

# St Joseph's College Dumfries



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**S3**  
**Information Booklet**  
**2026-2027**

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Dear S2 Student,

You will soon be moving into S3!

During S3 you will continue to pursue a broad general education which will help you to deepen your knowledge and build on your range of skills. However, you now have the opportunity to partially personalise your curriculum, guided by principles such as your interests, strengths and career aspirations. Your curriculum will therefore include subjects from each of the following areas of study:

- English and Literacy
- Expressive Arts
- Languages
- Mathematics and Numeracy
- Science
- Social Studies
- Technology

In addition, you will also participate in Physical Education, Religious Education and Social Education where you will continue to develop aspects related to Health and Wellbeing.

Your S3 Curriculum should enable you to further your studies at a higher level and help prepare you for the world of work. At the end of S3 you will make choices about the National Qualification courses you will follow in S4. There will also be increased opportunities for vocational training if desired.

This booklet has been designed to support you and your parents/carers in your decision making as you consider the personalisation of your curriculum. The information presented provides details of courses available to pupils in S3 and gives an indication of the progression routes leading from their successful completion.

It is hoped that this is helpful as you plan and prepare for the next steps in your learning journey.

Should you have any queries or require any further information then please do not hesitate to speak to your Pastoral Care teacher.

I wish you continued enjoyment in school and every success for the future.

Yours sincerely

E B Jones  
Headteacher

## ADMINISTRATION & IT

### Course Aims:

Administration is a growing sector affecting all aspects of the economy. Administration is so much more than the traditional view of secretarial support, particularly in light of the communications technologies of today. Successful administrators are highly skilled information managers and the skills/knowledge acquired in this subject area will be useful not just in the workplace but in all aspects of daily life.

This Course will equip learners with the skills to effectively use the range of current technologies as well as developing a confidence in using new and emerging technologies.

This course is ideal for many learners as it will support them in their studies, personal life and possibly into future careers.

#### **This course aims to enable the learner to:**

- Develop an appreciation of the importance of administration in the workplace
- Develop an understanding of what is good customer care and the benefits to the organisation as well as the valuable contribution the administrative function makes towards good customer care.
- Develop IT skills across a range of general purpose packages used within the administrative function and produce high quality output suitable for the user.
- Develop the ability to gather information from reliable sources and assimilate them into appropriate formats depending on the audience and purpose.
- Develop personal and inter-group organisational skills such as organising meetings and events.

### Course Description:

The Administration and IT course gives learners a broad introduction to the function of administration including: skills and qualities necessary for administration; customer care and the role of the administrator; legislation for which administrators tend to be responsible such as security of people, property and information as well as health and safety.

In addition, learners will develop skills in the use of information technologies and problem solving. They will organise and manage information across a range of business contexts. The course covers e-communication as well as the general purpose IT software including word-processing, spreadsheets and databases.

The course will also enable learners to use IT for effective gathering and sharing of information and they will then learn how to present it in a manner suitable for the audience and purpose. They will also consider how to determine whether sources of information are reliable or not.

### Progression Into The Senior Phase:

Pupils will be able to take a qualification in Administration & IT at National 4 or National 5 level in S4.

At National 4 level, learners will undertake a range of practical IT-based activities which may assess separately or in a combined manner each of the Units mentioned above. This level award will be granted a pass/fail depending on evidence produced.

At National 5 level, there is a combined unit assessment which is marked internally and is a pass/fail. In addition there is an end of course assessment which is assessed externally – this assessment is graded. Both assessments are IT based assignments drawing on the knowledge, understanding and skills developed across the course.

## ART

### Course Aims:

This course aims to develop skills in both Expressive and Design work, learning how to use different materials in both areas of study. Pupils will learn how to investigate and research themes, develop ideas and complete 2d and 3d solutions.

### Course Description:

The course is divided into three distinct areas.

#### **DESIGN**

Students will be given a choice to study different areas of Design learning how to create a design from a given brief. This could be from – Architecture, Graphic, Product, Jewellery, & Fashion/Textile. In each activity they will study the work of other designers related to their chosen subject.

#### **EXPRESSIVE**

Students will study a variety of Expressive themes including Still Life, Portraiture, Natural Environment, & Built Environment. In each unit they will study the work of other artists.

#### **ART & DESIGN STUDIES**

Students are required to study the work of other designers and artists. This part of the course helps students to develop an understanding of historical and contemporary movements in Art & Design and learn how to analyse the work of others. Written work for this part of the course ties in with their practical work and can often influence the development of their own ideas.

Students are often given choice in terms of themes and materials used within a specific unit. They are also engaged in frequent self-evaluation and evaluation of the work of their peers. We believe choice and personalisation is important in helping them develop their skills and fulfilling their potential in creative and exciting ways in all areas of the subject.

### Progression Into The Senior Phase:

The structure of the S3 course provides all the appropriate practical and theoretical skill necessary for further progression in the subject. The framework of both practical and written work is designed in a similar format to National 4/5 and Higher courses. Students will develop practical and written skills that are appropriate and give a good grounding for future study.

Skills for Work: Creative Industries SCQF Level 5 offers an alternative course using the skills developed in S3.

# BIOLOGY

## Course Aims:

The aim of the S3 Biology course is to develop learners' curiosity, interest and enthusiasm for Biology in a range of contexts related to everyday experiences. The course extends learning in to Level 4 Experiences & Outcomes and prepares students for working towards National Qualifications in the Senior Phase.

The course aims to provide students with an understanding of the world of the cell and the importance of cellular process in sustaining life. Pupils will gain an insight into the application of biological principles to areas such as health care, environmental management and technology. This course provides a basis for further study and allows an appreciation of the place of Biology in related employment opportunities.

Key skills of scientific enquiry and investigation are also developed through practical work. Relevant numeracy skills are consolidated, and pupils are encouraged to become more scientifically literate by developing informed opinions on topical scientific issues.

## Course Description:

Relevant experiences & outcomes from Level 4 of the Curriculum for Excellence will be covered in a topic-based structure shown below.

