



# **ABOYNE ACADEMY**



## **S3 Broad General Education Course Choice Information Session 2020/2021**

Name .....

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## **INTRODUCTION**

This booklet explains what you will do in S3, which is the final year of your Broad General Education.

During third year you have some choice in the courses that you follow. This will allow you to follow some of your own personal interests and will prepare you for the Senior Phase of your education.

At the end of your third year you will review your progress and achievements and complete your S3 Profile. Your Profile combined with advice and Reports from your teachers will then help you to choose the SQA courses that you will build up over the one, two or three years of your Senior Phase between S4 and S6.

Information about the choice process and the courses available in S3 is contained in this booklet so please read it carefully. To help you make your S3 choices you will be given help from your class teachers and from your Guidance teacher.

It is important to remember that the choice of courses you make now is for S3 only. You do not choose exam courses until you enter S4. The information on the next page shows the difference between Broad General Education (S1-S3) and the Senior Phase (S4-6)

We hope you find this booklet helpful and informative. Do not hesitate to ask for advice on anything you are not sure about or want to know more about.

## HOW DO I MAKE MY S3 CHOICES?

S3 is part of the Broad General Education that pupils follow during the first three years in Scottish secondary schools.

The secondary school curriculum is divided into two stages.

S1-S3	Broad General Education	<ul style="list-style-type: none"><li>• All pupils follow a common course which includes study across all eight curriculum areas.</li><li>• This builds on learning from primary school.</li><li>• Pupils will have increasing opportunities to achieve and study in depth as they progress through their Broad General Education.</li><li>• In third year pupils will have the opportunity for some personalisation and choice in their curriculum. Towards the end of S2 they will choose courses from each curriculum area for study in S3.</li></ul>
S4 – S6	Senior Phase	<ul style="list-style-type: none"><li>• In the Senior Phase pupils will choose courses for qualifications. These will include SQA National 3, 4 and 5 courses as well as Higher and Advanced Higher.</li><li>• Towards the end of S3, S4 and S5 pupils will choose the courses that they wish to follow when they move into S4, S5 and S6.</li><li>• Pupils will be supported in their choices by their Guidance teacher, subject teachers and online resources such as My World of Work.</li></ul>

In S3 you will have a balanced educational experience by studying a broad range of subjects from across the eight curriculum areas. All pupils follow some core courses and choose others from a range of options. Specialisation, if desired, takes place later during the senior phase.

You will receive advice from your Guidance teacher and from our Skills Development Scotland careers advisor on the course choice process. You will be guided through the process mainly during your PSE lessons. Your Guidance teacher will issue and collect your course choice form. Part of the PSE programme in S2 will be devoted to giving you all the information and asking you questions about S3.

- Three of the S3 subjects are the core subjects of English, Maths and Modern Languages.
- In addition to these you will study core PSE, PE and RME.
- The other 5 subjects are chosen through a guided choice process and include at least one option subject from each of the four curriculum areas plus one other subject.
- You will choose your subjects using a choice form. Your Guidance teacher will explain this form to you.
- The table below summarises the core and option subjects available.

When you come to make your choice of courses:

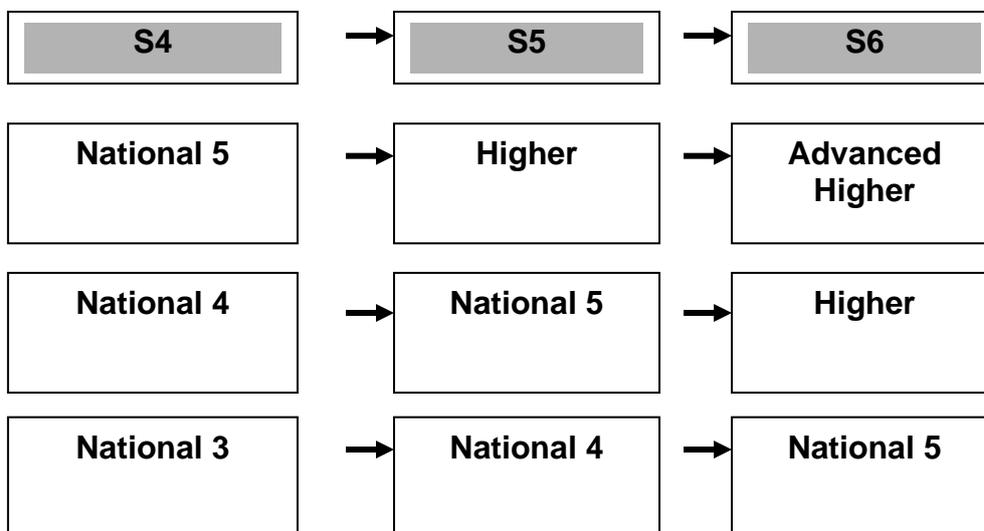
- ➔ read the information in this booklet about each course carefully
- ➔ remember you do not choose your subjects for qualifications until next year
- ➔ listen carefully to the advice you are given

