportunities to:

- Communicate, collaborate, and build relationships
- Reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantage of opportunities provided by ICT
- Develop their understanding of what is special, vibrant, and valuable about their own and other cultures and their languages

• Explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative

• Extend and enrich their vocabulary through listening, talking, watching, and reading

• Engage with a wide range of texts in English and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage

• Explore and discuss word patterns, choice, and text structures

Developing the Young Workforce Module

We will do this through:

- Writing in response to texts – creatively and critically as appropriate to genre
- Reading written and media texts – fiction and non-fiction.
- Close reading – answering questions on short seen or unseen texts.
- Creating written and media texts
- Talking and Listening activities

SUBJECT LINKS

www.sqa.org.uk/sqa/45672.html

BBC Bitesize

CAREER LINKS

Acting Librarian Politics Law Administration

Writer Teacher Journalist Civil Service

Web/film/TV editing Publishing

Local Government Broadcasting

MATHEMATICS

SUBJECT INFORMATION:

Mathematics is the study of numbers, structures, and change. We use it in our everyday lives and a wide range of academic subjects to understand the world around us. By discovering patterns Mathematicians can use logic and conjecture to solve a multitude of problems and make new discoveries.

Areas of Study:

Mathematics

Pupils in S3 will begin to work through the content of the National 3, 4 and 5 Mathematics courses and by the end of S4 they will attain an award at the level they have reached. Regular assessments will inform the rate of progress for each pupil.

The courses aim to:

♦ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations

♦ develop skills in manipulation of abstract terms to generalise and to solve problems

♦ allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development

♦ develop candidates' skills in using mathematical language and in exploring mathematical ideas

♦ develop skills relevant to learning, life and work in an engaging and enjoyable way

SUBJECT LINKS

http://www.sqa.org.uk/sqa/48477.html

Mathematics

Engineering Science

Art and Design

Computer Games Design

CAREER LINKS

Programmer	Engineering
Games Designer	Robotics

IT Technician

Research and Development

COMPUTING SCIENCE

SUBJECT INFORMATION:

Computing Science is vital to everyday life – socially, technologically, and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation, and communication.

Areas of Study:

Computing Science

Pupils in S3 will begin to work through the content of the National 3, 4 and 5 Computing Science courses and by the end of S4 they will attain an award at the level they have reached. Regular assessments will inform the rate of progress for each pupil.

Course Content

Software Design and Developments:

Pupils will develop basic knowledge, understanding and practical problem-solving skills in software design and development. Pupils will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts.

Information System Design and Development:

Pupils will develop basic knowledge, understanding and practical problem-solving skills in information system design and development. Pupils will implement practical solutions using appropriate development tools to create databases, web-based information systems and multimedia information systems.

Computing Science Assignment:

This assignment requires the learner to apply skills and knowledge from the course to analyse and solve an appropriate challenging computing science problem.

SUBJECT LINKS

http://www.sqa.org.uk/sqa/48477.html

Mathematics

Engineering Science

Art and Design

Computer Games Design

CAREER LINKS

Programmer Engineering

Games Designer Robotics

IT Technician

Research and Development

FRENCH

Language learning:

- is scientifically proven to develop the brain in ways no other subject does.
- will open the world to you professionally or when abroad (living or holidays)
- French is spoken in over 40 countries world-wide
- Once you've learned one language, it is easier to learn another because the pathways in the brain are already forged.

Areas of Study:

All S3 pupils will work towards achieving Nat4, leading to Nat 5 if they wish in S4.

Through learning a Modern Foreign Language, pupils:

- Have an extra chance for their CV to rise to the top of the pile.
- Gain deeper understanding and insight into their own language and literacy skills.
- Enhance their appreciation and enjoyment of other cultures and their own.
- Open their minds to other ways of thinking and other views of the world.
- Develop skills and possibly relationships that they can use and enjoy in work and leisure for the rest of their lives.