### THE WORLD OF THE CELL

Units	Content
Cells	<ul style="list-style-type: none"><li>• Cell Structure</li><li>• The function of cell organelles</li><li>• Cell variety</li></ul>
Transporting Across the Cell Membrane	<ul style="list-style-type: none"><li>• The cell membrane</li><li>• Passive Transport</li><li>• Active Transport</li></ul>
DNA, Genes and the production of proteins	<ul style="list-style-type: none"><li>• From Parent to offspring</li><li>• DNA structure</li><li>• DNA to Proteins</li><li>• Importance of Proteins</li></ul>
Enzymes Industry	<ul style="list-style-type: none"><li>• Properties and Functions of Enzymes</li><li>• Enzyme Experiments</li><li>• The use of Enzymes in Biotechnological Industries</li></ul>
Therapeutic Uses of Cells	<ul style="list-style-type: none"><li>• Controversial Biological Procedures</li><li>• Genetic Engineering</li><li>• Therapeutic Uses of Cells</li></ul>
Respiration and Energy production	<ul style="list-style-type: none"><li>• Energy in Cells</li><li>• The process of Respiration</li><li>• Factors affecting Respiration</li></ul>

Assessments will include: end of topic tests, research projects, practical investigations, extended answer responses and homework activities. These will be used to inform recommendations for appropriate levels of study in the Senior Phase.

## Progression Into The Senior Phase:

There will be options to progress into National 4 or 5 Biology courses in the Senior Phase.

## **BUSINESS ENTERPRISE**

### **Course Aims:**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices.

The purpose of the course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

A main feature of this course is the development of enterprising skills and employability skills. This will be done through business case studies to research business activities and by visiting local firms to help support an understanding about Business.

### **Course Description:**

Business Enterprise will introduce pupils to the world of work. They will participate in a Business Challenge through which they will learn about the factors that impact on running a successful business. They will learn about the different types of businesses, the importance of customer satisfaction, business ethics, the internal factors/resources of a business and how these help a business take advantage of changes in the world of commerce. Throughout their time pupils will use a wide range of business technologies to learn how they are used to improve business communication, problem-solving and decision-making.

The course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs; including how products are marketed and produced.
- an insight approach to customer care.
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations.
- financial awareness through a business context.
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance; including staffing and staff training.
- an awareness of how external influences impact on organisations.

### **Progression Into The Senior Phase:**

Pupils will be able to pursue a qualification in Business Management at National 4 or National 5 level in S4. At National 4 level pupils must achieve success in the following 3 Units:

- Business in Action
- Influences in Business
- Added Value Unit: Business Assignment

At National 5 Level pupils must complete a piece of coursework worth 30 marks and an external examination worth 90 marks. Passes will be awarded at grade A to D.

# CHEMISTRY

## Course Aims:

The aim is to develop learners' curiosity, interest and enthusiasm for Chemistry in a range of contexts related to everyday experiences. The course extends learning in to Level 4 Experiences & Outcomes and prepares students for working towards National Qualifications in the Senior Phase.

Chemistry involves the study of matter and its interactions. This impacts on all areas of life and is studied by applying Chemistry to the properties of materials; to the use of the Earth's resources; its contribution to medicine and agriculture and its relevance to the economy.

Key skills of scientific enquiry and investigation are developed through practical work. Relevant numeracy skills are also consolidated. Pupils are encouraged to become more scientifically literate and develop informed opinions on topical scientific issues.

The S3 Chemistry course promotes the development of a broad and versatile range of skills, such as problem solving, team work and creativity, which are very much valued in the workplace and which form the basis for the study of Chemistry at National 4 and 5. The knowledge base also complements the study of other sciences.

## Course Description:

The course covers Level 4 Experiences and Outcomes from the Curriculum for Excellence, including some additional work to lay foundations for National 4 and 5 courses, and is organised into topics as shown below:

Topic	Content
<b>Atomic Structure, Bonding &amp; Properties</b>	<ul style="list-style-type: none"><li>• Atomic structure; Periodic Table; atomic no.; mass no.</li><li>• Naming compounds; writing formulae</li><li>• Writing chemical equations</li><li>• Chemical calculations</li><li>• Properties related to covalent &amp; ionic bonding</li></ul>
	<ul style="list-style-type: none"><li>• Fuels &amp; combustion</li><li>• Exo and Endothermic reactions</li><li>• Hydrocarbon families</li></ul>
<b>Chemistry &amp; The Planet</b>	<ul style="list-style-type: none"><li>• Testing for gases</li><li>• Carbon cycle &amp; CO<sub>2</sub></li><li>• Biofuels</li><li>• Nitrogen cycle &amp; fertilisers</li><li>• Pollution – air and water</li></ul>

Progress against the relevant Science Benchmarks will be assessed via end of topic tests, research projects and practical investigation tasks. Homework exercises and classroom activities will also inform assessment judgements and recommendations for levels of study in the Senior Phase.

## Progression Into The Senior Phase:

Pupils will have the option to progress into National 4 or 5 Qualifications in Chemistry.

Chemistry qualifications are desirable for entry to many diverse careers and further education courses including those related to agriculture, engineering, biological & physical sciences, medicine, forensic science, computing and business studies. Chemistry is also recommended for certain courses in sports science, psychology and surveying.

## COMPUTING SCIENCE

### Course Aims:

Digital devices are all around us and they'll play a huge part in our future, from helping to diagnose and treat illnesses, to assisting referees in sports, to recording and transmitting the latest information and news. Many different and interesting careers can be pursued with computing. Additionally, as technology continues to advance, the demand for skilled professionals in computing fields is on the rise. Whether you aspire to become a software developer, data analyst, cybersecurity expert, or a technology entrepreneur, a solid foundation in computing is essential.

This course not only equips you with technical knowledge but also fosters critical thinking and problem-solving skills necessary to thrive in a rapidly evolving digital landscape.

### Course Description:

Computing Science is a very practical subject. Almost all work, including written work is completed on the computer.

This is a very creative course where pupils will be challenged how to code using Python programming. They will learn the principles of programming, the process of analysing a need, designing a program in response to that need, creating the program and then testing it. They will also learn how to create information systems – namely databases and websites. Again, they will learn how to analyse, design, create and test their information systems, further developing their problem-solving skills. In addition, pupils will learn about the insides of a computer and the threats and precautions to take when using a computer. Computing Science is an excellent foundation for the many, many IT jobs available at present.