### THE CURRICULUM YOU WILL FOLLOW

Mode	Subjects	Compulsory	Choose one of
<b>COMMON CORE</b>	<b>Language and Literacy</b>	English Modern Languages	✓ ✓
	<b>Mathematics and Numeracy</b>	Maths	✓
	<b>Health and Wellbeing</b>	Physical Education (You may also choose to study PE as a subject) PSE	✓
	<b>Religious, and Moral Education</b>	RME	✓
<b>CHOICES</b>	<b>Expressive Arts</b>	Art and Design Drama Music PE	✓
	<b>Sciences</b>	Biology Chemistry Physics	✓
	<b>Social Studies</b>	Business Management Geography History Modern Studies	✓
	<b>Technologies</b>	Computing Science Information Technology Engineering/Graphics Home Economics Practical Craft Skills	✓
	<b>Additional subject</b>	You should also choose one additional subject from those shown in the choices boxes above.	✓

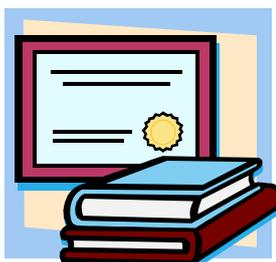
## WHAT HAPPENS AFTER S3?

At this stage it is worth thinking ahead to what courses you might like to do at the end of S3. The diagram below shows different ways you might progress from S4 into S5 and then S6. You may decide to leave school at the end of S4 if you are old enough or you may decide to stay on and progress to another course in some of the subjects you have studied in S4.



Some examples of the ways which you may be able to progress in many subject areas are:

- If you achieve National 4 in History, you might move on to National 5 in History.
- If you pass a National 5 subject at grade C you might move on to studying further National 5 qualifications in other subject areas.
- If you achieve a National 5 (grade B or better) level in French, you might move on to Higher French.
- The Senior Phase can be seen as a 1, 2 or 3 year package where you aim to build up a range of qualifications. This might be at Higher and/or National 5 and/or National 4 level. Courses are also offered in partnership with North East Scotland College in the Senior Phase.



## **THE S3 COURSE CHOICE CALENDAR**

To ensure that pupils choose courses best suited to their abilities and interests the course choice process has some key steps. These are outlined below.

### **1. Information, advice and support**

Pupils receive advice from Guidance staff, Skills Development Scotland and, where appropriate, from Support for Learning staff. Although the future is still a long way off it can be helpful for pupils to think about and find out about courses that will suit their skills, interests and career possibilities. Pupils are given a thorough explanation of the contents of this booklet. Pupils will be given their Course Choice sheets towards the end of January and advised about how to complete it. Pupils will then fill in their choices with their Guidance Teacher.

### **2. Issue of pupil reports**

S2 full reports will be issued to parents early on in February. These follow earlier tracking reports.

### **3. Information and queries**

The subject choice process will be launched to pupils in assemblies in late January 2020. A link to the subject choice information and documents will be sent to parents. Any parent or pupil who has a query should contact their relevant Guidance Teacher who will be happy to help.

### **4. Course choice sheets returned**

After Course Choice sheets are issued to pupils they must be returned to the school by the deadline of Friday 28<sup>th</sup> February 2020.

### **5. Individual advice to pupils**

During the course choice process each pupil will have an interview with his/her Guidance teacher. The aim of this is to provide individual support and advice to each pupil.

### **6. Final course choice allocations**

The final course choice for each pupil will be finalised by the start of May 2020. Wherever possible pupils will be allocated the courses for which they have opted. Where this is not possible pupils and parents will be informed.

If a Guidance or Support for Learning teacher recommends any change in a pupil's course choices, parents and pupils will be contacted to discuss this.

**Notes for you to make before you fill in the choice form**

Before you complete your Course Choice form you might find it helpful to write some notes down in these boxes.

1. Are there courses you definitely want to do?

<b>Definite course choice</b>	<b>Why?</b>

2. Are there courses you might want to do or are considering?

<b>Possible course choice</b>	<b>Why?</b>

3. Are there any questions you would like to ask your Guidance teacher or anything you would like to know more about?

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# PERSONAL AND SOCIAL EDUCATION

## Core course

The course is designed to engage the pupils in a range of topics and issues relevant to their age and stage. A variety of teaching approaches will be used to impart information, encourage discussion and answer questions.

The course content will include topics such as Group Work, Prejudice, Friends and Relationships, Careers, Alcohol and Drugs, First Aid, Self Evaluation, Health Education and Crime and Punishment.

Pupils will also have the opportunity to speak with their Guidance teacher on an individual basis to discuss issues such as course choice, career options and personal decisions.

# PHYSICAL EDUCATION

## Core PE S3

In S3 the emphasis is towards pupils participating in activities of interest to them and developing their skills. It is essential that pupils understand the benefits of sustained regular physical activity to allow them to make positive choices throughout life.

# RELIGIOUS AND MORAL EDUCATION

## Core course

Scotland is a nation which reflects a wide range of beliefs, values and traditions. Religious and Moral Education enables children and young people to explore the world's major religions and to be challenged by these different beliefs and values. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of RME for all children and young people. This is developed further in S3 further by considering approaches to living which are independent of religious belief. In core RME the aim is to help support children and young people in developing responsible attitudes to other people, their own values and their capacity for moral judgement. In order to do this the pupils are undertaking a stand-alone unit called Morality and Belief at National 3/4 level focusing on Medical Ethics.