The Nat 4 leading to Nat 5 course will cover the following themes:

- School & Study
- Family
- Leisure time
- World of Work
- Where I live
- Holidays
- Health

This will be achieved through reading, writing, talking and listening skills.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/45775.html

https://www.linguascope.com/

https://www.wordreference.com/enfr/

https://www.bbc.co.uk/bitesize/subjects/zc7xpv4

https://www.duolingo.com/course/fr/en/Learn-French

CAREER LINKS

Primary teaching – Speech therapist – Travel & Tourism – Law -

Intelligence services - Diplomatic services

Journalism - Translating/Interpreting -

Hospitality & Catering - Journalism - Customs & Immigration -

Import/Export - Finance – Retail- Publishing

BIOLOGY

SUBJECT INFORMATION:

Biology is the study of living organisms how they grow, reproduce, and interact among themselves and with their environment. It is highly relevant to everyday life: research in plant breeding and genetic modification can be used to increase the world's food supply and approximately 70 percent of new medicines are derived from the chemicals produced naturally by plants. The study of human biological systems helps understand how the human body works. Thus, by studying biology, you'll be at the forefront of cutting-edge research and crucial medical findings and able to make informed decisions about your own body and health.

Areas of Study:

Unit 3 Biology - Life on Earth

Ecosystems

Pupils will study ecosystems and the key terms to describe ecosystems and how the different organisms living in habitats interact with each other and the non-living parts of an ecosystem.

Distribution of organisms

The reason for the distribution of organisms will be studied, which factors control their numbers and how to sample them to gain accurate population data. Indicator species will be studied to determine the effects of changes to ecosystems, such as the impact of pollution by humans. Keys Training to use keys to identify different organisms will be gained.

Photosynthesis

Pupils will study the two-stage process of photosynthesis in plants and the factors which can affect the rate of photosynthesis.

Energy in ecosystems

Energy use and energy loss at the different stage of food chains will be studied and how this can be represented in diagrams.

Food production

The impact of the increasing human populations and the impact of increasing food production to the environment will be studied and alternatives to the use of toxic chemicals such as pesticides.

Evolution of species

Pupils will study the different processes and conditions which cause different species to evolve.

Course Assessment:

Homework, End-of-topic tests, a Practical Assignment and an S3 exam.

Practice for the Added Value Unit by learning relevant experimental skills and report writing skills which is a requirement for both National 4 and National 5 Biology.

SUBJECT LINKS

http://www.sqa.org.uk/sqa/45723.html

CAREER LINKS

Nurse

Doctor

Paramedic

Agriculture

Pharmacist

Beauty Therapist

Dietician

CHEMISTRY

SUBJECT INFORMATION:

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. No matter what you look at, a chemist has probably been involved in manufacturing or developing it. The Course provide opportunities for learners to recognise the impact chemistry makes on developing sustainability and its effects on the environment, on society and on the lives of themselves and others. Chemistry provides many opportunities to carry out experiments and practical investigations.

Areas of Study: Unit 1 - Chemical Changes and Structure

Chemistry: Speed of Chemical reactions

This will include different experiments involving the study of factors, which affect the speed of chemical reactions. Pupils will learn how to calculate the average rate of reactions and interpret graphs showing the progress of chemical reactions.

Chemistry: Atomic structure and bonding related to properties of materials

This will include the study of elements and how they are arranged in the periodic table according to their properties. Pupils will learn about atomic structure and how electron arrangements of the atoms determine the chemical and physical properties of different elements and their compounds.

Covalent bonding and ionic bonding will be studied. Pupils will learn how these different types of bonds determine the chemical and physical properties of elements and compounds and their respective and important uses.

Chemistry: Formulae and reacting quantities

Pupils will learn the rules for naming compounds (chemical nomenclature) derived from the names of the elements from which they are formed which are used worldwide. Chemical equations, using formulae and state symbols, writing and balancing equations will be mastered. This will lead on to mole calculations to determine the concentration of chemical solutions, and percentage concentration calculations.