#### Some highlights of the course include:

- Understanding computer security and learning about Trojans, worms, and viruses.
- Designing and creating databases that store vast amounts of data. These applications help police solve crimes, catch criminals, and make websites such as Google, Facebook, and YouTube possible.
- Designing and creating websites that incorporate a range of media including text, audio, graphics, and video. This will give you excellent skills to be a Web Designer of the future.
- Learning how to make websites using HTML, CSS, and adding interactivity with JavaScript.
- Creating your own computer applications, such as a calculator, by learning how to code.
- Understanding the binary number system (Machine Code) and conversion of integer and decimal numbers.
- Understanding of computer language constructs using Python programming, which will give you great transferable skills to other languages.

### Progression Into The Senior Phase:

Pupils will have the opportunity to further develop these skills and progress towards attaining a qualification at either National 4 or National 5 level in S4.

At National 4, the assessment comprises two components: Information System Design and Development (ISDD) and Software Development. In ISDD, students create a simple information system using appropriate development tools, establishing a structure and links while integrating different media types. The second part, Software Design and Development (SDD), requires candidates to develop a computer program using the Python language, demonstrating proficiency in programming constructs, data types, loops, and selection statements.

For National 5, additional value is assessed through the Course assessment. Most candidates undertake the National 5 exam, which includes an assignment (practical exam) and a question paper. The assignment is marked out of 40, while the question paper is marked out of 80. The course comprises 24 SCQF credit points, allowing time for preparation for the course assessment.

## DESIGN & MANUFACTURE

### Course Aims:

The aims of this course are to develop skills in Design & Manufacturing techniques, including the use of workshop equipment, graphics materials and software to extend and apply their design knowledge and understanding. Where these apply, students will develop an understanding of the impact that design and technology has on our environment and society.

The course will also give learners the opportunity to develop skills in numeracy, health and wellbeing, employability, enterprise and citizenship and thinking skills.

### Course Description:

S3 Design & Manufacture covers fourth level experiences and outcomes, however there is sufficient flexibility for differentiation and work can easily be assessed across other levels. Pupils will cover 2 units of work in which they will design and make prototypes. These units will provide pupils with the skills to understand the design process and how prototypes are made, not only in the workshop but also commercially. They will then complete a combined skills unit that will demonstrate the abilities gained.

UNIT	CONTENT
<b>1. Design – Alessi Tablet Stand Project</b>	Pupils will gain an understanding of what the design process is and why it is used. They will understand and select appropriate design factors for what they are designing. They will learn how to create initial ideas using idea generation techniques and produce card models to aid the development process. They will create their prototype in the workshop and evaluate the product at the end of the process.
<b>2. Materials &amp; Manufacture – Amazing Spaces Bird House Project</b>	Pupils will create a design folio following the process that they already know but this time focus will be on the planning and manufacturing stages of design. They will then make the bird house and gain the necessary practical skills that they require to complete the course. They will fully evaluate the project and be able to justify their design decisions.
<b>3. Combined Unit – Final Project</b>	Pupils will design and make a given assessment project. They will follow the design process to create a design proposal and fully plan out the manufacture of the prototype. They will go on to making the prototype and finally they will evaluate its success.

Progress against the relevant Technology Benchmarks will be assessed during the course. Assessments of the folio and prototypes produced alongside a written course assessment will inform recommendations for level of study in the Senior Phase.

### Progression Into The Senior Phase:

A strong performance in the S3 course could lead to a National 4 or 5 Design and Manufacture course in S4.

# DRAMA

## Course Aims:

The S3 Drama course aims to provide pupils with rich opportunities to be creative and to experience inspiration and enjoyment from both performing on stage and practically exploring technical theatre.

Pupils will be learn to:

- Generate and communicate creative ideas when creating drama
- Develop skills and techniques relevant to creating drama
- Develop knowledge, understanding and the use of a range of production skills when presenting drama
- Develop confidence and commitment in their contribution and evaluation of individual and group work
- Experience the excitement of presenting a performance

## Course Description:

Creating and presenting are prominent activities in the S3 course. Pupil's presenting and production skills are developed through participating in scripted and/or improvised drama work whilst exploring real and imaginary situations. Alongside this, pupils will learn to implement and evaluate aspects of technical theatre such as lighting, sound, costume, props make up and set. Pupils will develop their capacity to enjoy drama and productions whilst developing their knowledge and understanding through participating and evaluating technical aspects to drama.

There are two main elements that all pupils will complete throughout the year;

### Drama Skills:

Pupils will have the opportunity to develop basic skills in response to stimuli including texts, 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.

### Production Skills:

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.

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.

The following topics will be covered in S3: Script work, devised drama, movement- naturalistic and stylised forms, mime, improvisation, melodrama, Shakespeare, production areas and conventions.

## Progression Into The Senior Phase:

Pupils who decide to continue with Drama into S4 will follow a course at National 4/5 level. Having studied Level 4 outcomes in S3, most pupils will build on their existing skills and knowledge and continue to progress towards the National 5 exam.

Skills for Work: Creative Industries SCQF Level 5 offers an alternative course using the skills developed in S3.

## ENGLISH AND LITERACY

### Course Aims:

In English you will develop your skills in Reading, Writing, Talking and Listening. Making the most of these skills is important: they help you make progress in other subjects, and you will gain important life skills.

### Course Description:

You will develop your Literacy and English skills through a range of activities. This will include studying novels, short stories, plays, non-fiction writing and films. You will also discuss and write about issues which will involve you working independently on assignments.

In reading and listening activities you will learn to analyse and to deepen your understanding. In talking and writing activities you will learn to use language to express yourself and to communicate effectively.

### Progression Into The Senior Phase:

Pupils completing National 4 English successfully in S4 may be able to choose National 5 English in S5.

National 5 can lead on to Higher English and possibly Advanced Higher English in S6.

English qualifications are valued highly by employers and by colleges and universities because the language skills involved are so important for all areas of work and study.

## FOOD TECHNOLOGY AND NUTRITION

### Course Aims:

Continuing on from S2, pupils will have the opportunity to further expand and develop a good knowledge and understanding of the elements within the S3 Broad General Education. The course will focus on level 3 & 4 BGE Outcomes and Benchmarks.