<p><b>SUBJECT DESCRIPTION</b></p>	<p>Language and literacy are of personal, social and economic importance. Learners’ ability to use language lies at the centre of the development and expression of their emotions, thinking, learning and sense of personal identity. The skills honed in English will be crucial, not only throughout the pupil’s school career, but beyond.</p>
<p><b>COURSE CONTENT</b></p>	<p>In S3, pupils will continue to progress through CfE levels appropriate to each individual, building on their achievements in S2. Building on the four capacities, the course will enable learners to communicate, be critical thinkers, develop cultural awareness and be creative through the study of a wide variety of texts in different media. They will be given opportunities to further develop their appreciation of Scotland’s literary and linguistic heritage.</p> <p>Every pupil in S3 will embark upon a 'Value-Added' unit of work in preparation for the transition to National 4 or 5 in S4. This unit will allow them to demonstrate their skills in all areas of the English curriculum - Reading, Writing, Talk and Listening – in addition to helping to inform teachers and pupils as to which course will be the most appropriate for them as they approach S4.</p> <p>The course will provide all learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, life and work; to develop their ability to communicate their thoughts and feelings and respond to those of other people, and to use different media effectively for learning and communication. Not only will this will prepare them for National Qualifications but it will encourage the development of core transferrable skills.</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>Progress from English includes opportunities for moving on to:</p> <ul style="list-style-type: none"> <li>• English (National 3)</li> <li>• English (National 4)</li> <li>• English (National 5)</li> <li>• Literacy Unit (SCQF level 5)</li> </ul> <p><b>Further information can be found on SQA’s website (<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>)</b></p>

SUBJECT DESCRIPTION	<p>Mathematics is important in everyday life. It allows us to make sense of the world around us and to manage our lives. Using mathematics allows us to model real-life situations and equips us with the skills we need to interpret and analyse information, simplify and solve problems and make informed decisions. The learning of mathematics also develops logical reasoning, analysis and the ability to think in abstract ways.</p>
COURSE CONTENT	<p>Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Mathematics at Third and Fourth levels, ensuring breadth, challenge and application of learning.</p> <p>The Mathematics courses will cover the operational skills involved in algebra, geometry, trigonometry and statistics, as well as the operational skills involved in finance, measurement, statistics and patterns and formulae.</p> <p>The courses will also aid the development of reasoning skills (investigation, problem-solving, analysis and modelling) and numeracy skills (number process and information handling).</p> <p>The development of mathematical skills and application of mathematical techniques in context will be furthered by exploiting the power of calculators and computer software where appropriate. Pupils will be required to purchase a scientific calculator for their own use (we recommend the Casio FX83GT).</p>
PROGRESSION & PATHWAYS	<p>In S4, pupils may progress to</p> <ul style="list-style-type: none"> <li>• National 4 Mathematics; or</li> <li>• National 5 Mathematics.</li> </ul> <p>Pupils will be advised on the most appropriate level of course based on their attainment during S3.</p> <p>Mathematics has applications in many subject areas, and the skills developed from all the courses support progression in other curriculum areas, as well as into Skills for Work Courses, National Progression Awards, National Certificate Group Awards, further education and employment.</p> <p><b>Further information can be found on SQA's website (<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>)</b></p>

## MODERN LANGUAGES

SUBJECT DESCRIPTION	<p>The Modern Languages course builds on the language learnt at primary school and in S1 and S2 at the Academy. Pupils will continue to study French for two periods per week, and Spanish for one period per week.</p> <p>The Modern Languages course seeks to develop pupils' proficiency and confidence in the skills of talking, writing, listening and reading in both languages, as well as their literacy skills. Pupils will do this by learning to use the languages in a variety of contexts, and will also learn more about the cultures of French and Spanish speaking countries.</p>
COURSE CONTENT	<p>The French course looks at applying the French language in a variety of situations relevant to everyday life. It provides learners with the language necessary to communicate effectively within a personal environment such as teenage concerns, while also looking at understanding issues in a more global context, such as healthy eating and the environment. To this effect, a variety of media will be used in order to expose learners to new language with the aim of developing thinking skills and applying knowledge proficiently. It also seeks to increase the literacy ability of learners by focusing more closely on grammatical understanding and language structures.</p> <p>The Spanish course will allow pupils to build upon the basic language that they have learned in S2. They will become more confident in their speaking and writing skills, and will cover a range of topics. Pupils will also develop grammatical confidence and the course will provide a good foundation for pupils interested in studying Spanish at National 4 or 5 level in S4.</p>
PROGRESSION & PATHWAYS	<p>In a global context, only 6% of the world's population speak English as a first language, with 75% being unable to speak any English at all. It is therefore becoming increasingly important to have an awareness of global languages and cultures. Learning a language not only allows pupils to develop a better understanding of this, but also to improve their self-confidence and enhance their literacy, problem solving, interpersonal and communication skills, as well as increasing their employability skills. Employers are increasingly seeking personnel who can operate in different languages. This is particularly evident in the areas of oil based jobs and business management. A second (and third) language not only gives prospective candidates an advantage, but it also provides them with the confidence to learn other languages. Closer to home, in the tourism and hospitality industries, competence in a foreign language is a great asset on a variety of levels.</p> <p>Universities are also recognising the importance of languages and are routinely offering placements in European cities, providing a multicultural experience that is highly valued in a highly competitive job market. Universities are also increasingly encouraging more of their students studying in fields such as science and business to also consider studying a language, such is the global nature of today's world.</p>