Chemistry: Formulae and reacting quantities: Acids and bases

This topic will cover the measurement of pH, neutralisation reactions and how neutralisation reactions can be used to prepare soluble salts.

Course Assessment: Homework, End-of-topic tests, a Practical Assignment and a S3 exam.

Practice for the Added Value Unit by learning relevant experimental skills and report writing skills which is a requirement for both National 4 and National 5 Chemistry.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/45861.html

CAREER LINKS

Analytical Chemist

Chemical Engineer

Doctor

Dentist

Forensic Scientist

Police Officer

PHYSICS

SUBJECT INFORMATION:

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in Physics mean that our view of what is possible is continually being updated. Physics provides many opportunities to carry out experiments and practical investigations.

Areas of Study: Unit 1 – Waves & Radiation

Wave parameters and behaviours

Pupils will gain the knowledge that waves transfer energy and learn about the two types of waves namely, transverse, and longitudinal waves. Relationships to solve problems involving the properties of waves will be mastered. Knowledge will be gained of the process of diffraction which occurs when waves pass through a gap or around an object and how to represent the process using diagrams.

Electromagnetic spectrum

Knowledge of the relative frequency and wavelength of bands of the electromagnetic spectrum will be studied. The use of typical sources, detectors, and applications for each band in the electromagnetic spectrum will be gained. Knowledge will be gained that that all radiations in the electromagnetic spectrum are transverse and travel at the speed of light.

Refraction of light

Pupils gain knowledge that refraction occurs when waves pass from one medium to another. Description of refraction in terms of change of wave speed, change in wavelength and change of direction, for waves passing into both a more dense and a less dense medium will be studied. Physics pupils will learn to identify and draw diagrams of the normal, angle of incidence and angle of refraction in ray diagrams, showing refraction.

Nuclear radiation

Knowledge of the nature of alpha (α), beta (β) and gamma (γ) radiation, their properties and their uses will be studied in this topic. Knowledge of the application of equations linking the properties of radiation and their intensity will be gained.

Units, prefixes and scientific notation

Knowledge of the correct use of units, prefixes and scientific notation will be gained including how to use the correct number of significant figures from data used in calculations.

Course Assessment:

Homework, End-of-topic tests, a Practical Assignment and a S3 exam.

Practice for the Added Value Unit by learning relevant experimental skills and report writing skills which is a requirement for both National 4 and National 5 Physics.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/47430.html

CAREER LINKS

Construction

Pilot

Engineer

Astronomy

Biotechnologist

ART & DESIGN

SUBJECT INFORMATION:

Art and Design promotes creative problem-solving skills, critical and creative thinking skills, and confidence in verbal, written and visual communication. This allows successful progression to the world of work and further or higher education within creative industries.

Areas of Study:

Covering a vast range of skills and talents, Art and Design is a diverse subject that will help you turn your creative passion into a potential money-making career. Whether you want to be the next Damien Hirst or Tracey Emin, or you want to play a role in the design of what the next Ferrari looks like, this subject will help you improve your talents and pursue your dream.

EXPRESSIVE folio:

This folio helps learners to develop their personal thoughts and ideas in visual form. In S3 pupils will begin with developing their drawing and painting skills through a range of different smaller tasks, this will help to prepare them for beginning their Expressive folio later.

Before they start the folio, they will select a personal theme to draw and paint (this could be based on a personal passion, a person, animal, or job, it is completely up to the pupil).

They will then produce analytical drawings and compositional studies on this theme. Before developing and refining their expressive ideas, and experimenting with and using a range of materials, techniques, technologies, and compositions. The folio is then completed by producing a final piece of artwork at a larger scale.

DESIGN folio:

In this folio learners will plan, research, and develop creative design work in response to a personal design brief of making a mask. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the folio, they will experiment with, develop, and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. They will produce a final piece of design work that meets the requirements of the brief.

