



# JEDBURGH GRAMMAR CAMPUS

**What Next?**

**Specialising in the Third Year  
2024-2025**

**Kindness**   **Respect**   **Achievement**   **Wellbeing**   **Learning**





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# GUIDANCE FOR PARENTS

In S3 the school will continue to offer a broad curriculum for all students with further opportunities for specialisation.

## Core:

- |                                 |                                 |                                      |
|---------------------------------|---------------------------------|--------------------------------------|
| → English and Literacy          | → Physical Education            | All students will continue to study: |
| → Mathematics and Numeracy      | → Religious and Moral Education |                                      |
| → Personal and Social Education | → Health & Wellbeing            |                                      |

## Choice:

In addition students will choose to specialise in nine discrete subjects across the remaining curricular areas.

All courses in S3 will focus on Experiences and Outcomes from Levels 2,3 and 4 of Curriculum for Excellence to provide a broad and challenging education. They will also begin preparation for National 4 and 5 courses, which may include some coursework and assessments. A small number of pupils will be guided to the most appropriate courses which best suit their needs by their Pastoral teacher or subject teacher.

At the end of S3 students will choose which of their S3 subjects they wish to continue to study for the National Examinations in S4 and beyond.

## WHAT TO DO

- 1 Parents and carers should read this booklet fully in conjunction with the S3 option choice form.
- 2 Parents and carers have the opportunity to gain further information at a parents' meeting before the choice form needs to be returned. This is a chance to meet with pastoral teachers and discuss the S2 report and subject choices.
- 3 Parents and carers who continue to have unresolved doubts or difficulties concerning subject choice may seek further information or advice by contacting, initially, their child's Pastoral Teacher who has a special responsibility for, particular knowledge of, and specific detailed information about that child.  
Such contact is best made by telephoning the school to make an appointment to see the Pastoral Teacher at a time suitable to all concerned.

**TELEPHONE: 01835 863273**

**ASK FOR AN APPOINTMENT WITH YOUR CHILD'S PASTORAL TEACHER**

## NOTE

While the School will make every effort to continue to offer the widest range of courses possible, we cannot guarantee that any particular course will run or that a place will be available for every

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# GUIDANCE FOR PUPILS

**Pupils should note the following pieces of good advice.**

Choose your subjects for **GOOD REASONS**:

- (a) You are good at the subject and you like it.
- (b) The subject is necessary or useful for the kind of work or career you have in mind.
- (c) The subjects chosen will keep as wide as possible the range of courses or careers open to you.

Do not choose subjects for **BAD REASONS**:

- (a) Your friend is taking the subject, so you will take it.
- (b) You like the teacher, not the subject. Remember you may not have the same teacher next year.
- (c) You think a subject will be easy and that you will not have homework. Remember that all subjects demand effort and work if you are to be successful.

If you have any difficulty or any doubts about making a decision about your course you should consult the following people:

- (a) Your Subject Teachers, particularly the Teachers in charge of departments
- (b) The Pastoral/Careers Staff
- (c) Your parents and other relatives and adults.

Your choice of course, to some extent, will depend on the course or career you would like to take when you leave school, because there are certain subjects which you must take if you wish to follow a particular career. Consult the following before you make your decisions:

- (a) Your Pastoral Teacher - for information on courses and subject requirements
- (b) The Careers Adviser - for information on careers and subject requirements
- (c) Log in to My World of Work

**PLAN  
AHEAD**

**ON RECEIVING YOUR CHOICE SHEET, READ THE  
INSTRUCTIONS CAREFULLY BEFORE MAKING ANY ENTRIES**

Your Pastoral Teacher, Subject Teachers, Heads of Departments, Depute Head Teacher and the Head Teacher are all willing and available to give individual advice before final choices are made.