### Course Description:

The topics covered will include:

#### **Food Technology**

This course has been designed to introduce pupils to the SQA National 4/5 Practical Cookery and Higher Health and Food Technology qualifications. Both courses are an option in S4 – S6. The S3 course will build on the basic cookery skills introduced in S1 and S2, and increase understanding of techniques and processes. Pupils will work on their organisational skills and develop their knowledge of different ingredients and dietary advice.

Pupils investigate food product development and have the opportunity to design their own dishes using a brief and specification. Food sustainability and the impact the food industry has on the environment is a theme that runs throughout the course.

Pupils also have the opportunity to take part in a MasterChef competition, winners from each class heat go through to compete for the MasterChef trophy.

#### **The Royal Environmental Health Institute of Scotland – Food Hygiene Certificate**

Pupils will work through the REHIS coursework booklet linking it to safe and hygienic practices in the kitchen during practical work. Pupils will sit the Elementary Food Hygiene assessment in school which is validated by REHIS and is welcomed by employers in the food industry.

### Progression Into The Senior Phase:

Throughout S3, pupils will be developing their skills relating to food and health in terms of theory and practical skills which will enable them to move on to National courses in the Senior Phase. The course is designed to ensure that pupils have the necessary knowledge and skills to cope with the demands of these courses in S4.

#### **Courses on offer:**

- National 4 or 5 Practical Cookery (S4 – S6)
- Higher Health and Food Technology (S5 – S6)

# GEOGRAPHY

## Course Aims:

The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales.
- Acquire a geographical perspective on environmental and social issues.
- Develop an interest in, and concern for, the environment leading to sustainable development.
- Develop skills in researching, building independent approaches to learning and relate knowledge to local issues

## Course Description:

### Why study Geography in the Broad General Education?

Geography is a subject which studies people, place and our interaction with the environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### Assessment

The course will be assessed and marked throughout the session by teachers. These assessments vary from posters and projects to written work. The varied approach should suit all learners in Geography.

### Equipment

Students require pens and pencils for general course work. Coloured pencils and a ruler will also come in handy.

## Progression Into The Senior Phase:

Students will follow a Geography course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will cover topics including Development, Rivers, Mapwork and Fieldwork Skills. There will be the opportunity for fieldwork in Dumfries.

## GRAPHIC COMMUNICATION

### Course Aims:

The aims of the course are to develop skills in Graphic Communication techniques, including the use of drawing equipment, graphics materials and software to extend and apply knowledge and understanding of Graphic Communication standards and protocols. Where these apply, students will develop an understanding of the impact of Graphic Communication technologies on our environment and society.

The course will also give learners the opportunity to develop skills in numeracy, health and wellbeing, employability, enterprise and citizenship and thinking skills.

### Course Description:

S3 Graphic Communication covers fourth level experiences and outcomes, however there is sufficient flexibility for differentiation and work can easily be assessed across other levels. The five units of work will cover the theory and develop the skills required to produce 2D and 3D graphics. These skills will then be used by pupils to complete a thematic project encompassing all that they have learned.

UNITS	DESCRIPTION
4. Orthographics	<ul style="list-style-type: none"> <li>• What orthographic drawings are; where &amp; why they are used.</li> <li>• How to produce orthographic views of given objects using drawing equipment.</li> <li>• How to apply basic drawing standards and protocols to their drawings.</li> </ul>
5. Pictorials	<ul style="list-style-type: none"> <li>• Types of pictorial drawings; where &amp; why they are used.</li> <li>• Using drawing techniques in Isometrics, Obliques and One &amp; Two Point Perspective.</li> <li>• How to apply basic drawing standards and protocols to their drawings.</li> </ul>
6. Desk Top Publishing Magazine Project	<ul style="list-style-type: none"> <li>• Basic desk top publishing features; design elements and principles used in promotional graphics such as magazines and posters.</li> <li>• Analysis of promotional graphics; identifying good vs. bad layouts with justification.</li> <li>• Designing and creating an effective promotional graphic.</li> <li>• The impact of desk top publishing software on the graphic design industry.</li> </ul>
7. Sketching and Rendering	<ul style="list-style-type: none"> <li>• How to use construction in to prepare sketches of increasingly complex objects.</li> <li>• How to apply rendering to enhance sketches and represent materials.</li> </ul>
8. Computer-Aided Drawing	<ul style="list-style-type: none"> <li>• How CAD has revolutionised the design, manufacturing and engineering industries.</li> <li>• Using modelling techniques to produce increasingly complex 3D models of products. Pupils will produce individual components and learn how to assemble these together.</li> <li>• Creating CAD production drawings that could be used by manufacturers.</li> <li>• Using computer-aided graphics illustration software to produce a photo-realistic image of a CAD model.</li> </ul>
Thematic Project Lego Project	<ul style="list-style-type: none"> <li>• Preliminary sketches for a LEGO kit.</li> <li>• A 3D model of the kit using CAD software.</li> <li>• Production drawings for the bricks and assembly.</li> <li>• A promotional graphic to advertise the kit.</li> <li>• A justification for each type of graphic choice and the design decisions made.</li> </ul>

Each unit of work and the thematic project will be assessed in accordance with the relevant Technology experiences and outcomes and benchmarking statements and backed up with topic assessments. These units alongside a written class assessment will inform recommendations for level of study in the Senior Phase.

### Progression Into The Senior Phase:

Pupils may to progress to a National 4 or 5 Qualification in Graphic Communication.

Graphic Communications qualifications are desirable for entry to many diverse careers and further education courses including those related to engineering, product design, architecture, advertising, computing and business studies.

# HISTORY

## Course Aims:

### The main aims of this Course are:

- To develop learners' conceptual understanding and foster their ability to think independently;
- To enable learners to acquire breadth and depth in their knowledge and understanding of historical themes;
- To enhance learners' digital skills;
- To develop learners' skills of explaining historical developments and events, evaluating historical sources and drawing conclusions;
- To develop learners' imagination and empathy with people living in other periods;
- To encourage learners to debate issues and, on the basis of evidence, form views and respect those of others;
- To foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest.

## Course Description:

### Why study History in the Broad General Education?

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, we discover our heritage as members of a community, a country and a wider world. History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

History lends itself to the development of important skills, not only reading, writing, researching and using historical sources to reach conclusions, but also the ability to think, argue and debate. Pupils will also develop a range of transferable skills through the use of active learning such as role-plays, debates and discussions.