SUBJECT LINKS

http://www.sqa.org.uk/sqa/45707.html

CAREER LINKS

Art and Design Animator Architect Costume Designer Fashion Design Games Designer Graphic Design Illustrator

PRACTICAL WOODWORKING

Subject Information

This course is for learners who have a keen interest in woodworking and practical craft skills. The course is largely workshop-based, providing a broad introduction to practical woodworking. It helps learners to develop safe working practices, and to become proactive with regards to health and safety. It allows pupils to learn how to use a range of tools, equipment, and materials safely and correctly. Pupils will develop skills in measuring and marking out, cutting, finishing and assembly.

Areas of Study:

The S3 woodwork course will build on and extend from the work in S1 and S2 where the pupils have developed basic hand tool and machine skills. The course will involve pupils completing

National 4 units in three areas relating to machining & finishing, flat frame, and carcase construction. Pupils will develop skills and knowledge in all the following areas: interpreting drawings and dimensions; understanding and working to tolerances; identifying a material's properties and uses; safe working practices; traditional joinery and manufacture; the use of a wide range of tools and machinery; woodworking techniques; marking out and measuring timber sections and sheet materials. Pupils will also be given the opportunity to develop practical creativity and problem-solving skills.

Practical Woodworking is offered at National 4 and 5 in S4, with the National 5 course focusing more on challenge, application, and increased accuracy. The learner will draw on, extend, and apply the skills and knowledge they have developed during the S3 Course. This will be assessed through a practical activity, which involves producing a finished product in wood to a given standard as specified by the SQA.

SQA Course Assessment:

National 4: Pupils working towards National 4 will complete a series of unit assessments throughout the course They will also complete an Added Value Unit.

National 5:

Once you have completed these units you will manufacture the SQA assignment(100% of the marks as the exam has been removed by the SQA this session) to assess your understanding of the course. In the National 4 course you complete the Units above, plus a practical added value unit which encompasses all of the skills learnt. There is no exam for the Nat four course. Further information can be found at the SQA link below.

SUBJECT LINKS

http://www.sqa.org.uk/sqa/45660.html

CAREER LINKS

Apprentice – Joiner, Bricklayer, engineer Engineer Furniture Designer, Kitchen Fitter, Tradesperson, Construction crafts, Product Designer Manufacturing, Access qualification for college courses

PRACTICAL METALWORK

The National 4/5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes

and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

The course is practical, exploratory and experimental in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society. Through this, they develop skills, knowledge and understanding of:

- Metalworking techniques
- Measuring and marking out metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context

The course is broken down into three main units:

- Bench Skills (Filing, cutting, shaping, bending, riveting, drilling, measuring and marking)
- Machine Processes (Lathe and pillar drill)
- Fabrication and thermal joining (welding, brazing and forge)

SQA Course Assessment:

Once you have completed these units you will manufacture the SQA assignment(100% of the marks as the exam has been removed by the SQA this session) to assess your understanding of the course. In the National 4 course you complete the Units above, plus a practical added value unit which encompasses all of the skills learnt.

CAREER LINKS

Apprentice – Engineer, plumber, joiner, builder

Blacksmith

Engineer (Aeronautical, mechanical, electrical, marine)

Civil engineer

Practical tradesperson

University and College engineering courses

GRAPHIC COMMUNICATION

SUBJECT INFORMATION:

Graphic Communication is all about getting the message to a viewer using creative and visual imagery. The ability to communicate effectively is essential. It is not always enough to communicate by written or spoken word but, by using drawings, sketches, and colour illustrations we can create clearer and more effective communication. In an ever-changing world of communication this course will make you aware of a variety of different graphic methods used to present information and ideas.

Areas of Study:

The S3 Graphics course will build on the work in S1 and S2. Initially, the course will focus on skill builders in the following three areas: Preliminary, Production and Promotional graphics before completing unit work in preparation for their S4 National Qualifications.

· Preliminary graphics are sketches, illustration, modelling plans and thumbnail layouts used at the design stage of new product, new building, and new publications. Skills in sketching, drawing, and rendering are important.

