S2 INTO S3 CURRICULUM BOOKLET

2024 - 2025

This booklet contains useful information about subject courses which are available for S3 pupils.

There are live links throughout the document to help pupils, parents/carers find information they need to make informed subject choices.

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SOCIAL SUBJECTS FACULTY

TECHNOLOGY FACULTY

KEY DATES IN S2 into S3 COURSE CHOICE PROCESS

There will be a number of processes to support good decision making including:

Tracking Report sent to parents/carers	Friday 3 November
1:1 interview with Career Adviser	Tuesday 9 – Friday 12 January 2024
Parents' Evening S2)	Monday 22 January 2024
PSE lessons to support CC process	January 2024
Resources placed on school website	Wednesday 24 January 2024
Pathway Event	Monday 29 January 2024
Course Choice Interviews with Pastoral staff	Tuesday 30 Jan – Monday 5 February 2024
New Timetable starts	Monday 10 June 2024

Dear S2 Student/Parent/Carers,

Second year students will be making important decisions about subjects they wish to continue to study in greater depth into third year. We will offer support in many ways through the production, promotion and delivery, of:

- S2 Personal and Social Education lessons offering career, information and guidance
- Curriculum Booklet 2024 - 2025 (this document)
- Student course choice interviews - from Tuesday 30 January – Friday 2 February 2024
- My World of Work (website created and maintained by Skills Development Scotland)
- Career Adviser 1:1 Interview with all S2 students (Tuesday 9 – Friday 12 January 2024)
- Pathway Evening – **Monday 29 January 2024 (6:00 – 8:00pm)**
- Parents' Evening – Monday 22 January 2024
- Additional Support for parents through the following online resources:
  https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects
  Careers education in a nutshell - National Parent Forum of Scotland
  My World of Work – Parents Section
  https://www.myworldofwork.co.uk/learn-and-train

Compulsory subjects

As a third-year student, you will continue with your Broad General Education within Curriculum for Excellence and choose to study **eight subjects** in greater depth. English and Mathematics are compulsory and you will also continue your learning in core subjects of RE, PE and Personal and Social Education (PSE). You will also continue with the Modern Language you study in S2.

The majority of students will be aiming to achieve Level 4 or beyond into National Qualifications during S3. Some students will be advised to choose particular courses by their Pastoral teacher and if applicable, contact will be made with home in advance.

This booklet contains a significant amount of information for consideration when making your choices for Third Year. It gives further information about courses and topics in each subject and is organised alphabetically by each Faculty Area.

When choosing subjects we recommend that you consider these 5 big questions:

How do you like to learn? Where could your subjects take you? What subjects do you enjoy?
Which subjects are you good at? Should I get other people's advice?

Click here to go to My World of Work for more advice

If you are unsure, please choose subjects that are suitable to a wide range of careers.**

** ***Please note that although we will do our best to provide first choices, there may be occasions where students are allocated their reserve subject or are asked to select another subject. This may be due to low uptake or over subscription of a subject. If this does occur, parents/carers will always be contacted in advance.***

Yours faithfully,
Miss Marshall, DHT Curriculum

Faculty of Creative and Aesthetic

ART & DESIGN – THIRD YEAR

Course Outline:

The Art & Design Course consists of three elements:

1. Expressive
2. Design
3. Critical

Course Structure:

This course links practical skills with investigation skills. The skills covered are:

Design unit:
Students will be able to choose to complete a 2D unit in design using a theme of their choice from a selected list of possible options. The final unit produced is split into 4 areas; research, consideration, final piece and evaluation.

Expressive unit:
Students will continue to develop their skills in Drawing and Painting using a wide range of media. They will choose from a variety of subject matter producing work tailored to their own strengths.

Investigation:
Students will produce a written investigation related to one of their practical units.

Assessment:

Assessment will be continuous throughout the year and students will be given specific advice on how to progress to their fullest potential. Final assessment will be based entirely on the completed practical folios in Expressive and Design and also on the related written investigation.

Progression:

Successful completion at this level of study can progress to further study in:

- National 4 or National 5 Art & Design
- Higher Art & Design
- Creative Industries

Faculty of Creative & Aesthetic

DRAMA – THIRD YEAR

Drama is for students who have an interest in the performing arts, and working with others to create pieces of drama. Students will learn about theatre arts and how to put these skills to practical use, either on stage, in the drama studio, or on film.

Course Outline:

The course is a practical drama course and focuses on the development and the use of production techniques such as:

Acting	*Directing*	*Lighting*	*Sound*
Set Design	*Costume*	*Make-up*	*Stage Management*

Students will learn to use at least two of the above theatre arts to create and perform their drama.

Students will also be expected to use a variety of stimuli, including texts, to create, rehearse and present their own pieces of drama. To meet the Assessment Standard, students will prepare, rehearse and present a drama they have created, using a minimum of two production techniques.

Course Structure:

The Drama course consists of 3 units which are:

Drama Skills:
Students will contribute to the drama process by exploring and developing drama skills in order to communicate ideas and devise drama. They will also explore form, genre, structure and style and use acting skills to portray character.

Drama Production Skills:
The student will respond to stimuli to generate ideas for a production. They will also develop a performance concept and apply production skills to communicate their ideas. The end product will be the presentation of their production.

Drama Performance:
The student will prepare for, participate in and reflect on a small-scale drama performance in a selected role. They will by select ideas and show an understanding of social and cultural influences on drama.

Assessment:

Assessment for these units will be a combination of a written folio and performance evidence.