### What will I study?

- The Golden Age of Piracy
- The Cold War
- Revolutions
- Trench warfare in WW1

### How will I be assessed?

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of case studies, examinations and projects.

## Progression Into The Senior Phase:

Students will follow a History course as part of a broad general education, covering Level 4 outcomes and experiences. During S3 students will also experience some of the National 4 and National 5 outcomes.

## MATHEMATICS AND NUMERACY

### Course Aims:

- To consolidate the skills developed in the S1-2 BGE course
- To deepen understanding in key topics at the appropriate level above
- To develop Numeracy skills for learning, life and work

### Course Description:

In S3, we continue to develop CfE 3<sup>rd</sup> and 4<sup>th</sup> level Experiences and Outcomes and provide links to senior courses. This ensures our pupils are building on their prior knowledge and developing the necessary skills required to ensure a smooth transition to the senior phase.

In S3 Mathematics we deepen our understanding of key mathematical topics such as circle work, Pythagoras' Theorem and properties of 2D shapes. This is reflected in the level of application, pace and challenge.

As a result, we encourage pupils to take responsibility for their own learning. Pupils have access to our departmental online learning portal (Rigour Maths) containing video tutorials, self-marking quizzes and practice questions for every skill taught in class. Pupils will be given regular opportunities for reflection and for the planning of their next steps. Pupils may wish to record these in their electronic profile.

Pupils also continue to develop their numerical skills in number processes and information handling in order to solve problems and to make informed decisions. These skills will be developed in contexts including those of money, time and measurement. Pupils will also gain experience of solving problems in unfamiliar contexts.

Progress is measured in a variety of ways, both formal and informal. Teacher judgement on day-to-day activities and tasks is supported through formal homework and class check-ups which, along with formal assessments, will be used to determine the achievement of a level.

### Progression Into The Senior Phase:

Pupils who have successfully demonstrated that they have achieved CfE 4<sup>th</sup> Level by the end of S3 will progress onto the National 5 Mathematics or National 5 Applications of Mathematics course in S4. To achieve success in this course, pupils must sit an external examination to receive a course award and grade.

Pupils who have successfully demonstrated that they have achieved CfE 3<sup>rd</sup> Level by the end of S3 will progress onto the National 4 Mathematics course or National 4 Applications of Mathematics course in S4. Both courses consist of 3 units. Upon successful completion of 3 unit assessments, pupils must also pass an Added Value Unit to receive a course award. All coursework is internally marked.

## **MEDIA STUDIES**

### **Course Aims:**

In Media we shall be studying movies from a range of genres.

Key media theories and media aspects (Representation, Narrative, Institutions and Audience) are taught. This develops your skills of analysis in relation to Media, but is also invaluable across the curriculum with the development of Literacy.

You will get the opportunity to learn how to use software for photo and film editing. You will also get the opportunity to work with classmates in the making of a short film or trailer. This develops your creativity and teamwork, as well as your technical skills e.g. camera, production, make-up, sound, acting, scriptwriting.

### **Course Description:**

In the course you will analyse films, learn the key aspects of media analysis and theories. You will experience some of the different roles involved in film-making with class peers and also learn how to produce film posters of various genres using images and text that you have created.

### **Progression Into The Senior Phase:**

Pupils completing National 4 Media in S4 may be able to choose National 5 in S5. Successful completion of National 5 can lead on to Higher Media in S5 or S6.

The courses are a good basis for further study at College and University. Studying Media in S3 will give you a taste of the National courses available in the senior phase, should you be interested in a career in any of the creative industries.

## MODERN LANGUAGES – FRENCH AND SPANISH

### Course Aims:

**The aims of the courses are to:**

- develop language skills and communicate confidence in the context of society, learning, employability, and culture
- develop the four skill areas of listening, talking, reading, and writing
- develop literacy
- appreciate the interconnected nature of languages
- develop skills for learning
- develop skills for life and work
- learn about ways of life in other countries
- develop cultural awareness and global citizenship
- develop core skills e.g. IT skills, research skills and presentation skills

### Course Description:

The multi-resource and differentiated teaching programmes provide a communicative approach to teaching and learning. This integrated approach enables progression in the four core skills areas of reading, listening, talking and writing. The courses employ a wide range of resources and methods. Students can expect to take part in conversations, role-plays and delivery of presentations. They will experience language through media such as recordings, DVDs and video clips, films and cartoons, adapted texts, games, and interactive activities.

**Exemplification of context development:**

Courses in Modern Languages are designed to allow for progression and development within four common contexts. Exemplification of context development is shown in the table below.

Context	Level 3	Level 4	National 5
Society	<ul style="list-style-type: none"> <li>• healthy lifestyle</li> <li>• family and friends</li> <li>• TV viewing habits</li> </ul>	<ul style="list-style-type: none"> <li>• house rules, housework and gender roles</li> <li>• importance of friends</li> <li>• computers and computer games</li> </ul>	<ul style="list-style-type: none"> <li>• being environmentally friendly in the home</li> <li>• advantages/disadvantages of technology e.g. internet and mobile phones</li> <li>• reasons to learn other languages</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• school subjects</li> <li>• school life in another country</li> <li>• record of achievement</li> </ul>	<ul style="list-style-type: none"> <li>• learning in different subjects</li> <li>• purpose of education</li> <li>• pressures of learning</li> </ul>	<ul style="list-style-type: none"> <li>• preparing for exams</li> <li>• learning styles</li> <li>• learner responsibilities</li> </ul>
Employability	<ul style="list-style-type: none"> <li>• jobs</li> <li>• skills for work</li> <li>• understanding CVs</li> </ul>	<ul style="list-style-type: none"> <li>• part-time jobs</li> <li>• preparing CVs</li> <li>• ambitions</li> </ul>	<ul style="list-style-type: none"> <li>• reviewing achievements and ambitions</li> <li>• future plans</li> <li>• qualities and skills for work</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• trips and holidays</li> <li>• straightforward songs or poems</li> <li>• understanding celebrations in another country</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward poems, songs or short stories</li> <li>• studying a film</li> <li>• festivals in another country</li> </ul>	<ul style="list-style-type: none"> <li>• fiction e.g. short stories – understanding and analysis</li> <li>• importance of customs and traditions</li> <li>• importance of travel and learning a foreign language</li> </ul>

### Progression Into The Senior Phase:

The usual progression pathways are illustrated below. It should, however, be noted that students may wish to do another National Qualification, at the same level, in another language.