· Production Drawings generally provide precise information about the manufacture or construction of a product or project. The main purpose of these drawings is to allow a product to manufacture accurately. Pupils learn to use CAD software and create 3D models.

· Promotional graphics focus on illustrative and written material which will bring people's attention to or highlight specific features/aspects of a product or project. These may be used for sales promotion (posters and leaflets), technical promotions/illustrations etc. These illustrations and presentation techniques may be done manually or by computer, using DTP and 3D modelling software. The programs that we use within the department are Photoplus for Desktop publishing, and Autodesk Inventor for 3D modelling.

Course Progression:

· **National 4:** Pupils will complete a series of unit assessments throughout the course. They will also complete an Added Value Unit.

· **National 5:** Pupils working towards National 5 will complete a range of units, an exam during the SQA diet which is worth 70% of the final grade. Pupils will also complete an 8-hour timed assignment which is worth 30% of the final grade.

SUBJECT LINKS

http://www.sqa.org.uk/sqa/45651.html

CAREER LINKS

Graphic Design	Illustration
Product Design	CAD
Engineering	Marketing
Architecture	Construction
Animation	Multimedia Design
Advertising	Computer Gaming
Web Design	

HOME ECONOMICS

SUBJECT INFORMATION:

This course will provide an opportunity to study the relationships between health, nutrition, the functional properties of food, lifestyle choices and consumer issues as well as develop candidates' life skills and enhance their personal effectiveness in a range of cookery skills and food preparation techniques.

Areas of Study:

In S3 pupils will develop skills, knowledge and understanding in the following areas.

- Develop knowledge and understanding of the relationships between health, food, and nutrition.
- Develop knowledge and understanding of the functional properties of food.
- Make informed food and consumer choices.
- Food preparation techniques and cookery processes in the preparation of dishes
- The importance of food safety and hygiene
- Selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes.

Course Assessment:

Please note Practical Cookery does not progress beyond National 5 Level.

Pupils who selected Health & Food Technology

Learners progressing to National 5 in S4 will be assessed through two components, each with a 50% weighting:

1: **Question Paper:** A 1hour 45minute exam completed during the SQA exam diet.

2: **Assignment:** A food product development task to demonstrate skills, knowledge and understanding based on the requirements of a brief. This is completed over time, in class, and submitted to SQA for marking.

Pupils who selected Practical Cookery.

Learners progressing to National 5 in S4 will be assessed through three components:

1: Question Paper: A 1-hour exam completed during the SQA exam diet.

2: Assignment: Completing a planning booklet that includes a time plan, equipment requisition and service details for producing and serving a three-course meal.

3: Practical Activity: Implementing their plan to prepare, cook and serve the three-course meal within the allocated time.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/47397

http://www.sqa.org.uk/sqa/45681.html

CAREER LINKS

Food Industry

Nutritionist

Dietician

Sports Science and Health care professions

Hospitality

Catering

Life skills

GEOGRAPHY

SUBJECT INFORMATION:

National level Geography allows pupils to develop their understanding of the environment, sustainability, and the impact of global issues. There is an emphasis on the use of sources including maps, and on the development of problem-solving skills. The course allows pupils to learn more about different countries and cultures and encourages them to reflect on the impact that the environment can have on health and wellbeing.

Areas of Study:

- **Physical Environments.** Pupils develop geographical skills and techniques in the context of physical environments, together with a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include glaciation, coastal landscapes and weather.
- **Human Environments**. Pupils develop geographical skills and techniques in the context of human environments, together with a detailed knowledge and understanding of the interactions at work within human environments. Candidates compare developed and developing countries drawn from a global context. Key topics include population issues, land use issues and land use change in rural and urban areas.
- **Global Issues**. Candidates develop skills in using numerical information in the context of global issues, together with a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change and Development and Health.