Students will be required to provide evidence of:

- *Working through the process of creating drama by: developing ideas, adopting a character, working with others and evaluating and improving the drama.*
- *Presenting the piece of drama to others, communicating ideas when presenting, and reflecting on their work after presentation.*
- *Basic knowledge and understanding of production area: lighting, sound, costume props, make-up and set.*
- *Using production skills in a **chosen** area when presenting a piece of drama*
- *Reflecting on the use of their chosen production area when presenting a drama*

Progression:

Successful completion at this level of study can progress to further study in:

- National 4 or National 5 Drama
- Higher Drama
- Creative Industries

MEDIA STUDIES – THIRD YEAR

Course Outline:

The Media Studies course consists of three Elements:

1. Analysing Media Texts
2. Creating Media Content
3. Added Value Unit

Course Structure:

Students will study Media texts and apply what they learn from analysis in the planning and production of their own Media texts, either in a group or individually.

Units studied are:

Analysing Media Texts:
Students will study media texts using the Key Aspects of Media Studies. They will analyse these texts and, in so doing, develop an understanding of how they were made.

Creating Media Content:
This part of the course draws on the skills and knowledge attained in the Analysis sections. Students will work in a group or individually to plan, create and evaluate Media content.

Assessment:

Analysing Media Content:
This element of the course is assessed by an end of topic test.

Creating Media Content:
Assessment will be made through participation, keeping a log and producing a written evaluation

Progression:

Succession completion at this level of study can progress to further study in:

- National 4 or National 5 Media Studies
- Higher Media Studies
- Creative Industries

MUSIC (Performing) – THIRD YEAR

Course Outline:

The Music (Performing) course consists of three elements:

1. Performing (2 instruments)
2. Compositional techniques
3. Listening skills

Course Structure:

This course is a practical course in the main. Students will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

Performing:
Students will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. All students are encouraged to progress at their own pace and level.

Compositional techniques:
Students will be given the opportunity to write their own music, in a variety of styles, using their chosen instrument(s).

Listening skills:
Through performing, students will learn and identify musical concepts.

Assessment:

Assessment in the Music (Performing) course will be ongoing and will involve:

- **Performing** – individual performance on each instrument. Students will be encouraged to perform for an audience but this is not mandatory
- **Composition** – production of a folio
- **Listening** – concept tests/end of year assessment

Progression:

Succession completion at this level of study can progress to further study in:

- National 4 or National 5 Music
- Higher Music
- Free standing music units
- Creative industries

MUSIC (Technology) – THIRD YEAR

Course Outline:

The Music Technology course consists of three elements:

1. Music Technology Skills
2. Understanding 20th and 21st Century Music
3. Music Technology in Context

Course Structure:

This course is a technology course in the main. Students develop skills and knowledge relevant to the needs of the music industry. Skills covered are:

Music Technology Skills:
Students will learn how to use hardware and software to record audio from a range of sources. They will also become familiar with roles within the music industry e.g. sound engineer, audio engineer and Foley Artists.

Understanding 20th and 21st Century Music:
Students will describe how technological developments relate to 20th and 21st Century music by:

- *Describing and identifying a range of genres and styles e.g.: Synth pop, Punk, Rock.*
- *Describing the main technologies used by a range of genres.*
- *Identifying examples of a range of relevant musical concepts.*

Music Technology in Context:
Complete assignments which demonstrate skills developed in Unit 1 by:

- *Using a range of skills to record audio.*
- *Using a range of skills to edit/manipulate audio.*
- *Produce two audio masters which demonstrate skills developed in unit one. E.g. recording a rock band, Sound Foley and design, Record a radio broadcast, creating a jingle.*

Assessment:

- **Technology skills**: Log book detailing the learning process of using hardware and software and the recording process. The log book should also demonstrate the planning, implementation and evaluation of each assignment.
- **Understanding Music**: question paper and written response to a variety of genre.
- **Technology in Context:** produce two short pieces of work which demonstrate their ability to capture sound, manipulate it and then mix it down to an audio master.

Progression:

Successful completion at this level of study can progress to further study in:

- National 4 or 5 Music (Technology) *then* Higher Music (Technology)
- Free standing Music units *or* Creative Industries

Faculty of Creative & Aesthetic

PHOTOGRAPHY – THIRD YEAR

Course Outline:

The Photography Course consists of four mandatory units:

1. Understanding Photography
2. Photographing People
3. Photographing Places
4. Working with Photographs

Course Structure:

This course links practical skills with investigation skills. The skills covered are:

Understanding Photography:
Candidates will develop research and investigation skills looking at a range of style and genres e.g. still life, portraiture and landscape, close-up, movement and head and shoulder. All images will be evaluated in terms of their composition, colour and impact.

Photographing people and Places:
Candidates will develop an understanding of what makes a good image when photographing people and places. Candidates will review a range of photographs of people and compare and contrast different styles and approaches. Candidates will also review a range of photographs of places and compare and contrast different styles and approaches. Using this experience candidates will plan a series of photographic sessions where pictures of people can be taken. A selection of your best images will be presented from your work.

Working Photographs:
Candidates will further develop an understanding of what makes a good image, critique images and discuss improvements/enhancements. Candidates will learn how to name, file and store your image for easy retrieval.

Assessment:

Assessment will be continuous throughout the year and candidates will be given tailored advice on how to progress to their fullest potential. During the course, candidates will produce a folio of Photographic work.

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Art & Design
- NPA Level 5 Photography
- Creative Industries

Faculty of Creative & Aesthetic

Faculty of English

ENGLISH – THIRD YEAR

Course Outline:

This course allows learners to develop as critical readers and thinkers. It also encourages learners to be confident writers who have the ability to write critically, persuasively, creatively and at times, independently.

Finally, it seeks to give opportunities for learners to become successful speakers and listeners in solo and group situations.

Course Structure:

Learners will be given the opportunity to continue the study of English begun in their broad general education with a greater focus on developing National 4 and 5 (if appropriate) skills. The S3 course continues to build on and develop the essential skills a learner will need in Reading, Writing, Listening and Talking. These skills are developed primarily through the study of literary texts in all genres and learners will be expected to read widely both in and out with class, as well as complete an exercise of independent study. Students will also have the opportunity to undertake the Scottish Studies award in Scottish Language and Literature and work towards this qualification at National 4 level.