National Qualification	Progression
National 3	National 4
National 4	National 5
National 5	Higher
Higher	Advanced Higher

## MODERN LANGUAGES - LIFE IN ANOTHER COUNTRY AND LANGUAGE IN WORK

### Course Aims:

#### The aims of the courses are to:

- develop language skills and communicative confidence in the contexts of society, learning, employability, and culture
- develop the four skill areas of listening, talking, reading, and writing
- develop literacy
- appreciate the interconnected nature of languages
- develop skills for learning
- develop skills for life and work
- learn about ways of life in other countries
- develop cultural awareness and global citizenship
- develop core skills e.g. IT skills, research skills and presentation skills

### Course Description:

#### Personal language

Learning and teaching activities will focus on supporting learners to understand and use simple personal or transactional language. The emphasis is on encouraging learners to interact in situations in which the modern language is used.

They will be required to show understanding of simple words and phrases in the modern language in the contexts of lifestyle and/or education.

#### Transactional language

Learners will be required to show an understanding of simple words and phrases in the modern language.

For example:

Shops	Café or restaurant	Travel and Tourism	Hospitality
greeting and leave-taking	• menus	• holidays	• at the hotel, campsite, hostel or bed and breakfast
• numbers and quantities	• ordering food and drink	• transport	
• money and prices		• locations and directions	
		• times and dates	

#### Language in work

This unit aims to develop learners' basic skills in the Modern Language in respect of understanding instructions for information, goods and services, in the context of work.

#### Learners will study two topics from:

- shopping or at the café or restaurant
- travel and tourism or hospitality

### Progression Into The Senior Phase:

Learners may progress to Using Language National 3 and or Understanding Language National 3. They may also progress to Modern Languages for Work Purposes Unit at SCQF Level 3. They may also wish to undertake a combination of units in another Modern Language.

The skills developed within Language in Work (Level 2) will also support learners to progress to further study, employment and/or training.

## MODERN STUDIES

### Course Aims:

Modern Studies opens up the world for learners. The purpose of this course is to develop your knowledge and understanding of contemporary social and political issues you meet in life.

### Course Description:

Why Study Modern Studies in the Broad General Education?

In Modern Studies you examine society and the world around you. It encompasses three main elements: Political, Social and Economic areas of study. Being able to analyse information and make decisions is an essential life skill, as is having an awareness of current affairs and how they can affect you. Modern Studies is an interesting and highly relevant subject that provides many opportunities to actively participate. Students who undertake this subject go on to be employed in many different fields including Law, Journalism, Teaching and Social Work. The main aims of this course are to enable learners to develop:

- A range of research and information handling skills
- An understanding of the democratic process
- Knowledge of social and economic issues at local, national and international levels and ways of addressing needs and inequalities
- How the state affects our daily lives
- Awareness of the nature and processes of conflict resolution
- An understanding of human and legal rights and responsibilities and their application in different societies

#### S3 Course

Students will follow a Modern Studies course as part of a Broad General Education, covering level 4 outcomes and experiences. We will cover political, social and economic issues. Some topics include pressure groups, terrorism and South America.

#### Assessment

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Students are encouraged to come to class armed with pens, pencils and a ruler. Highlighter pens can be handy.

### Progression Into The Senior Phase:

Students will follow a Modern Studies course as part of a broad general education, covering Level 4 outcomes and experiences. During S3 students will also experience some of the National 4 and National 5 outcomes.

## MUSIC WITH PERFORMANCE

### Course Aims:

The main aim of the course is to perform and create music through a combination of practical and theory-based elements. The course offers flexibility and choice to all learners and develops an understanding of music through composition, literacy, technology and listening activities.

Engaging in some form of musical activity plays a prominent part in our cultural life. Music provides the opportunity for pupils to apply their creative skills to perform pieces of music 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.

### Course Description:

Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Music, ensuring breadth, depth and challenge of learning.

Performing and creating music will be the prominent activities. Through these activities they will develop their 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. 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.

The following topics will be covered in S3: - World Music, Vocal Music, Musical Instruments and Styles and Structures.

### Progression Into The Senior Phase:

Pupils who decide to continue with music into S4 will follow a course at National 4/5 level. Having studied Level 4 outcomes in S3, most pupils will build on their existing skills and knowledge and continue to progress towards the National 5 exam.

Skills for Work: Creative Industries SCQF Level 5 offers an alternative course using the skills developed in S3.

## MUSIC WITH TECHNOLOGY

### Course Aims:

#### Music Technology

The main aim of the course is to develop skills with music technology software through a combination of practical and theory-based activities.

Music technology provides the opportunity for pupils to apply their creative skills in creating and editing audio for film, radio and podcasts. Pupils will be encouraged to recognise creativity and skill in the work of others and to show enjoyment of music technology through their own projects and those of others. Pupils will find that the skills they acquire in music technology will be invaluable for learning, for life and for work.

#### Creative Industries

In an introductory unit, learners will develop their skills, knowledge and understanding of the creative industries sector. They will learn about the different aspects of employability relevant to creative industries and other areas of work including self-evaluation, team working and communication skills.

### Course Description:

Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Music, ensuring breadth, depth and challenge of learning.

Creating and editing will be the prominent activities. Through these activities pupils will develop their music technology skills, explore sounds and musical concepts and use their imagination and skills to create and develop musical ideas. They can further develop their understanding of ICT in music technology to realise or enhance their abilities using different software and hardware to record and edit audio for film, radio or podcast. They will have opportunities to enjoy music through listening to musical performances and commenting on them. 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.

The following topics will be covered in S3: - Pop Music, Vocal Music, Musical Instruments and Jazz.

### Progression Into The Senior Phase:

Pupils who decide to continue with music into S4 will follow a course at National 4/5 level. Having studied Level 4 outcomes in S3, most pupils will build on their existing skills and knowledge and continue to progress towards the National 5 exam.

Skills for Work: Creative Industries SCQF Level 5 offers an alternative course using the skills developed in S3.