Course Assessment:

- **National 4:** Pupils on working towards National 4 will complete a series of unit assessments throughout the course They will also complete an Added Value Unit based on their own research.
- **National 5:** Pupils working towards National 5 will complete an exam at the end of their course. A share of their final grade will also come from an independent research assignment that they will complete during the course.

SUBJECT LINKS

- Environmental Science
- Countryside Management
- Geology

- International Development Economics
- Hydrology
- Earth Science

CAREER LINKS

Cartography, Landscape Architecture, Climatology, Leisure and Recreation, Demography, Meteorology, Ecology, Conservation, Rural Development, Surveying, Teaching, Planning, Geology, Transport, Tourism, Renewable Energy

HISTORY

SUBJECT INFORMATION:

National level History allows pupils to develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. The course emphasises the development and application of skills. Evaluation of a wide range of sources develops thinking skills.

Areas of Study:

- **Era of the Great War.** A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.
- **The Atlantic Slave Trade**. A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.
- **Hitler and Nazi Germany**. A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

Course Assessment:

- **National 4:** Pupils on working towards National 4 will complete a series of unit assessments throughout the course They will also complete an Added Value Unit based on their own research.

- **National 5:** Pupils working towards National 5 will complete an exam at the end of their course. A share of their final grade will also come from an independent research assignment that they will complete during the course.

SUBJECT LINKS

- Archaeology
- Anthropology
- Classics
- Economics
- Ethnology
- Heritage

CAREER LINKS

Journalism and Broadcasting, Law and Legal affairs, Local Government, Civil Service, Public Relations, Police, Armed Forces, Banking, Teaching, Archaeology, Academic Careers, Research

MODERN STUDIES

SUBJECT INFORMATION:

The National 5 Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as respect for the values, beliefs, and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Areas of Study:

- **Democracy in Scotland.** Pupils develop knowledge and understanding of the main institutions and organisations which make up political life in Scotland. They develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They develop an understanding of their rights and responsibilities in contemporary democratic political society.
- **Crime and the Law**. Candidates focus on the nature, extent and causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system, and the state in tackling crime.

- **Terrorism.** A study of terrorism as a world issue that focuses on its causes, impacts, and attempts by countries and international organisations to deal with it.

Course Assessment:

- **National 4:** Pupils on working towards National 4 will complete a series of unit assessments throughout the course They will also complete an Added Value Unit based on their own research.
- **National 5:** Pupils working towards National 5 will complete an exam at the end of their course. A share of their final grade will also come from an independent research assignment that they will complete during the course.

SUBJECT LINKS

- Politics/International Relations
- Geography
- Economics
- Business Management
- Social History
- Sociology
- Social Policy

CAREER LINKS

Police, Politics, Banking. Business, Community work, Marketing, Broadcasting and media, Teaching, Law and economics, Journalism, Social work, Administration, Charity work, Civil Service

MUSIC

SUBJECT INFORMATION:

Music provides candidates with a broad practical experience of performing, creating, and understanding music. The course enables candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.

Areas of Study:

Entry Requirements:

Pupils should have experience of performing on TWO instruments or ONE instrument AND voice.

Areas of Study:

In S3 pupils will build skills, knowledge and understanding in the following areas.

- Develop performing skills in solo and/or group settings on their TWO selected instruments or on ONE instrument AND voice.
- Perform music with sufficient accuracy while maintaining the musical flow.
- Create original music using compositional methods.
- Develop knowledge and understanding of the social and cultural factors influencing music.
- Develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols, and concepts.
- Reflect on their own work and that of others.

Course Assessment:

Learners progressing to National 5 in S4 will be assessed through three components:

1: **Performance:** Candidates present a prepared programme of music on their TWO chosen instruments or ONE instrument AND voice. Assessed by a visiting SQA assessor.

2: **Question Paper:** A 45 minute exam completed during the SQA exam diet.

3: **Assignment:** Candidates compose one piece of music and review the composing process. This is completed over time, in class, and submitted to SQA for marking.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/45715

CAREER LINKS

Musician

Film/TV Music

Music Therapist

Music Producer

Music Engineer

PHYSICAL EDUCATION

SUBJECT INFORMATION:

Physical Education enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility, and the ability to work with others.