**THINK  
CAREFULLY**

**ASK THE  
RIGHT  
QUESTIONS**

**ASK THE  
RIGHT  
PEOPLE**

**CHOOSE  
WISELY**



# DESCRIPTIONS OF S3 COURSES

## ENGLISH

In S3 pupils will continue to develop the skills outlined in the Experiences and Outcomes, for English and Literacy, in the Curriculum for Excellence. In S3 Classes will continue to be broadly set and will lead on to National qualifications in S4 at National 4 and National 5. However, because English is a skills-based subject, the general skills (Reading, Writing, Talking & Listening) which are taught are more or less the same at each level. The difficulty of the texts studied and the quality of work expected are the main differences between the classes. This means that the National qualification pupils sit in S4 will be determined by the quality of work that the pupil produces, not by which class he/she has been placed in.

Pupils will continue to build skills in:

- ◆ Reading through both the study of literature and non-fiction texts
- ◆ Writing in both Creative and Discursive tasks
- ◆ Listening through a variety of spoken texts and discussion tasks
- ◆ Talking through group discussion tasks and building solo presentation skills.

### Assessment

Pupils' progress will be assessed through a variety of activities, including class work, homework and independent tasks. Although pupils will not be sitting formal National qualifications in S3, the assessments are designed to build the skills required for N4 and N5 courses.

## LITERACY - NEW COURSE 24-25

### Course Information

This course will help pupils to build their skills in Reading, Writing, Talking and Listening through a variety of non-fiction texts which are relevant for learning, life and work. Pupils will be supported in gaining confidence in these key skills to help build more independent use of them across the curriculum. This will be achieved using strategies, such as Colourful Semantics and Phonics, previously covered in S2 English.

### Assessment

Pupils will be assessed at various points through the course to show their skills in:

- ◆ reading and understanding simple word based texts
- ◆ listening and understanding simple oral texts (such as discussion or tv programmes)
- ◆ writing simple technically accurate texts
- ◆ talking to clearly communicate, either in groups or presenting information

### Course Progression

N3/N4 Literacy

N3/N4 English

**Pupils should only choose this course if advised to by their pastoral or English teacher.**



# DESCRIPTIONS OF S3 COURSES

## MATHEMATICS

The courses in Mathematics teach pupils to describe, tackle and solve real life problems. The courses will be tailored to suit the ability of the pupil.

The areas which are covered are:

- ◆ Numeracy
- ◆ Algebra
- ◆ Geometry
- ◆ Statistics

The courses will contain non-calculator work as well as work using a calculator and pupils will be expected to have a scientific calculator.

### What skills will my child develop?

- ◆ The ability to select and apply mathematical skills to straightforward real – life problems or situations.
- ◆ Identify and apply appropriate mathematical operational skills to tackle straightforward real – life situations or problems.
- ◆ Confidence in the subject and a positive attitude towards the use of mathematics.
- ◆ Use mathematical reasoning skills to assess risk, draw conclusions or explain decisions.

### What will my child experience during the course?

- ◆ Active & independent learning across a range of tasks and activities.
- ◆ A blend of classroom approaches to teaching to motivate learners to understand Mathematical concepts.
- ◆ Applying learning to real life situations and using skills in other subjects.
- ◆ Collaborative learning using technology to engage learners in the world of Mathematics.

### ASSESSMENT

All courses will lead onto National Qualification at National 5 Maths, National 4 Maths, National 3 Applications of Mathematics or Personal Finance.



# DESCRIPTIONS OF S3 COURSES

## EXPRESSIVE ARTS

### ART & DESIGN

Our S3 course prepares and equips pupils with the skills and knowledge for the onward journey to National courses in the Senior phase.

There are two main areas of study: Expressive and Design. Along with each area critical studies are embedded ensuring pupils have an understanding of the importance of key figures in history as well as today.

#### **Expressive Activity**

Develops pupils' abilities to express personal ideas, observations, thoughts and feelings using visual methods. Pupils will experiment and explore with media, materials, techniques and technology. Through exploring a theme, pupils will produce expressive artworks in drawing, painting, sculpture and/or print. Alongside the practical work pupils will explore artists related and designers and the factors and influences which affect their work.