## PHYSICAL EDUCATION - CORE

### Course Aims:

Core Physical Education provides learners with a platform to build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the skills necessary for participation in a wide range of sport and physical activity, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

### Course Description:

The course will focus on Level 3/4 BGE outcomes and experiences and is based upon three main themes:

- Movement skills, competences and concepts
- Cooperation and competition
- Evaluating and appreciating

Through various contexts, learners will have opportunities to develop:

- The skills necessary for improved performance
- Knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- Knowledge of how to sustain an active, enjoyable and healthy lifestyle
- Team-building and co-operation skills
- Decision making, problem solving and interpersonal skills related to PE that can be transferred to other life and work contexts

The time allocation for this course is **3 periods** per week.

### Progression Into The Senior Phase:

Pupils who complete this course will have the opportunity to continue with Core Physical Education in the Senior Phase.

## PHYSICAL EDUCATION - PERFORMANCE DEVELOPMENT

### Course Aims:

The course provides learners' opportunities to demonstrate, develop, and improve their practical performance skills in a range of sporting contexts. Pupils will undertake a more in depth analysis of sport and develop knowledge and understanding of the performance development process.

### Course Description:

Pupils will experience a range of sporting activities which will provide opportunities to:

- Demonstrate ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.
- Practise, consolidate and refine skills to improve performance.
- Develop and sustain levels of fitness.
- Develop the skills to lead and recognise strengths of group members, including self.
- Contribute to groups and teams through knowledge of individual strengths, group tactics and strategies.
- Analyse and discuss elements of own and others' work, recognising strengths and identifying areas where improvements can be made.

Pupils will also be introduced to the performance development process and how it can be used to enhance their own practical abilities. Areas of focus include:

- Using various methods of ICT and App technology to gather performance data
- Understanding how physical, emotional, mental and social factors can influence performance
- Approaches to develop performance - creating a training programme
- Monitoring and evaluating performance improvements

The time allocation to the course is **3 periods** per week.

### Progression Into The Senior Phase:

This course will help prepare pupils to follow National courses in the senior phase. It is designed to ensure pupils have the necessary knowledge and skills to cope with the demands of these courses in S4. It is recommended that pupils wishing to pursue a National PE course select this option.

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

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

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

# PHYSICS

## Course Aims:

The purpose of this course is to develop learners' curiosity, interest and enthusiasm for Physics in a range of contexts related to the world around us. The course extends learning into Level 4 Experiences & Outcomes and prepares students for working towards National Qualifications in the Senior Phase.

Physics involves the study of the interactions in the physical environment from the motion of planets and stars to the structure of the atom. Physics seeks to describe and explain how and why things in our universe behave in the way they do. The study of Physics not only has its roots in the extremes of astronomy and particle physics, but also in engineering and the design and manufacture of much of the technology we rely on in everyday life to keep us safe, keep us moving and keep us connected.

Key skills of scientific enquiry and investigation are developed through practical work with an emphasis on data analysis and numeracy skills. Pupils are encouraged to become more scientifically literate and develop informed opinions on topical scientific issues.

The S3 Physics course promotes the development of a broad and versatile range of skills which are very much valued in the workplace, and which form the basis for the study of Physics at National 4 and 5. The knowledge base also complements the study of other sciences and mathematics.

## Course Description:

The course covers Level 4 Experiences and Outcomes and is organised into topics as shown below:

Topic	Content
<b>Waves, Sound &amp; Optics</b>	<ul style="list-style-type: none"><li>• Measuring the speed of sound</li><li>• Wave theory</li><li>• Electromagnetic spectrum</li><li>• Light &amp; Optics</li></ul>
<b>Kinematics &amp; Dynamics</b>	<ul style="list-style-type: none"><li>• Measuring and analysing motion (speed and acceleration)</li><li>• Speed time graphs</li><li>• Weight &amp; forces</li></ul>
<b>Space &amp; Materials</b>	<ul style="list-style-type: none"><li>• Advanced telescopes &amp; space based technology</li><li>• Density of materials</li><li>• Pressure &amp; theory of gases</li></ul>
<b>Energy, Magnetism &amp; Electricity</b>	<ul style="list-style-type: none"><li>• Energy, power and efficiency</li><li>• Magnetism &amp; electromagnets</li><li>• Theory of electrical circuits</li></ul>

Relevant numeracy, literacy and health & wellbeing experiences & outcomes are embedded within topics.

Progress against the relevant Science Benchmarks will be assessed via end of topic tests, research projects and practical investigation tasks. Homework exercises and classroom activities will also inform assessment judgements and recommendations for levels of study in the Senior Phase.

## Progression Into The Senior Phase:

Pupils will have the option to progress into National 4 or 5 Qualifications in Physics.

Physics qualifications are desirable for entry to many diverse careers and further education courses including those related to engineering, product design, biological & physical sciences, medicine, forensic science, computing and business studies. Physics is also recommended for certain courses in sports science, construction and accounting.

## PRACTICAL WOODWORK

### Course Aims:

The aims of this course are to develop skills in Practical Woodwork, including the use of workshop equipment, tools and safety procedures. Where these apply, students will develop an understanding of the impact that Practical Woodwork has on our environment and society.

The course will also give learners the opportunity to develop skills in numeracy, health and wellbeing, employability, enterprise and citizenship and thinking skills.

### Course Description:

S3 Practical Woodwork covers fourth level experiences and outcomes, however there is sufficient flexibility for differentiation and work can easily be assessed across other levels.

3 units of work covering the theory and practical skills required to produce various wooden prototypes are studied. These units will provide pupils with the relevant skills to enter and complete a N4/5 course once they move into fourth, fifth or sixth year.

Self-evaluation of all project work through completion of ongoing pupil logbooks is an important feature of the course. Pupil will also complete a case study and logbook as part of their S3 Assessment, this is in place of a written exam.