Assessment:

Formative Assessment will be ongoing throughout the year in all areas of the course and summative assessment will be undertaken to ensure that the Course Outcomes for the Scottish Studies course are being met.

There will be no examination in S3.

The expectation is for students to continue their English career to, at least, S4 where they will be presented for National 4 or National 5 in S4.

Progression:

For those who complete National 4 in Fourth Year there will be the opportunity to embark on National 5. For those who complete National 5 in Fourth Year, there will be the opportunity to embark upon the Higher course.

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Faculty of Health and Wellbeing

HEALTH & FOOD TECHNOLOGY – THIRD YEAR

Course Outline:

The Third Year Health & Food Technology Course consists of four units:

- Food for Health
- Food Product Development
- Contemporary Food Issues
- Design Challenge.

Course Structure:

Food for Health

This unit aims to develop an understanding of current healthy eating. This will be achieved by the completion of a variety of practical lessons focusing on nutrition and the need for a well-balanced diet.

Food Product Development

Students will be given the opportunity to create a new food product for the fast-moving food industry. This will allow students to gain experience in market research, sensory testing and how to advertise and market a new product successfully. Students will also complete experiments to identify the properties of ingredients and how manufacturers design new products based on these characteristics.

Contemporary Food Issues

This topic will enable students to gain an understanding of the current trends within the food industry and gain practical and real-life experiences which will influence their food choices in the future. Some current issues which will be studied include GM foods and Fairtrade farming.

Assessment:

Students will be assessed on each of the four units outlined above. Assessment will enable students to demonstrate their knowledge and understanding through:

- Various practical activities
- Folios of work
- Experiments
- Group work challenges
- End of unit assessments

Progression:

Succession completion at this level of study can progress to further study in:

National 4 or National 5 Health & Food Technology into Higher Health & Food Technology

HOSPITALITY PRACTICAL COOKERY – THIRD YEAR

Course Outline:

The Third Year Hospitality Course consists of:

- Cookery Skills – techniques and processes
- Understanding and using ingredients
- Organisational skills for cooking
- Producing a meal

Course Structure:

Students will also develop their basic cookery skills and learn to follow recipes. In doing this, they will form the ability to follow safe and hygienic kitchen practices, and will develop good organisational and time management skills.

Students will also develop their knowledge of the function of different ingredients in cooking. They will also learn about responsible use of ingredients and understand how different ingredients can impact on their health.

By the end of the course students will have to plan a two-course meal and present their meal in a professional manner.

Assessment:

Assessment arrangements for the Third Year Hospitality Course are:

Units 1 – 3

Students will be continually assessed throughout the course on their practical abilities.

Unit 4

Part A - 2-hour practical assessment (2 course meal)
Part B - REHIS Food Hygiene Certificate

Progression:

Successful completion can progress to further study in:

- National 4 Hospitality
- National 5 Hospitality
- NPA Bakery
- Events Management Skills for Work Level 5

PHYSICAL EDUCATION – THIRD YEAR

Course Outline:

The course consists of 3 periods a week during which learners will participate in the following activities:

- **Badminton**
- **Basketball**
- **Football**
- **Gymnastics**
- **Swimming** *and*
- **Trampolining.**

Students must be competent in a minimum of 2 activities to ensure they are capable of meeting the practical demands of the course. In addition, students studying PE will be issued with regular homework to support their knowledge within theory lessons. Throughout the course, students will complete theory work through Microsoft Teams and support will be available for all students to access the required resources.

Course Structure:

Throughout the course and in each activity, students will develop their knowledge and understanding of the mental, emotional, physical and social factors and how they can positively and negatively impact on performance.

Students will have the opportunity to enhance their performance skills, gain an appreciation of the skills and techniques and understand the different training approaches used to improve performance. Students will understand how to collect data on their performances and how to plan training programmes to improve performance.

Assessment:

Assessment arrangements for the Third Year Physical Education Course are:

- **Performing** – individual performances in trampolining, gymnastics and swimming, small team performances in football and basketball.
- **Practical** – Students are internally assessed on all activities and must achieve a pass standard in a **minimum of 2 activities**
- **Workbook** - students collect ongoing information relative to the process of improving performance by completing questions regularly in class and as part of regular homework.

Homework- Regular homework will be issued to help students meet the theoretical demands of the course and ensures students can transfer the required knowledge from practical into theory contexts.

Progression:

Students can progress to the following Physical Education courses:

- National 4 Physical Education
- National 5 Physical Education
- Higher Physical Education

Additional certification in the PE Department

- Sports Leadership (Level 5 and 6)
- SFA Refereeing Award (SQA Level 7)

Faculty of Languages

Modern Languages – THIRD YEAR

Course Outline:

Students will continue studying the language they picked in S2. This course allows learners to further develop their language skills in Listening, Reading, Writing and Talk. It also encourages learners to develop confidence, problem solving and literacy skills.

Course Structure:

This is the second year of a two year course where students will have the opportunity to engage with and fulfil the National 4 qualification in the language they have been studying in S2. Students will also have the opportunity to complete the Languages for Life and Work Wider Achievement Award, which focuses on employability skills.

Assessment:

Formative Assessment will be ongoing throughout the year in all areas of the course and summative assessment will be undertaken to ensure that the Course Outcomes for the National 4 course and the Languages for Life and Work Wider Achievement Award are being met.

There will be no examination in S3.

Progression:

For those who complete National 4 in S3 there will be the opportunity to embark on National 5 in S4.

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Faculty of Modern Languages

Faculty of Mathematics

MATHEMATICS – THIRD YEAR

Course Outline:

Numeracy is the most important skill that can be developed in Mathematics.