#### **Design Activity**

Developing skills in problem solving and critical thinking, pupils will tackle real-life design projects. Pupils will respond to a brief and work to achieve a successful solution in an area such as Graphic Design, Ceramics, Jewellery, etc. Through the study of designers who work in a related area, pupils will explore the influences and impact of their designs and the role of the designer in society.

#### **Value of course**

The study and practice of Art and Design can be a deeply fulfilling and enjoyable experience, leading to a life-long interest and a lasting appreciation of the Fine Arts and all aspects of Design as well as gaining skill and knowledge that are transferable across the subject, areas and valued in further learning and careers such as creative thinking and problem solving. Careers which might be followed on leaving school in the visual and creative industries are such as; artist, architect, landscape architect, sculptor, stage and make-up artist, and designers in a wide range of areas such as; interior design, photography, film and animation, furniture, product, illustration, digital design, graphic design, and many others. Examples of other areas which benefit from the study of Art and Design are Primary/ Secondary teaching and hairdressing.





# DESCRIPTIONS OF S3 COURSES

## EXPRESSIVE ARTS

### DIGITAL ART & DESIGN - New Course 24-25

This course has been developed to give pupils the opportunity to explore the ever-growing area of the Digital Art & Design world.

Digital Art & Design is any Artwork or Design that draws upon Digital Technology as an essential part of its creative process. This can be 2D, 3D, moving or still.

Pupils will gain experience and confidence in using relevant technology including industry leading apps such as Procreate and imovie and cross curricular links with Technical allowing for Laser cutting Design works.

Pupils will explore the visual elements through Digital Art and Design techniques while creating works such as:

- ◆ Landscape
- ◆ Portraiture
- ◆ Character design
- ◆ Photography and editing in a digital format
- ◆ Graphic Design
- ◆ Fashion/Textile Design
- ◆ Architecture
- ◆ Illustration
- ◆ Animation

Pupils will also focus on Artists and Designers work, building upon research and presentation skills and critical analysis skills. There will also be a focus on further education and careers in the field of digital art & design.

All skills, knowledge and experiences gained will be beneficial for further study in the subject area.

**Assessment** will be in line with the Expressive Arts Experiences and Outcomes and will be carried out using continual assessment, self-assessment and peer assessment at regular and appropriate intervals.

#### Course progression

N5 Creative Thinking  
N4, N5 Art & Design

#### CREATIVE TECHNOLOGIES

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# DESCRIPTIONS OF S3 COURSES

## EXPRESSIVE ARTS

## CREATIVE TECHNOLOGIES- New Course 24-25

This course is designed for those wanting to become Creative Thinkers, Problem Solvers, Successful Communicators and Innovative Creators. These are all skills and qualities requested by an increasing number of employers today.

Creative thinking is deliberately gaining new insights and different ideas through existing information and research. Using a wide variety of strategies, ideating and testing you discover new solutions for issues in every area of life, including at school and work. Creative thinking challenges our assumptions and allows us to discover new things about ourselves. Creative thinking is at the heart of the innovative process and is an essential skill for everyone.

This course is delivered over 2 periods per week, 1 in Art & Design and 1 in Technical.

The course explores real life problems and creative ways to solve them.

The course encourages teamwork, curiosity/enquiry, creative bravery and aims to mimic working in the real-life world of work.

### **Pupils will experience:**

- ◆ Working their way through a brief
- ◆ Systematic Problem Solving
- ◆ Fail and Fix method
- ◆ Market research
- ◆ Environmental impact
- ◆ Sustainability
- ◆ Reflecting and Evaluating
- ◆ 3D Construction of prototypes/models
- ◆ Digital Design and Manipulation.

**Assessment** will be in line with the Expressive Arts and Technologies Experiences and Outcomes and will be carried out using continual assessment, self-assessment and peer assessment at regular and appropriate intervals.