	<p>The S3 course will form a basis for French and Spanish at National 4/5 and Higher level, which will be on offer in the Senior Phase.</p>
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‘Creativity is contagious. Pass it on’ – Albert Einstein

<p>SUBJECT DESCRIPTION</p>	<p>We offer our learners a programme of study that aims to equip them with the necessary skills and expertise to realise their full creative potential. Learners will work imaginatively and develop individual creativity developing a range of skills in problem solving, critical thinking and reflective practice. Through project based work, learners will use a range of art and design media, materials and techniques creatively and expressively and explore the possibilities of technologies in art and design.</p>
<p>COURSE CONTENT</p>	<p>Over the year learners will study within the three main focuses of art and design which will equip learners with the skills, techniques and knowledge to progress onto National 4 and 5 qualifications.</p> <p><u>Expressive</u> The focus of expressive projects is to enable students to develop observational skills and practical skills to allow them to interpret the world we live in. The expressive course aims to challenge pupils through drawing, painting, sculpture, printmaking and collage. Previous projects have included portraiture, still life and landscape. Pupils will experiment with compositional techniques, colour mixing, scale and the use of visual elements. Previous projects have included: portraiture, still life, landscape built environment and sculpture.</p> <p><u>Design</u> Design projects aim to challenge pupils with problem solving skills. Pupils will work through the design process, writing coherent design briefs and considering relevant target markets. Ideas will be presented through exploring drawing and experimenting with techniques, materials, samples and model making. Previous project have included architecture, jewellery, body adornment, textiles and lighting.</p> <p><u>Critical Studies</u> The critical studies element of the course aims to make learners aware of the contexts of art and design. Pupils will demonstrate knowledge, understanding and appreciation of a range of artists and designers work in addition to exploring social and cultural influences on a range of artists. This can take the form of essays, presentations, research projects and worksheets.</p>

**PROGRESSION  
& PATHWAYS**

National Level 4 Art and Design / National 5 Level Art and Design.

National Level 5 Art and Design allows for progression to Higher Art and Design and Advanced Higher.

Career possibilities include occupations within many industries, such as architecture, photography, advertising, illustration, theatre, floristry, museum and gallery careers, artist careers and various forms of design ranging from furniture, interior, fashion, textile, set and costume design, web design and many more. See the link below for more information:

<https://www.planitplus.net/CareerAreas/View/4>

<p>SUBJECT DESCRIPTION</p>	<p>Learning in, through and about Drama enables young people to:</p> <ul style="list-style-type: none"> <li>• Be creative and express themselves in different ways.</li> <li>• Experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation.</li> <li>• Develop important skills, both those specific to the expressive arts and those which are transferable.</li> </ul> <p>Prepare for advanced learning and future careers by building foundations for excellence in the expressive arts</p>
<p>COURSE CONTENT</p>	<p>Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Drama, ensuring breadth, depth and challenge of learning. In addition to embracing a Broad General Education pupils will also be developing knowledge and understanding and skills which will be extended in National levels 4 and 5.</p> <p>This Course would be of benefit to those pupils who have a genuine interest in theatre and performing. Activities will be a mix of language-based and movement-based performances and there is also a focus on build skills in technical theatre.</p> <p>During this course, pupils will develop the following skills:</p> <p><b>Drama Skills</b></p> <p>Pupils will have the opportunity to develop basic skills in response to stimuli including texts and applying creative ideas within the drama process. This will involve developing acting and directing skills, within the context of character and performance. Pupils will explore the social and cultural influences on drama. They will also learn how to analyse and evaluate their use of drama skills and the drama skills of others.</p> <p><b>Production Skills</b></p> <p>Pupils will have the opportunity to explore and use basic skills in various production areas, such as: lighting, sound, costume, props, make-up, stage management, set design and media. Pupils will then select a production role to contribute towards a piece of drama. They will use these skills to enhance their piece of drama when presenting. They will also learn to evaluate their progress and that of other learners, using this as a means for improvement.</p> <p>All pupils are expected to perform to a live audience on a regular basis. Pupils will be asked to evaluate their own work, as well as the work of others to form part of their Drama Folio. Video evidence will also be included.</p> <p>Pupils will also be encouraged to attend workshops and drama performances when suitable throughout the year.</p>