UNIT	CONTENT
<b>1. Machining and Finishing</b>	<ul style="list-style-type: none"> <li>• Develop confidence in using a range of workshop machinery &amp; power tools by completing a range of test pieces.</li> <li>• Create a kitchen clock and finishing it to a high standard.</li> </ul>
<b>2. Carcase Construction</b>	<ul style="list-style-type: none"> <li>• Understand carcase construction via completion of practice joints.</li> <li>• Create &amp; finish a small mechanical toy.</li> </ul>
<b>3. Flat Frame Construction</b>	<ul style="list-style-type: none"> <li>• Understand flat frame construction via completion of practice joints.</li> <li>• Create &amp; finish a folding shelf unit.</li> </ul>
<b>4. Combined Final Project</b>	<p>Pupils will make a given assessment project. They will be presented with a working drawing and materials to complete the manufacture of the prototype. They will use the skills that they have been shown within the unit work to complete it independently.</p>

Progress against the relevant Technology Benchmarks will be assessed during the course. This alongside a course assignment and a written class assessment will inform professional judgement and recommendations for levels of study in the Senior Phase.

### Progression Into The Senior Phase:

A strong performance in the S3 course could lead to National 4 or 5 level Practical Woodwork Qualification in the Senior Phase.

Practical woodworking skills would also be transferable to a N4/5 Design and Manufacture course in S5 if a good level of competence was demonstrated.

## SCIENCE

### Course Aims:

The course provides opportunities for learners to develop their skills, knowledge and understanding of Science. It aims to develop learners' interest and enthusiasm for Science as it relates to our daily living, by using a variety of approaches, with an emphasis on practical activities and research skills. This course is aimed at those individuals wanting to experience a broad science course including elements of biological, chemical, physical and environmental sciences at a reduced level of complexity and a slower pace of learning. This allows a greater focus on understanding and application of scientific methods and information in an everyday context.

### Course Description:

The course will cover relevant Level 3 and 4 Curriculum for Excellence Science outcomes through the study of a range of topics from the selection shown below:

Topics	Content
<b>Human Health</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Social, Physical and mental health</li> <li>• Investigating recovery times and fitness</li> <li>• Healthy eating and diet</li> <li>• Common diseases and conditions</li> </ul>
<b>Fragile Earth</b>	<ul style="list-style-type: none"> <li>• Renewables, Fossil Fuels and Nuclear Power</li> <li>• Weather and the Water cycle</li> <li>• States of water</li> <li>• Water supply and use</li> <li>• Polluted water and disease</li> </ul>
<b>Applications of Science</b>	<ul style="list-style-type: none"> <li>• Electrical safety</li> <li>• Health &amp; Safety at work</li> <li>• Chemical hazards and safety</li> <li>• EM Spectrum and Light</li> <li>• Communications Technology</li> <li>• Plastics, metals, alloys &amp; other materials</li> <li>• Environmental concerns (e.g. recycling)</li> </ul>
<b>Employability Skills</b>	<ul style="list-style-type: none"> <li>• The roles and responsibilities in a scientific workplace</li> <li>• Planning and preparing for practical work</li> <li>• Working co-operatively in scientific groups</li> </ul>

Progress against the relevant experiences & outcomes will be assessed via: end of topic tests, research projects, investigations, extended answer responses, and homework activities.

### Progression Into The Senior Phase:

After making good progress in this class in S3, pupils may wish to progress in to a **National 3 or 4** Qualification in Biology, Chemistry or Physics or a **National 4** Rural Skills Award in the Senior Phase.

## ADDITIONAL SUPPORT FOR LEARNING

### Department Aims:

As children and young people progress on their journey through life, some may have temporary challenges, some may live with challenges and some may experience more complex issues.

The purpose of the ASL Department is to support pupils experiencing barriers to their learning, either long term or short term, to ensure they reach their fullest potential.

### Description of Support Provision:

Additional Support for Learning doesn't just apply to young people who have long term difficulties (e.g. Autistic Spectrum Disorder, Cerebral Palsy, Dyslexia etc.). Children can require additional support for a variety of reasons (bereavement, long term absence, anxiety, speaking English as a Second Language, etc.). Depending on the level of need determines the level of support. As some pupils mature they become more adept at managing their conditions and often require a reduced amount of support or support of a different kind.

The ASL Department can also identify and support pupils with barriers to learning which may just have become apparent or which may have gone unnoticed (e.g. Meares Irlen, specific spelling difficulty, processing issues, etc.).

The Additional Support for Learning Department manage additional assessment arrangements (e.g. Extra Time, use of ICT, Reader/Scribe, etc.) required for SQA exams.

Parents are invited to contact the Principal Teacher – ASL to discuss any concerns they may have about their child's ability to learn.

Pupils are encouraged to approach any member of the Additional Support for Learning Department if they have any concerns surrounding their own abilities to learn.

## RELIGIOUS EDUCATION



### Course Aims:

We believe that Religious Education is an extremely valuable subject which lays the foundation for the ethos and character of our school. In addition, we believe that an engaging programme of study is one which meets the needs of students both within and beyond the classroom. As a Catholic School we follow the Syllabus Document 'This is Our Faith.' This is the first Religious Education syllabus to be originated wholly in Scotland and designed to meet the needs of young people in Scotland.

Our aim in Religious Education at St Joseph's College is to encourage pupils to explore and develop an open-minded approach to the study of religion which will prepare them for life in the modern world.

The Religious Education Department supports the aims of the school by pursuing excellence in academic, moral and spiritual education.

### Course Description:

All students receive two periods of Religious Education. They follow a general programme of study which covers a broad range of topics. Students at this stage are expected to be able to engage critically with the issues affecting them and the world around them. Pupils will develop Globalbridge skills and be supported in reflecting how their values can help impact their personal decision making in the future.

In S3 Religious Education pupils will continue to study the Christian message, along with other world faiths, in a number of areas:

- Marist Values
  - Environmental Ethics Ladauto Si' - Animal Rights
  - Reconciliation and Forgiveness – Challenging Prejudice
  - Stewardship - Youth Philanthropy Initiative
- All pupils will be offered the opportunity to complete a level 4 Religion Belief and Values Award.

Pupils will engage in the relationship education programme 'Called to Love'.

### Progression Into The Senior Phase:

Should pupils demonstrate an aptitude or interest in the subject there is the option in the senior phase to take RMPS at National 4 and 5 and then at Higher level. Students will study three units 1. World Religion 2. Morality in the Modern World 3. Religious & Philosophical Question. This is well suited to students interested in pursuing a career in Law, Medicine, Teaching, Humanities, Social Studies etc....