### **Course Progression**

N5 Creative Thinking  
N4, N5 Art & Design



# DESCRIPTIONS OF S3 COURSES

## EXPRESSIVE ARTS

### DESIGN & CREATE - New Course 24-25

#### HOME ECONOMICS & ART & DESIGN

This course has been developed to build upon skills from S2 exploring Textiles, Design and Manufacturing both in industry and at home.

Pupils will Design and Create at least 2 textile-based items, Designed within the Art & Design department and further developed and constructed within the Home Economics department.

Pupils will gain confidence and dexterity in the use of textiles and they will use problem solving strategies and creativity in a design challenge, they will plan, develop, make and evaluate textile items which meet the needs at home or world of work. Pupils will also explore properties and functionality of textiles to establish their suitability for a task.

#### Skills and topics covered

- ◆ Machine skills (sewing, overlocking and machine embroidery)
- ◆ Textile Design
- ◆ Textile Construction
- ◆ Sustainability/Recycling
- ◆ Problem Solving
- ◆ Creative thinking
- ◆ Evaluating
- ◆ Challenge
- ◆ Working to a brief

**Assessment** will be in line with the Expressive Arts and Technologies Experiences and Outcomes and will be carried out using continual assessment, self-assessment and peer assessment at regular and appropriate intervals.

#### Progression

N4/N5 Art & Design and any other related subjects



# DESCRIPTIONS OF S3 COURSES

## EXPRESSIVE ARTS

### MUSIC

There are three elements in the S3 music course. These are Performing, Composing and Understanding Music and will be internally assessed this year.

#### **Music: Performing**

Learners will develop performing skills on their two chosen instruments (or voice). They will be assessed on how well they perform on their instruments while maintaining an appropriate tempo, flow and the accuracy of their playing. This element is the area we spend most time on in class.

#### **Composing Skills**

Learners will develop skills in creating their own original music. Learners will learn to explore, experiment with, and apply straightforward compositional techniques. Learners will also learn about music theory to help them write their own music.

#### **Understanding Music**

Through listening, learners will develop knowledge and understanding of music, music concepts, and basic musical literacy. This knowledge and understanding will be enhanced from a variety of topics. Learners will explore styles and genres of music and become familiar with identifying them.

#### **Homework**

Pupils are expected either to practise at home on their instruments (where possible) or use lunch time sessions to help them develop skills on their chosen instruments. Instruments can be loaned to pupils for the purpose of practice at home.

#### **COURSE UNITS**

**Performing Skills, Composing Skills, Understanding Music.** We will explore these units through learning about Vocal Music, Instrumental Music and Music Styles as well as creating a composition toward the end of the year.

#### **Skills useful to the course**

- ◆ Pupils should enjoy practising on their chosen instrument or voice and sometimes be willing to put in some extra work at home/at lunchtime.
- ◆ Pupils should enjoy listening to a variety of different styles of music.
- ◆ Pupils should be able to work independently, as Music is a subject where no two pupils are doing the same work.



# DESCRIPTIONS OF S3 COURSES

## HEALTH & WELLBEING HOME ECONOMICS

This course is food based and contains a practical component. It is designed to develop learner's practical cookery skills and techniques as well as their knowledge and understanding of ingredients, nutrition and health. The course lays the foundation for lifelong learning and a healthy life, as well as Skills for Life (Health & Wellbeing) and Skills for Work (literacy, numeracy, time management, teamwork).

Pupils will develop and build on the cookery techniques they have covered in S1 and S2 whilst progressing through a series of practical units. These will include:

- ◆ **Lets Cook** preparation skills and techniques
- ◆ **JGC Bake Off** cakes/cake decorating inc. a large Christmas cake
- ◆ **Design Challenge** current dietary advice, designing a new product
- ◆ **Fit for Life** meal preparation to prevent dietary diseases

Underpinning the practical work, pupils will become aware of the importance of sourcing local and seasonal ingredients and use their knowledge of basic nutrition and dietary goals when planning, preparing, evaluating meals. Safe and hygienic practices will be taught throughout.