Areas of Study:

In S3, pupils will develop skills, knowledge and understanding of the following areas in a range of sporting activities.

Performance

Develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

Factors impacting on performance.

Develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Course Assessment:

Learners progressing to National 5 in S4 will be assessed through two components, each with a 50% weighting:

1: **Performance:** Perform in **TWO** different physical activities. Each performance is a one-off event in a challenging, competitive and/or demanding context. PE staff mark performances internally and there is some opportunity for candidates to select activities outside of the school curriculum with prior agreement of the PT of PE).

2: **Portfolio:** Complete a written document to assess the candidate's knowledge and understanding of the performance development process. This is completed over time, in class, and submitted to SQA for marking.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/47399

CAREER LINKS

Personal Trainer

Physiotherapist

PE Teacher

Sports Coach

Armed Forces

Sports Development Officer

NPA Level 5: Basketball/Football/Netball

SUBJECT INFORMATION:

This course enables students to develop knowledge and understanding through the following units:

- Performance - The focus of this unit is to learn how to develop your performance in the chosen sport. Pupils will be assessed on their performance ability.
- Coaching - Knowledge and understanding will be develop on how to coach football to small groups. Coaching opportunities will be run throughout the year and ability to demonstrate coaching leadership will be assessed.
- Officiating - Pupils will be required to organise and run a school tournaments whereby they will be assessed on their ability to take on the roles and responsibilities of officials for this event.

DRAMA

SUBJECT INFORMATION:

Drama will allow you the opportunity to develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop, and apply a range of drama skills and production skills. Drama is offered at National level.

Area of study

The 5 course is split into practical and written components, with candidates required to demonstrate knowledge and understanding of both the dramatic process and of performance, while continuing to learn the ins and outs of important production skills of costuming, light and sound design, make-up and hair, props and set design.

- Pupils will sit an assessment question paper.
- Pupils will also have prepared and performed a textual extract. This can be either through acting or a production role.

SUBJECT LINKS

https://www.sqa.org.uk/sqa/47390.html

CAREER LINKS

Acting

Choreographer

Lighting Technician

Stage Manager

Teacher

Presenter

Community Arts Worker

Producer

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

SUBJECT INFORMATION:

The National 5 Religious, Moral and Philosophical Studies course helps pupils to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints, and personal experience. The course encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own.

Areas of Study:

- **World Religion.** Candidates study religion and its impact, relevance, and significance through studying some key beliefs and practices found in Buddhism, and the contribution these make to the lives of followers.
- **Moral beliefs**. Candidates study moral issues and their background, implications and responses through studying issues surrounding medicine and responses to them.
- **Philosophical Questions**. Candidates study the issues raised by religious and philosophical questions, their implications, and responses by studying debates surrounding evil and suffering, and responses to them.

Course Assessment:

- **National 4:** Pupils on working towards National 4 will complete a series of unit assessments throughout the course They will also complete an Added Value Unit based on their own research.
- **National 5:** Pupils working towards National 5 will complete an exam at the end of their course. A share of their final grade will also come from an independent research assignment that they will complete during the course.

SUBJECT LINKS

- History
- Modern Studies
- English

- Sociology
- Philosophy
- Theology

CAREER LINKS

Social Work, Teacher, Law, Social Care, Counselling, Politics, Police, Civil Service, Worship Leader, Journalism, Management, Psychology, Archivist, Tourism

USEFUL WEBSITES

My World of Work

https://www.myworldofwork.co.uk

Excellent advice on everything to do with careers including deciding which career is right for you, researching a career, creating a CV and interview skills.

Applying for University

https://www.ucas.com/

Explains the process of applying for university and includes a course search facility.

Apprenticeships

https://www.apprenticeships.scot

Information for young people aged over 16 about paid employment linked with the opportunity to train for jobs in different professions.