Many people believe that the approach to numeracy has changed in recent years but the basics of mathematics are the same as they have been for centuries. Demands made by employers and other subject areas are the same as at any time in the past 20 years.

Courses offered in Third Year are:

- National 3 Applications of Mathematics
- National 4 Mathematics
- National 5 Mathematics

Students will embark on one of these courses dependent upon attainment in Second Year.

Course Structure:

Each of the courses consists of three units. Within these units, the skills required remain as always

- Algebraic
- Geometric
- Trigonometric
- Statistical
- Numerical

In addition, applying Interpretation, Communication and Reasoning skills will foster understanding beyond the basic level.

Assessment:

The course units are assessed internally and a pass is required for each. Students must also show that the skills listed above can be aggregated and applied to situations which are beyond the basic level. At National 4 level, students are required to complete an added value assessment which is examined internally. At National 5, the courses have an additional external assessment supervised by SQA.

Progression:

Pathways to presentation at National 4, National 5, Higher or Advanced Higher are clear for students who show a high level of competence.

Progress in S3 will inform the recommendation for students to continue their study in Mathematics **or** Applications of Mathematics**. Presentation for any award will take place in S4.**

Possible presentation pathway in Mathematics

The Mathematics qualifications enable learners to select and apply mathematical techniques and theory in a variety of mathematical and real-life situations. Successful completion will equip learners with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions. Successful progress through these courses may prepare learners for further study involving Mathematics.

S3	S4	S5	S6
N4 Maths	N4 Maths + N5 Numeracy Unit	N4 Maths	N4 Maths
N5 Maths	N5 Maths	N5 Maths	N5 Maths
		N6 Maths (Higher)	N6 Maths (Higher)
			N7 (Adv. Higher)

Note: Presentation at National 5/6 takes place after 2 years of study for most students.

Students will be presented in S4 for courses started in S3 along with recognition of achievement at the next level in S4.

Possible presentation pathway in Applications of Mathematics

The Applications of Mathematics qualification supports numeracy and develops learners' mathematical reasoning skills for learning, life and work. Learners are developed to think through real-life situations including managing finance, statistics, geometry and measurement in real-life contexts. Successful progress will develop confidence and independence in mathematical tasks in both personal life and in the workplace.

For a number of students this course represents the best option to achieve a National 5 award. Students may cross into this course having complete N4 Mathematics previously.

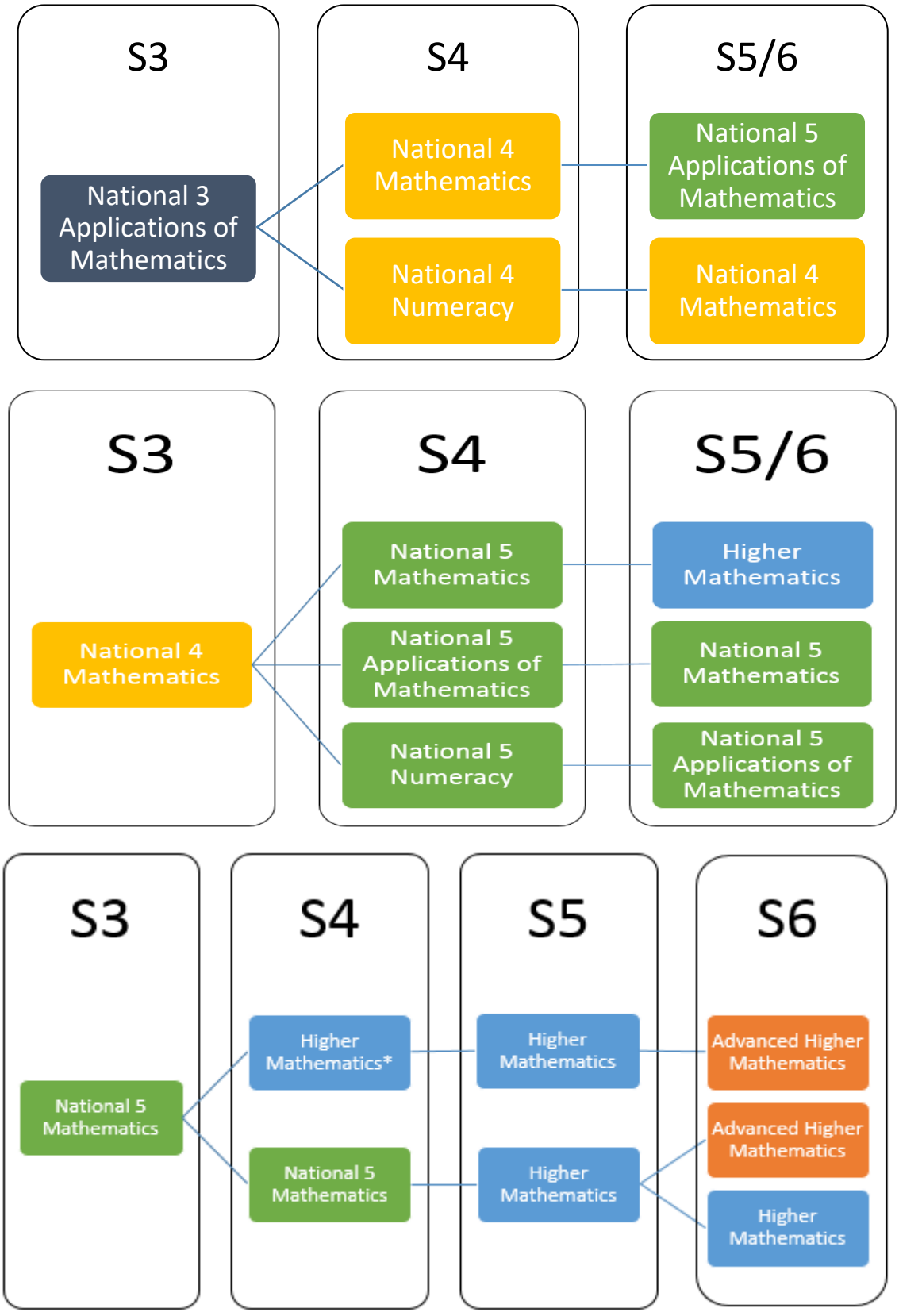
A possible presentation pathway for Applications of Mathematics could be:

S3	S4	S5/6
N3 Applications	N3 Applications + N4 Numeracy	N5 Applications
N4 Maths	N4 Maths + N5 Numeracy	N5 Applications
N4 Maths + N5 Numeracy Unit	N5 Applications	

Note: Study towards a National 5 Applications award is likely to take two years.
Any student in this route will look to present in S4 should complete the National 5 Numeracy Award in Third Year.

Students will be presented in S4 for courses started in S3 along with recognition of achievement at the next level in S4.

Possible Mathematics pathways



*Please note that that students will complete one unit of Higher Mathematics and will be presented for the National 5 Mathematics exam at the end of S4.

Faculty of Mathematics

Faculty of Pupil Support

ASDAN – THIRD YEAR

Course Outline:

The ASDAN Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

Course Structure:

The Personal Development Programmes student book contains a curriculum of engaging challenges to develop learners' skills and understanding.

There are 13 modules: Communication

- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of Work
- Science and Technology
- The Wider World
- Expressive Arts
- Beliefs and Values Six credits are needed to achieve Bronze Level.

This course requires students to plan and review their work at key points, explaining how they have developed their skills in six areas:

- Teamwork
- Learning
- Coping with problems
- Use of Maths
- Use of English
- Use of IT

Assessment:

Assessment will be continuous throughout the year and students will be given specific advice on how to progress to their fullest potential. Final assessment will be based entirely on the completion of a portfolio of evidence.

Progression:

Successful completion at this level of study can progress to further study in:

- Personal Development Course

Faculty of Religious Education

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (RMPS)

Course Outline:

Are you interested in exploring the big questions in life? Questions like, does God exist? Why am I here? And are people born evil?
Do you think about Morality and the values of people? Do you often feel you have strong opinions on issues such as abortion or euthanasia? If so, then the RMPS course is one you should consider taking in S3.

This course is NOT more core RE, has different content and is also delivered in non-denominational schools nation-wide.

The RMPS course consists of three topics:

- World Religion (Judaism or Christianity or Buddhism or Islam or Hinduism or Sikhism)
- Morality and Belief (Justice, Medical Ethics, War, Environmental issues etc)
- Religious and Philosophical Questions (The Existence of God, Origins of the universe etc)

Course Structure:

The purpose of the course is to develop knowledge and understanding of **religious, moral and philosophical** issues and how these relate to personal or practical contexts. Core skills of evaluation and analysis are fleshed out with real life examples

Learners will have opportunities to reflect on these and on their own experience and views. **Religious and non-religious perspectives will be included.**

Assessment:

The RMPS course develops and assesses a range of communication, interpersonal and thinking skills which are directly relevant to the workplace and may increase a learner's employability. Assessment will be ongoing and will be internally assessed for those students working at Level 3 and 4. All students will also be given the opportunity to work at National 5 level, which will eventually lead to them being presented for the external SQA exam in May 2026.

Throughout the course of S3, **all students will also be required to complete an Added Value Unit Assignment at National 4 level** which will be internally assessed.

Progression:

Successful completion of this course can progress to further study in:

- National 4 or National 5 RMPS

The course may also provide lateral or vertical progression to units or qualifications in related Social Subjects or Social Science.

Faculty of Religious Education

Faculty of Science

BIOLOGY – THIRD YEAR

Course Outline:

The Course provides opportunities for learners to develop skills, knowledge and understanding of biology. The Course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

The Biology course aims to:

- *develop and apply knowledge and understanding of biology concepts*
- *develop an understanding of biology's role in scientific issues and relevant applications of biology in society*
- *develop scientific inquiry and investigative skills*
- *develop scientific analytical thinking skills in a biology context*
- *develop use of technology, equipment and materials, safely, in practical scientific activities*
- *develop problem solving skills in a biology context*
- *develop use and understanding of scientific literacy, in everyday contexts, to make scientifically informed choices*
- *develop the knowledge and skills for more advanced learning in the sciences*

Course Structure:

Students will study units relating to the following areas of Biology:

- *Cell Biology*
- *Multicellular Organisms*
- *Life on Earth*

Assessment:

Students will be assessed using the following methods:

- *Knowledge and understanding assessment and end of unit assessments*
- *Skills assessments – including investigative and project work*
- *Capabilities and attributes – students can gain credit for their contributions and attributes in the classroom*

Progression:

Successful completion at this level of study can progress in the following ways:

- National 4 or National 5 Biology
- Higher Biology or Higher Human Biology

CHEMISTRY – THIRD YEAR

Course Outline:

The Course is practical and experiential and develops scientific understanding of issues relating to chemistry. The Course will develop concepts within a reverse engineering process, where learners start with a product and work backwards to develop the underlying chemistry.

The Course is practical and develops learners' skills through the study of the applications of chemistry in an everyday context. By using a skills-based approach to developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the science-based claims which they will come across in a rapidly developing society.