### SKILLS AND PERSONAL QUALITIES USEFUL TO THE COURSE

- ◆ A genuine interest in food and practical cookery and a willingness to learn new skills
- ◆ To take responsibility to be organised with the correct equipment for all lessons
- ◆ The ability to evaluate your work and that of others
- ◆ To take responsibility for ensuring high standards of personal and kitchen hygiene
- ◆ An ability to work hard, organise tasks and manage time well

### VALUE OF THE COURSE

The course is designed for those who are interested in food and developing skills that can be used at home and in the wider community. It will prepare pupils for progression into National 4/5 courses in Health and Food Technology and Hospitality.



# DESCRIPTIONS OF S3 COURSES

## HEALTH & WELLBEING ELECTIVE PE COURSE

This course enables all learners to succeed in a range of physical activities. The activities may include Badminton, Basketball, Football, Handball, Hockey and Fitness although these may vary according to the facilities available and group dynamics.

The course will be practical based and the knowledge and understanding required will mostly be delivered through practical work. Pupils will be taught how to talk about and demonstrate their K&U of the key features which impact on sporting performance. They will also be asked to consider and analyse the way they train and practise and how this affects their future performance.

### ASSESSMENT

Practical performance will be continually assessed throughout the course by the class teacher. There will be opportunities for pupils to carry out self and peer assessment.

### Skills & Personal Qualities Useful to Course

- ◆ A genuine interest in sport and practical activity and a willingness to learn new skills
- ◆ High levels of effort and participation in all activities in S1 and S2 are essential for your entry to and success in this course
- ◆ Ability to listen to and observe your teacher and your peers and learn from this
- ◆ Understand that the course will have a theory element and a small amount of written work and homework is required

### VALUE OF THE COURSE

Participation in this course will improve performance levels in sporting activity, fitness level and Health and wellbeing.

It will also build the fundamental skills and knowledge required for National 4 and 5 and Higher PE.



# DESCRIPTIONS OF S3 COURSES

## HEALTH & WELLBEING

### DUKE OF EDINBURGH AWARD

#### **COURSE SYNOPSIS – OUTDOOR EDUCATION – INCORPORATING DUKE OF EDINBURGH BRONZE AND JOHN MUIR DISCOVERY AWARD SCHEMES.**

This course will provide pupils with the opportunity to achieve the Bronze Duke of Edinburgh award, along side the John Muir Discovery award. Both these awards are highly recognised with clear links to the curriculum for excellence as they support the development of children to be successful learners, confident individuals, effective contributors and responsible citizens. Both schemes focus on developing skills for learning, life and work and recognising the breadth of young people's achievement. They will also help to support pupils engagement in the outdoors, sustainability, nature and the environment.

The course will predominantly focus around the pupils completing the Bronze Duke of Edinburgh award. With the John Muir Discovery award being completed additionally through the volunteering section of the DofE award. Pupils will also achieve a 1<sup>st</sup> aid certification during the course.

#### **What is the Duke of Edinburgh's Award?**

As the job market continues to get more competitive and more people gain degrees and other higher education qualifications, employers are looking for other means of determining the strength and quality of candidates. Each year the DofE is regularly stated by graduate employers as being a definitive qualification for demonstrating that an individual has the rounded set of skills and the qualities for which they are looking. The percentage of among these job applicants who have completed a DofE award is very low, which ensures it continues to be a very prestigious achievement and means that those who complete it will stand out from the crowd!

The main reason why the DofE maintains such a fantastic reputation is because it requires motivation, commitment and maturity from the participants. They have to take responsibility for all aspects of their DofE experience.

What makes up the Award?

#### **The Duke of Edinburgh's Award consists of four sections.**

**Skill Section** – Participants must spend approximately one hour per week learning a new life skill (outside of school lessons). There are hundreds of different activities that young people can choose from. Popular choices include music, art, drama, cooking, woodwork, learning a language and photography. Unfortunately sports cannot count for this section (even though you need to learn skills to do them); this is because sports come under the 'physical recreation' section.