	<p><b>Topics Covered</b></p> <p>The following topics will be covered in S3: Script work, devised drama, movement- naturalistic and stylised forms, mime, commedia-dell arte, improvisation, melodrama, directing, presentation skills, media documentary, current production and technical theatre.</p> <p><b>Homework</b></p> <p>Regular homework will be issued and will be crucial to success. This may take the form of written work, including self-reflective learning logs, learning drama vocabulary, researching production roles, designing set, props, lighting costume or make-up as well as more practical exercises such as learning lines.</p> <p>Pupils may also arrange extra group rehearsals at lunchtime or after school and will be supervised by a teacher.</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>National Level 4 Drama / National 5 Level Drama.</p> <p>National Level 5 Drama allows for progression to Higher Drama and Advanced Higher.</p> <p>Career possibilities include occupations within many industries, such as theatre, film, television, radio, law, public relations, events management, teaching, youth work, drama therapy, script writing and many others.</p>

<p><b>SUBJECT DESCRIPTION</b></p>	<p>Engaging in some form of musical activity plays a prominent part in our cultural life.</p> <p>Music provides the opportunity for pupils to apply their creative skills to perform pieces of work and to demonstrate skills and confidence in performance. Pupils will be encouraged to recognise creativity and skill in the work of others and to show enjoyment of music through their own performances and those of others. Pupils will find that the skills they acquire in music will be invaluable for learning, for life and for work.</p>
<p><b>COURSE CONTENT</b></p>	<p>Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Music, ensuring breadth, depth and challenge of learning.</p> <p>Performing and creating music will be the prominent activities for all learners. Through these activities they will develop their vocal and instrumental skills, explore sounds and musical concepts and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They will have more opportunity to use ICT to realise or enhance their composition and performance and to promote their understanding of how music works. Pupils will develop their Music Technology skills by using 'Audacity' and Cubase, to record and edit sounds for a variety of projects from animation to radio plays. An integral part of the S3 course will also be working on their understanding of music theory and literacy which is essential for all practical elements.</p> <p>Pupils will also be encouraged to attend workshops and concerts when suitable throughout the year.</p> <p>The following topics will be covered in S3: - World Music, Popular Music, Classical, 20th Century, Blues/Jazz, Scottish, Vocal Music, Instrumental Music, TV/Film.</p> <p>Homework: Regular, daily practise in performance is essential to ensure progress. Pupils who do not have access to an instrument at home, will be encouraged to use the department at break and lunchtimes. Pupils will also need to revise music concepts regularly and listen to a wide variety of musical styles.</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>Studying music in S3 can allow for progression to NQ 4/5 or Higher in the senior phase. Career possibilities include teaching, performing, music therapy, publishing, arts management, radio, television production and sound technology.</p>

## PHYSICAL EDUCATION

SUBJECT DESCRIPTION	<p>The main purpose of the course is to develop, demonstrate and improve practical and performance skills. The central theme of the course is to develop approaches to enhance performance through reflection and monitoring. The course builds fundamental skills for entry to National courses.</p>
COURSE CONTENT	<p>There are two areas which build foundations for National courses beyond S3.</p> <p><b>Performance</b> Pupils will demonstrate a broad range of performance skills in a variety of activities.</p> <p><b>Factors impacting on performance.</b> Pupils will examine and analyse the four main factors which impact on the development of personal performance. Pupils will reflect on and monitor the development of personal performance in relation to the Mental, Physical, Emotional and Social factors.</p>
PROGRESSION & PATHWAYS	<p>This course is suitable for learners who have an interest in and enthusiasm for developing their performance skills, either to pursue study or career options related to physical education or to broaden their learning experience.</p> <p>This course content leads on to National 4 and National 5 which can then lead on to Higher.</p> <p>This course can provide a stepping stone to further study at College/University. Involvement in physical activity is often seen as useful, if not essential asset by prospective employers and interviewing panels.</p>

SUBJECT DESCRIPTION	<p>The course allows learners to understand and investigate the living world in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This enables learners to develop an informed and ethical view of complex issues. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems.</p>
COURSE CONTENT	<p>S3 Biology consists of 3 main units of work:</p> <ol style="list-style-type: none"> <li>1) Biodiversity and Interdependence: Interdependence amongst species, Plants, Respiration and Nutrient cycles</li> <li>2) Body Systems and cells: Cell structure, Use of microbes in Industry, Respiratory System, Digestive System, Cell division and therapeutic uses of cells, Coordination, Animal behaviour and Stem cells</li> <li>3) Inheritance, Growth and Reproduction: Growth in organisms, Asexual reproduction, Sexual reproduction, Variation, Genetics, Selective Breeding</li> </ol> <p>Pupils are expected to undertake regular homework exercises in addition to revision.</p>
PROGRESSION & PATHWAYS	<p>This course provides an important foundation to support the entry to National 4 or National 5 Biology courses.</p>

SUBJECT DESCRIPTION	<p>The Course develops learners' interest in and enthusiasm for chemistry through a variety of contexts relevant to chemistry's impact on society, namely: utilising nature's resources, chemical analysis, and the development of new and novel applications. It offers a broad, versatile and adaptable skill set which is valued in the work place, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.</p>
COURSE CONTENT	<p>S3 Chemistry consists of 3 main units of work:</p> <ol style="list-style-type: none"> <li>1. Nature's Chemistry: Fuels, Hydrocarbons, Everyday consumer products, Plants to products.</li> <li>2. Chemistry in Society: Metals and Alloys, Materials, Fertilisers, Nuclear Chemistry, Chemical analysis.</li> <li>3. Chemical Changes and Structure: Rates of Reaction, Atomic structure and bonding related to properties of materials, Energy changes of chemical reactions, Acids and Bases.</li> </ol> <p>Pupils are expected to undertake regular homework exercises in addition to revision.</p>
PROGRESSION & PATHWAYS	<p>This course provides an important foundation to support the entry to National 4 or National 5 Chemistry courses.</p>