The main aims of this Course are to:

- *develop scientific and analytical thinking skills in a chemistry context*
- *develop problem solving skills in a chemistry context*
- *develop an understanding of chemistry's role in scientific issues*
- *acquire and apply knowledge and understanding of chemistry concepts*
- *develop understanding of relevant applications of chemistry in society*

Course Structure:

Students will specialise in the following areas of Chemistry:

- *Chemical Changes and Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

Assessment:

Students will be assessed using the following methods:

- *Knowledge and understanding assessment and end of unit assessments*
- *Skills assessments – including investigative and project work*
- *Capabilities and attributes – students can gain credit for their contributions and attributes in the classroom*

Progression:

Successful completion at this level of study can progress in the following ways:

- National 4 or National 5 Chemistry
- Higher Chemistry

Faculty of Science

PHYSICS – THIRD YEAR

Course Outline:

The Course provides opportunities for learners to develop skills, knowledge and understanding of physics. The Course develops scientific understanding of physics issues and aims to develop learners' interest in and enthusiasm for physics, by using a variety of approaches, with an emphasis on practical activities.

The Course aims to:

- *develop and apply knowledge and understanding of physics concepts*
- *develop an understanding of role of physics in scientific issues and relevant applications of physics in society*
- *develop scientific inquiry and investigative skills*
- *develop scientific analytical thinking skills in a physics context*
- *develop use of technology, equipment and materials, safely, in practical scientific activities*
- *develop problem solving skills in a physics context*
- *develop use and understanding of scientific literacy, in everyday contexts, to make scientifically informed choices*
- *develop the knowledge and skills for more advanced learning in the sciences*

Course Structure:

Students will specialise in the following areas of Physics:

- *Electricity and Energy*
- *Waves and Radiation*
- *Dynamics and Space*

Assessment:

Students will be assessed using the following methods:

- *Knowledge and understanding assessment and end of unit assessments*
- *Skills assessments – including investigative and project work*
- *Capabilities and attributes – students can gain credit for their contributions and attributes in the classroom*

Progression:

Successful completion at this level of study can progress in the following ways:

- National 4 or National 5 Physics
- Higher Physics

PRACTICAL ELECTRONICS – THIRD YEAR

Course Outline:

Electronics is an area of human endeavour which brings together elements of technology, science and mathematics and applies these to real world challenges. This Course provides skills and a basic understanding of electronics and its impact and also provides a valuable complementary practical experience for those studying Engineering Science, Physics or other pure science Courses.

The electronics industry continues to be a major contributor to the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy.

The aims of the Practical Electronic Course are to enable learners to develop:

- *knowledge and understanding of key concepts in electronics and apply these in a range of contexts*
- *a range of practical skills in electronics, including skills in analysis and problem solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems*
- *awareness of the importance of safe working practices in electronics*
- *an understanding of the role and impact of electronics in changing and influencing society and the environment.*

Course Structure:

A description of main content is summarised below:

Unit 1: **Practical Electronics: Circuit Design**
This Unit provides a basic understanding of key electrical concepts and electronic components.

Unit 2: **Practical Electronics: Circuit Simulation**
In this Unit, the learner will use simulation software to assist in the design, construction and testing of simple circuits and systems and to investigate their behaviour.

Unit 3: **Practical Electronics: Circuit Construction**
This Unit provides experience in assembling a range of simple electronic circuits, using permanent and non-permanent methods.

Assessment:

Students will be assessed using written and practical internal assessments

Progression:

Succession completion at this level of study can progress to further study in:

- National 4 or National 5 Practical Electronics

Faculty of Science

SCIENCE – THIRD YEAR

Course Outline:

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for science in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of science is highlighted by the study of the applications of science in everyday contexts with a focus on the skills for work beneficial for the Health Sector.

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science.

The aims of this Course are for learners to:

♦ develop and apply knowledge and understanding of science
♦ develop an understanding of science's role in scientific issues and relevant applications of science in society and the environment
♦ develop scientific inquiry and investigative skills
♦ develop scientific analytical thinking skills in a science context
♦ develop the use of technology, equipment and materials safely in practical scientific activities
♦ develop problem solving skills in a science context
♦ use and understand scientific literacy in everyday contexts to communicate ideas and issues
♦ develop the knowledge and skills for more advanced learning in sciences

Course Structure:

Students will specialise in the following areas of Science:

- *Fragile Earth*
- *Human Health*
- *Applications of Science*

Assessment:

Students will be assessed using the following methods:

- *Knowledge and understanding assessment and end of unit assessments*
- *Skills assessments – including investigative and project work*
- *Capabilities and attributes – students can gain credit for their contributions and attributes in the classroom*

Progression:

Successful completion at this level of study can progress in the following ways:

- National 3 or National 4 Science

Faculty of Social Subjects

GEOGRAPHY – THIRD YEAR

Course Outline:

Students will study the following areas in Third and Fourth Year Geography

Unit 1: Human Geography (Population, Farming and Settlement)
Within this unit, students will consider issues such as population change, changes in farming and settlement in the United Kingdom.

Unit 2: Physical Geography – Scottish Unit
In this unit, students will study Weather, Glaciation and Coasts, and the conflicts in the landscape of these areas.

Unit 3: Global issues
In this unit, students will choose from a number of areas of study including climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health.

Assessment:

Assessment will be ongoing and will be internally assessed for those students who are sitting National 4 level. All students will also be given the opportunity to work at National 5 level, which could eventually lead to them being presented for the external SQA exam in May 2026.

Throughout the course of S3, **all students will also be required to complete an Added Value Unit Assignment at National 4 level** which will be internally assessed. This includes a compulsory fieldwork element.

Progression:

Students who successfully complete this course in Third Year will have the option to carry on and study Geography at National 4 or National 5 level in S4.

In S3 and S4, students are unable to swap their subject of study between the social subjects, and must therefore stick to the option which they choose in S2. There will be an option to study other Social subjects in S5 and S6.

Social Subjects is a valuable area of study for those intending to complete further and Higher Education

HISTORY – THIRD YEAR

Course Outline:

Students will study the following areas in Third and Fourth Year History under the topics British History and European and World History.