**Volunteering Section** – This section requires participants to spend approximately one hour per week doing voluntary work. This gives participants the opportunity to get out into their communities and give something back. This section will link with the John Muir Discovery award with pupils engaging in a project to benefit the community, environment and nature within the town)

**Physical Recreation Section** – This section requires participants to spend one hour per week of their own time engaging in physical recreation. It can be any form of activity and does not need to be in a team or competitive environment.

**The Expedition section** - The Duke of Edinburgh's Award Expedition is a unique opportunity for your child to experience self-reliance and team work in an outdoor environment. The expedition takes two days (1 night), the participants will be walking in a lowland area. Participants must complete a self-sufficient journey. This means that the participants will walk without direct adult supervision, on an agreed route, and must carry all the equipment and food they will need for the duration of their expedition.

Participants will have to undertake training to ensure they have the necessary skills and knowledge for the expedition.

For all levels of the DofE Award, there should be a regular commitment averaging at least an hour a week for each of the volunteering, skill and physical recreation sections for the following time period:

Bronze Award (for young people in S3 and aged over thirteen). All participants must undertake a further three months in the Volunteering, Skills or Physical Recreation Sections (so they do one section for 6 months and two for 3 months)

The course requires total commitment from the pupils both through the classroom based sessions, homework set tasks relating to the sections and to attend additional extra curricular training sessions as well as the Practice and Qualifying Expedition. These sessions would be no more than 5 Wednesday or Friday afternoons and then 4 days out to complete the practice and qualifying expeditions. These extra sessions will be mandatory to make sure pupils have the correct knowledge before they take part in their expeditions.

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# DESCRIPTIONS OF S3 COURSES

## HEALTH & WELLBEING

### YOUNG LEADER AWARD - New Course 24-25

#### Leadership award S3

The leadership and volunteering award will aim to develop and enhance individuals' confidence and leadership skills across a variety of different sporting contexts through practically led sessions.

Those undertaking the course will gain a Saltire award for volunteering hours - the level of award will depend on the number of hours undertaken.

Pupils will undertake leadership tasks to develop a range of skills, such as, teamwork, listening skills, organisation whilst building their confidence. The course will be practically led and will involve one session per week on developing key leadership skills and a second session in volunteering and leading lower primary classes.

This is a great course option for anyone interested in working with children, working in a coaching environment and developing and building their communication and leadership skills, all of which are invaluable in any future employment setting.

**Some pupils will be guided to this course by their Pastoral or PE teacher as the most suitable subject for them**

#### Progression

Sports Leadership Award level 5/6





# DESCRIPTIONS OF S3 COURSES

## HEALTH & WELLBEING

### PERSONAL ACHIEVEMENT AWARD - New Course 24-25

#### (Level 2)

This course will help learners to develop their confidence, their independence, and their ability to communicate effectively with others in a variety of contexts. They will have the opportunity to participate in a range of new and familiar activities as well developing and demonstrating their skills within the community. A key feature of the course is the potential for personalisation and choice, as learners are able to focus on their own development needs and, with support, to set targets and identify tasks to address these needs. Active learning will be promoted and learners will have the opportunity at times to work collaboratively with others to discuss, plan, implement and present their ideas as part of individual and group projects.

Some of the possible contexts for learning which could be considered are noted below

#### Developing Independence

- ◆ Healthy eating – learning how to keep healthy
- ◆ Hobbies – developing hobbies or learning about new hobbies
- ◆ Looking after animals – this could be looking after pets or the needs of animals in other settings
- ◆ Personal health – Relaxation, stress managements, lifestyles choices
- ◆ Relationships – different types of relationships
- ◆ Safety – home safety, first aid, road safety, computer safety.