<p><b>SUBJECT DESCRIPTION</b></p>	<p>The Course is practical and experiential and develops scientific understanding of issues relating to physics. It will enable learners to gain an in-depth knowledge of concepts in physics, and to develop confidence in the skills of scientific enquiry.</p> <p>Learners will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored.</p>
<p><b>COURSE CONTENT</b></p>	<p>S3 Physics comprises of 3 main units:</p> <ol style="list-style-type: none"> <li>1) Waves and Radiation: Wave Characteristics, Sound, Electromagnetic Spectrum, Nuclear Radiation.</li> <li>2) Energy and Electricity: Generation of Electricity, Electrical Power, Electromagnetism, Practical Electrical and Electronic circuits, Gas laws and the kinetic model.</li> <li>3) Dynamics and Space: Speed and acceleration, Relationship between forces, motion and energy, Satellites, Cosmology.</li> </ol> <p>This course involves theory and relevant practical work. Pupils are expected to undertake regular homework exercises in addition to revision.</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>This course provides an important foundation to support the entry to National 4 or National 5 Physics courses.</p>

## BUSINESS/BUSINESS MANAGEMENT

SUBJECT DESCRIPTION	<p>This course is about business and enterprise. We all rely on businesses to create jobs and provide us with income and choosing Business as a subject will allow you to understand the means by which businesses remain competitive and successful.</p>
COURSE CONTENT	<p>The course allows you to recognise the reasons why people want to set up in business and how they manage to do so. Topics such as market research, promotion, pricing, finance, quality assurance, recruitment and training are covered. Other influences on business are also included such as environmental and economic factors, legislation and the influence of competitors.</p>
PROGRESSION & PATHWAYS	<p>The S3 course will form a basis for Business Management at National 4, 5 and Higher which will be available in the Senior Phase.</p> <p>There are also many different options in Further Education to continue studying Business subjects.</p> <p>These courses allow developing an understanding of business is useful for those thinking of setting up their own business. In addition there are lots of other career opportunities in management – Marketing, Human Resources, Hotel, Events, and Fashion being examples.</p>

<p>SUBJECT DESCRIPTION</p>	<p>Geography opens up for learners the physical environment around them and the ways in which people interact with this environment.</p> <p>The study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish pupils with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.</p> <p>The main aims of Geography are to enable pupils to:</p> <ul style="list-style-type: none"> <li>◆ appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales</li> <li>◆ be aware of spatial relationships and develop an understanding of the changing world in a balanced, critical and sympathetic way</li> <li>◆ acquire a geographical perspective on environmental and social issues</li> <li>◆ develop an interest in, and concern for, the environment leading to sustainable development</li> </ul>
<p>COURSE CONTENT</p>	<p>Throughout the course pupils will use a wide variety of resources including books, maps, digital images, graphical information, mapping software, web-based resources and fieldwork. Topics explored may include:</p> <p><b><u>Physical Environments</u></b> Weather, Rivers and their Valleys, Glaciated Uplands and Coasts</p> <p><b><u>Human Environments</u></b> Population and Development, Urban Geography and Rural Geography</p> <p><b><u>Global Issues</u></b> Environmental Hazards, Trade and Globalisation</p>
<p>PROGRESSION &amp; PATHWAYS</p>	<p>Geography is a very dynamic subject that supports entry to a whole variety of jobs and careers. Geographers work in many sectors such as planning, leisure and recreation, tourism, transport (including pilots and air traffic control), agriculture, banking, forestry, education and the armed services.</p> <p>After completing the S3 course, Geography may be continued to National 4/5, Higher and Advanced Higher level.</p>

<p><b>SUBJECT DESCRIPTION</b></p>	<p>The purpose of History is to provide pupils with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.</p> <p>The main aims of this Course are to:</p> <ul style="list-style-type: none"> <li>◆ develop pupils’ conceptual understanding and foster their ability to think independently</li> <li>◆ enable pupils to acquire breadth and depth in their knowledge and understanding of historical themes</li> <li>◆ develop pupils’ skills of explaining historical developments and events, evaluating historical sources and drawing conclusions</li> <li>◆ develop pupils’ imagination and empathy with people living in other periods</li> <li>◆ encourage pupils to debate issues and, on the basis of evidence, form views and respect those of others</li> <li>◆ foster in pupils an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest</li> </ul>
<p><b>COURSE CONTENT</b></p>	<p>Course Content Topics explored may include:</p> <p>Broad General Education: World War Two</p> <p>Historical Study: Scottish Mary Queen of Scots and the Reformation 1542 – 1587</p> <p>Historical Study: British The Atlantic Slave Trade, 1770–1807</p> <p>Historical Study: European and World Red Flag. Lenin and the Russian Revolution, 1894–1921</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>After completing the S3 course, History may be continued to National 4/5, Higher and Advanced Higher level.</p> <p>Studying History is particularly beneficial to pupils considering careers in law, primary teaching, journalism, the Arts and business.</p>