S3 topics

European and World – The Cold War, 1945 - 1989
British – Changing Britain, 1760 – 1900
Scottish - Scottish Wars of Independence, 1286 - 1328

S4 topics

British: Atlantic Slave Trade, 1770 – 1807 (Started in S3)
Scottish – The Era of the Great War, 1900 - 1928
European and World – Nazi Germany, 1919 - 1939

Assessment:

Assessment will be ongoing and will be internally assessed for those students who are sitting National 4 level. All students will also be given the opportunity to work at National 5 level, which could eventually lead to them being presented for the external SQA exam in May 2026.

Throughout the course of S3, **all students will also be required to complete an Added Value Unit Assignment at National 4 level** which will be internally assessed.

Progression:

Students who successfully complete this course will have the option to carry on and study History at National 4 or National 5 level in S4.

In S3 and S4, students are unable to swap their subject of study between the social subjects, and must therefore stick to the option which they choose in S2. There will be an option to study other Social subjects in S5 and S6.

Social Subjects is a valuable area of study for those intending to complete Further and Higher Education.

MODERN STUDIES – THIRD YEAR

Course Outline:

Students will study the following areas in Third and Fourth Year Modern Studies under the topics Political Issues, Social Issues and International Issues.

Political Issues

Within this area, students will focus on a topic entitled Democracy in Scotland and the UK.

Social Issues

Within this area, students will focus on a topic entitled Crime and Law, with an emphasis on Scotland.

International Issues

Within this area, students will focus on a unit entitled Children's Rights Around the World

Assessment:

Assessment will be ongoing and will be internally assessed for those students who are working at Level 3 or Level 4. All students will also be given the opportunity to experience working at National 5 level, which could eventually lead to them being presented for the external SQA exam in May 2026.

Throughout the course of the year, **all students will also be required to complete an Added Value Unit Assignment at National 4 level** which will be internally assessed

Progression:

Students who successfully complete this course will have the option to carry on and study Modern Studies at National 4 or National 5 level in S4.

In S3 and S4, students are unable to swap their subject of study between the social subjects, and must therefore stick to the option which they choose in S2. There will be an option to study other Social subjects in S5 and S6.

Social Subjects is a valuable area of study for those intending to complete further and Higher Education.

PEOPLE AND SOCIETY – THIRD YEAR

Course Outline:

The People and Society course allows students to draw from a wide range of experiences and outcomes across a number of Humanities curricular areas, including History, Modern Studies, Geography and RMPS.
Throughout the course, students will study three main areas in the S4 People and Society course through three separate topics:-

1. Investigating Skills
2. Comparing and Contrasting
3. Making Decisions

The PAS course is a skills-based course with content being built around the interests which the students have.
Students who are most suited to studying this course will be identified and this option will be provided to them instead of a singular Social Subjects route.

Assessment:

Assessment will be ongoing and will be internally assessed for all students at both National 3 and National 4 level.

Students at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed. This element is not required for students who are sitting the course at National 3 level.

Progression:

Students who successfully complete this course at National 3 level will have the option to continue with the course at National 4 level, or carry on and study Modern Studies, History, Geography or RMPS at National 4 level.

Students who successfully complete this course at National 4 level will have the option to carry on and study Modern Studies, History, Geography or RMPS at National 5 level. **There is no option to study People and Society at National 5 level.**

Faculty of Technology

ADMINISTRATION and IT – THIRD YEAR

Course Outline:

This is a practical based course suitable for those students wishing to pursue a career in an office environment. It is suitable for individuals who wish to acquire basic administrative skills. It aims to develop the skills required in the use of business software packages particularly word processing, spreadsheets, databases and PowerPoint. It also develops student skills in Internet and e-mail facilities.

Course Structure:

There are 3 units of study:

Administrative Practices

The purpose of this Unit is to give learners a basic introduction to administration within organisations by applying this understanding in carrying out a range of straightforward administrative tasks, with the emphasis on those involved in organising and supporting small-scale events (including meetings).

IT Solutions for Administrators

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts by use word processing, spreadsheets, databases or emerging equivalent technologies

Communication in Administration

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration- related contexts e.g. Internet and PowerPoint

Assessment:

The course units are assessed internally and a pass is required for each.

Progression:

Students can progress to:

- National 5 Administration & IT
- National 5 Business Management

Faculty of Technology

BUSINESS – THIRD YEAR

Course Outline:

Business looks at different types of organisations and how they are financed and run. It also looks at management issues and decision making. The main functional areas of management studied include Marketing, Human Resources, Operations and Finance.

Students will broaden their knowledge and understanding of what they perceive as a "manager" and the skills required to be one.

Course Structure:

Students will study Level 4 outcomes and then progress to either National 4 Business or National 5 Business Management depending on how they progress in S3.
The units of study in the National 4 Business course are:

Business in Action

- *how and why businesses develop and operate in today's society.*
- *how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources*
- *the actions taken by business to meet customers' needs*

Influences on Business

- *the impact that a range of internal and external influences have on business*
- *decision making in straightforward contexts. investigate the role and influence of stakeholders on businesses*

Assessment:

- To achieve the Level 4 Business Course, learners must pass all of the Units, including the Added Value Unit. The required Units are shown above.

Added Value Unit Assessment

- Students will be expected to demonstrate the skills, knowledge and understanding they have gained from across the other units of the course. This will be demonstrated by an assignment. This will be marked as a pass/fail.

Progression:

Successful completion of this Award can lead to further study in:

- Business Management at National 5
- Administration and IT at National 5

Business will enable students to develop skills for learning, life and work. It is suitable for those students who wish to pursue a career in Business, Retail or Events Management. Students can progress to National 5 in S4 and Higher in S5/6.

COMPUTING SCIENCE – THIRD YEAR

Course Outline:

The National 5 Computing Science course consists of four units:

- Software Design and Development
- Computer Systems
- Database Design and Development
- Web Design and Development

Course Structure:

Software Design and Development
Students develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by students. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

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

Database Design and Development
Students develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows students to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by students.

Web Design and Development
Students develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows students to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by students.

Assessment:

Formative assessment takes places on an on-going basis through both classwork and homework.

Coursework Assignment

This is an end of course assessment requiring the solution to an appropriately challenging computing science problem. It contributes towards 30% of the overall grade for Computing Science.

External Examination

A formal Examination covering all four units of the course. It contributes 70% of the overall grade for Computing Science.

Progression:

Students successfully completing National 5 certification can expect to progress onto Higher Computing Science offered in S5-S6. This in turn leads to an opportunity to progress into Advanced Higher Computing Science. Please note that computational thinking is an important aspect to Computing Science.

We would advise students embarking on Higher level Computing Science to have a minimum qualification of National 5 in Mathematics.

The Computing Science department also offer National Progression Awards in Games Development and Cyber Security.

After school Computing Science is a profoundly useful subject. Most if not all jobs involve the usage of computer systems and further study in Computer Science may result in gaining employment in an extremely lucrative, exciting and in-demand field of work

ENGINEEERING SCIENCE – THIRD YEAR

Course Outline:

Some students may progress beyond Level 4 and be working on National 5 Engineering Science outcomes. The course helps students to develop an understanding of the far-reaching impact of engineering on our society. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems.

Students will develop the ability to:

¨ apply knowledge and understanding of key engineering facts and ideas.

¨ understand the relationships between engineering, mathematics and science.

¨ apply skills in analysis, design, construction and evaluation to a range of engineering problems.

¨ communicate engineering concepts clearly and concisely, using appropriate terminology.

¨ develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Course Structure:

The course develops skills in three main areas. Students are able to apply these skills through a range of contexts, within the broad discipline of engineering.

Engineering contexts and challenges
Students will develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This allows them to explore some existing and emerging technologies and challenges and to consider the implications relating to the environment, sustainable development and economic and social issues.

Electronics and control
Students will explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Mechanisms and structures
Students will develop an understanding of mechanisms and structures. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Assessment:

All course work units must be completed and this will include a number of formal end of unit assessments.

Progression:

Successful completion could lead onto Higher Engineering Science, and then onto engineering-based apprenticeships or related College and University courses.
Entry Requirements. Students will be expected to be working on National 5 level Mathematics. Students will be required to apply these mathematical skills throughout the Engineering Science course.

GRAPHIC COMMUNICATION – THIRD YEAR

Course Outline:

This course enables students to develop their imagination, creative ability and logical thinking using a variety of graphical techniques. This course is suited for students wishing to pursue a wide range of possible careers in science, graphic design, architecture, engineering and other broader career areas. It is offered at Level 4 but students may progress in their learning to work on either National 4 or 5. The topics covered involve producing a wide range of different drawing types using both manual and computer aided methods. This includes formal technical graphics, manual sketching and the use of colour, tone and texture.

Course Structure:

The course will consist of 5 modules of work as follows:

Sketching– develops hand sketching methods to produce a range of both preliminary and production drawings used in the graphic design, engineering and architecture/construction industries. This encompasses pictorial sketching of Perspective, Planometric, Oblique and Isometric techniques.

Formal Drawing (Part 1) – introduces both hand sketching and formal drawing methods using a drawing board to produce production graphics used mainly in both the engineering and construction industries. This consists of Orthographic and Sectional Drawings.

Formal Drawing (Part 2) – continues the formal drawing methods previously learned and applies them to production graphics used mainly in the graphical design and consumer design industries. This includes Surface Developments of the basic forms of prism, pyramids, and cylinders.

Knowledge and Interpretation – considers the basic knowledge elements required to be able to produce a wide range of different drawings and graphics. This considers BS

Standards, Colour Application, Identification of Drawings and their use/purpose.

CAD – applies the use of computer aided design to the latest graphics and drawing methods used throughout industry. Covering both 2D and 3D Modelling as well as Desktop Publishing used in the production of Promotional and advertising graphics and presentations.

Assessment:

All course work units must be completed and will include some formal end of unit tests.

Progression:

Students successfully completing National 4 and 5 certification can expect to progress onto the National Level 6 course offered in S5-S6. This in turn leads into Advanced Higher and or Further Education and Industry.

Faculty of Technology

PRACTICAL WOODWORK – THIRD YEAR

Course Outline:

This is a practical workshop-based course where students learn many skills that are appropriate to a wide range of applications. The course will develop skills in marking-out, cutting, shaping and machining materials. Apart from giving an insight into industrial practice, such studies help with the development of self-confidence, manual dexterity & control, perseverance, maturity and spatial awareness.

Course Structure:

Practical skills in wood will be developed over the four course units:

Bench Skills 1 – Flat Frame Construction

This unit concentrates on flat frame joints and the production of a model such as the Chopping Board.

Bench Skills 2 – Carcase Construction

This unit concentrates on carcase joints and the production of a model such as the Shelving Unit.

Machining and Finishing

This unit concentrates on the use of various fixed machines, power tools and finishing techniques. The wood lathe will be used to produce turnery such as handles for a tool box and or decorative features for a mirror.

Added Value Unit

This project is completed towards the end of the course and will involve the manufacture of a product which will draw on the skills developed in the other units. An example of a suitable project is a coat rack.

Assessment:

To pass the units, the practical models produced must be of a high quality and meet strict tolerances. Some short-written tests on tools and their uses must also be completed. Course Assessment is based on continuous assessment and the Course Project. There is no *external* exam.

Progression:

Students studying this course can develop into a National 3, 4 or 5 course and may wish to pursue a career in one of the 'trades' such as joinery, plumbing, or other construction industry jobs. Students leaving school with this qualification will find a wide range of progression routes at College to further develop their skills. It is also the ideal preparation for an apprenticeship in one of the trades.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