<p>SUBJECT DESCRIPTION</p>	<p>You can change the World and Modern Studies will give you the tools to do it!</p> <p>Modern Studies will give you knowledge and understanding of the World you live in right now. How it affects you and how you can influence it. Issues that we cover include:</p> <ul style="list-style-type: none"> <li>• Should Scotland be Independent?</li> <li>• Who represents me?</li> <li>• How does my voice get heard?</li> <li>• Why is the USA so powerful?</li> <li>• Why does the USA still use the death penalty?</li> <li>• Should US citizens be allowed to openly carry a gun?</li> <li>• Why is there not enough food for everyone?</li> </ul> <p>The main aims of this Course are to enable pupils to:</p> <ul style="list-style-type: none"> <li>◆ engage as active and informed local and global citizens</li> <li>◆ have an appreciation of the changing nature of modern society and its inequalities</li> <li>◆ understand and respect human rights and responsibilities</li> <li>◆ understand the democratic process and the ways in which people can participate in society</li> <li>◆ have an awareness of social and economic issues at national and international level</li> <li>◆ understand different political views, systems and theories</li> <li>◆ be aware of the nature and processes of conflict resolution at all levels.</li> </ul>
<p>COURSE CONTENT</p>	<p>Topics explored may include:</p> <ul style="list-style-type: none"> <li>• Democracy in Scotland</li> <li>• Inequality and Crime in the UK</li> <li>• World Power Study (USA)</li> </ul> <p><b><u>Investigation Unit and Assignment</u></b></p> <p>This includes an investigation into the issues which affect The Cairngorms National Park.</p>
<p>PROGRESSION &amp; PATHWAYS</p>	<p>Many employers recognise Modern Studies for a wide variety of careers including: teaching, law, civil service, the Home Office, police, social work, journalism, local Government, media, international relations, UN and EU careers, public relations.</p> <p>After completing the S3 course, Modern Studies may be continued to National 4/5, Higher and Advanced Higher level.</p>

<b>SUBJECT DESCRIPTION</b>	<p>This course is about the backend of ICT, using computers to create solutions to problems.</p> <p>This involves Software Development, Web development, Computer systems and a bit of graphics design.</p> <p>Computing is suited for self-motivated pupils who enjoy problem solving and who are or want to be proficient with computers. And create software, websites and graphics.</p>
<b>COURSE CONTENT</b>	<p>Outline:</p> <ul style="list-style-type: none"> <li>• Software development             <ul style="list-style-type: none"> <li>○ JAVA and Google Script to create business solutions and games.</li> </ul> </li> <li>• Web Development             <ul style="list-style-type: none"> <li>○ HTML and CSS to create a tutorial website</li> </ul> </li> <li>• Graphic Design             <ul style="list-style-type: none"> <li>○ GIMP to create an animated GIF's</li> </ul> </li> <li>• Computer Systems             <ul style="list-style-type: none"> <li>○ Plan solutions for home/companies</li> </ul> </li> </ul> <p>Introduces programming, web development, graphic design and computing systems concepts through creative tasks/projects. And aims at increasing the learners' proficiency in being contributors to the technical world, not just users.</p>
<b>PROGRESSION &amp; PATHWAYS</b>	<p>The S3 course will form a basis for Computing N5, Higher and Advanced Higher which will be available in the Senior Phase.</p> <p>The skills learned will help you in careers as Designers, Engineers, Software Developers, Network technicians etc...and toward most technical degrees.</p>

<p style="text-align: center;">SUBJECT DESCRIPTION</p>	<p>This course will provide you with an Introduction to both Engineering Science and Graphic Communication; with half the year spent on each subject area.</p> <p><b>Engineering Science</b> is a classroom based course with both practical and theoretical aspects. Learners will investigate the role of engineers in industry, control systems including electrical and electronic circuits and programmable microcontrollers, and mechanical systems including mechanical and pneumatic components.</p> <p>Pupils will learn how to build circuits, as well as writing programs and simulating mechanical systems. Pupils will also be expected to use the knowledge gained to solve challenging problems which will include the use of mathematical formulae so <b>good numeracy skills are essential</b>.</p> <p><b>Graphic Communication</b> will allow pupils to learn about the creative and diverse world of 3D Computer Modelling, and Graphics within the Publishing and Creative Industries. Pupils will learn how to create 3D CAD models using Autodesk Inventor, and learn how to generate different kinds of Graphics from these models. They will also learn how to analyse, and create their own, graphics for use in the world of publishing and advertising. Good ICT and Numeracy skills are essential.</p> <p><b>Entry Requirements:</b></p> <p>You will have gained skills in S1 and S2 to allow you to take this course. However, you must also have good Maths skills as there is a considerable amount of maths involved in Engineering, and you must also have good ICT skills. An ability to work safely is important too, as there are times when you will be working with equipment that can be dangerous if not used correctly.</p>
<p style="text-align: center;">COURSE CONTENT</p>	<p>You will learn about:</p> <ul style="list-style-type: none"> <li>• Pneumatics</li> <li>• Electronics and Programming</li> <li>• Mechanisms and Structures</li> <li>• The Branches of Engineering</li> <li>• 3D CAD Modelling and <b>3D Printing</b></li> <li>• Desktop Publishing</li> <li>• Manual Graphic Techniques</li> </ul> <p><i>And lots of other things too ...</i></p> <p><b>Assessment</b></p>

	<p>Work is assessed by end of unit assessments, and problem solving projects/tasks. These will be marked internally by your teacher.</p>
<p>PROGRESSION &amp; PATHWAYS</p>	<p>This course allows you to go onto study at <b>National 4 or 5 level</b>.</p> <p>Engineering Science is designed to give an overview of the main branches of engineering and is perfect for a range of possible careers. See the link below for further information:</p> <p><a href="https://www.planitplus.net/Schools/SubjectCareerList?mysubject=Engineering%20Science">https://www.planitplus.net/Schools/SubjectCareerList?mysubject=Engineering%20Science</a></p> <p>Graphic Communication is designed to provide an introduction to the creative world of CAD Modelling, and graphics used in the Publishing and Advertising Industry. Useful for those considering a career in Architecture, Engineering, Graphic Design and many others. See the link below for further details</p>

## HOME ECONOMICS

SUBJECT DESCRIPTION	<p>The main purpose of the course is to develop an interest in food, nutrition and consumer related issues through a combination of practical and enquiry skills. This course is suitable for learners who have an interest in and enthusiasm for practical cookery in addition to developing knowledge and understanding of nutrition and of food issues in the world around us.</p>
COURSE CONTENT	<p>S3 Home Economics consists of the following themes:</p> <ol style="list-style-type: none"> <li>1. Practical cookery skills</li> <li>2. Nutritional needs of individuals</li> <li>3. Contemporary food issues</li> <li>4. Hygiene and safety</li> </ol>
PROGRESSION & PATHWAYS	<p>The S3 course forms the foundation for National qualifications in S4</p> <ul style="list-style-type: none"> <li>• National 4/5 - Health and Food Technology</li> </ul> <p>This course develops the skills gained in BGE to National level offering both practical and theoretical skills which the learner could progress into Higher and Advanced Higher. This qualification is aimed at learners who wish to pursue a career in medicine, nutrition, dietetics, nursing, teaching (primary and secondary), hospitality, tourism, early years education, sports and PE</p> <ul style="list-style-type: none"> <li>• Hospitality – Skills for work</li> </ul> <p>This course is delivered by North East College (NESCOL) and aimed at those who wish to pursue a career in the hospitality and catering industry</p>

## INFORMATION TECHNOLOGY

SUBJECT DESCRIPTION	This course is a practical course, making use of PCs and the Microsoft Office Package. Technology will be used in order to prepare all the necessary documentation involved with event management.
COURSE CONTENT	The course requires you to make use of word processing, spreadsheet and database packages on the computer. In addition to this Publisher, email and internet will be required in order to produce items such as advertising materials, letters and invitations.
PROGRESSION & PATHWAYS	<p>The S3 course will form a basis for Administration and IT which will be available in the Senior Phase.</p> <p>Administration allows you to learn the skills needed to operate a PC and will be of value in most jobs. There are many opportunities in the service sector requiring people to use ICT skills such as Administration Support Workers, Personal Assistants and Clerical workers.</p> <p>There are also many different options in Further Education to continue studying Administration.</p>

## PRACTICAL CRAFT SKILLS

SUBJECT DESCRIPTION	<p>This course is a challenging introduction to the basics of metalworking and woodworking. You will learn how make use of various hand and power tools, including learn some new machine processes such as using the woodwork lathes and machine lathes.</p>
COURSE CONTENT	<p>Projects include:</p> <ol style="list-style-type: none"> <li>1. Making a Screwdriver in Metalwork</li> <li>2. Making a tablet Stand in Woodwork</li> <li>3. Using the Lathes to make a candlestick holder</li> </ol> <p>And many more ... projects may change depending on which workshops are available and what materials are in stock.</p> <p><b>Entry requirements</b></p> <p>You will have done some Woodwork and Metalwork in S1 and S2. You must also have been able to demonstrate safe working practises whilst in a workshop environment.</p> <p><b>Assessment</b></p> <p>The course will cover units in both Wood and Metal. You must complete all pieces of work to within a tolerance of + or – 3mm at S3 Level to pass the units.</p>
PROGRESSION & PATHWAYS	<p>This course allows pupils to go onto study National 4 or 5 Woodwork or Metalwork.</p> <p><b>Careers/Further Study:</b></p> <p>This is an excellent course for pupils who wish to pursue a career or further study in Engineering, Automotive Engineering, Blacksmith, Fabricator, Welder, Prop/Set Maker, and many more. See the web link below:</p> <p><a href="https://www.planitplus.net/Schools/SubjectCareerList?mysubject=Practical%20Metalworking">https://www.planitplus.net/Schools/SubjectCareerList?mysubject=Practical%20Metalworking</a></p>