#### Taking Part in the Community

- ◆ Community activities within the school - organising an event in the school
- ◆ Eco Awareness – recycling awareness, using recycled materials, learning about global issues
- ◆ Enterprise – organising an event or participating in school or community events
- ◆ Exploring a local area – learning more about their town and community, local history
- ◆ Financial Awareness – using money, learning about bank accounts, purchasing online or by telephone
- ◆ Fundraising – organising or participating in a fundraising event
- ◆ Performance in a group activity – could involve dancing, singing, playing instruments, drama.
- ◆ And more .....

Through participation in the above projects the learner will develop their ability to:

- ◆ make decisions and plan their own tasks
- ◆ develop self-reliance, self-esteem and confidence
- ◆ develop practical abilities
- ◆ develop interpersonal skills in order to improve team working
- ◆ develop the ability to work independently
- ◆ review progress and identify next steps

Awards for the course can be achieved at three levels – Bronze, Silver and Gold. Progression would be to Personal Development Awards. **Pupils should only choose this course if advised to by their pastoral teacher.**

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# DESCRIPTIONS OF S3 COURSES

## LANGUAGES

### FRENCH & GERMAN

In S3 pupils are given the opportunity to further develop the skills learned in S1-S2 Modern Languages, through the separate study of French and /or German. This more in-depth course will allow pupils to understand and use their chosen language(s) with increasing confidence in real-life situations.

These courses have two elements:

1. Understanding Language which involves listening to recordings, watching videos and reading texts from authentic sources including magazines, newspapers and websites.
2. Using Language which involves the practical application of the foreign language to communicate ideas verbally and in written form.

These two elements are developed through various themes, reinforcing and developing the vocabulary, language structures and grammar required: Personal Information, School, Family, Leisure & Health, Jobs & Future Plans.

#### ASSESSMENT

S3 assessment is designed to be compatible with and prepare students for the requirements of National 4/5.

1. Listening: Pupils listen to recorded texts in French/German and answer questions in English.
2. Reading: Pupils read printed texts in French/ German and answer questions in English.
3. Talking: Pupils take part in a conversation with a classmate or the teacher in French/German on a familiar topic or topics.
4. Writing: In this assessment task pupils use their language skills to produce a piece of written work in French/German on a prepared topic.

#### Course Progression

N4/N5 French

N4/N5 German



# DESCRIPTIONS OF S3 COURSES

## LANGUAGES

### LIFE IN ANOTHER COUNTRY - NEW COURSE 24-25

#### Course Information

The course will develop learners' awareness of the lives, cultures and communities of others and the ways in which they are both similar and different from their own. The course will look at life in other countries through a variety of contexts, for example: culture and customs, geography, history, festivals and celebrations, daily routines, money, education. Pupils will also have the opportunity to learn simple words and phrases in the Modern Language of the chosen country. The course will additionally provide pupils the opportunity to develop transferable skills in Literacy, Thinking skills and Citizenship.

#### Assessment

Pupils will be assessed through classwork tasks both in writing and talking activities. The course will give pupils the opportunity to gain a N1 or N2 qualification.

#### Course Progression

N3/N4 Literacy

N2 French or German

**Pupils should only choose this course if advised to by their pastoral or Modern Languages teacher.**



# DESCRIPTIONS OF S3 COURSES

## LANGUAGES

## SCOTTISH STUDIES - NEW COURSE 24-25

### Course Information

Pupils will build on their knowledge of Scotland and its culture through a variety of contexts, for example: Scots language, geography, history, famous Scots and their contribution to society. The course will help pupils to develop their research skills, knowledge and understanding of chosen topics and encourage them to make connections across the curriculum.

### Assessment

The course is assessed on completion of a *Scotland in Focus* unit: an independent research project in which pupils will choose their own topic, plan their research and present their findings. Pupils will have an element of choice in the way they present their findings (e.g. a written report; a spoken presentation; a visual display). They will be assessed on the planning and completion of this project and reflection on what they have learned.

### Course Progression

Completion of the *Scotland in Focus* Unit will allow pupils the opportunity to attain the Scottish Studies Award at Levels 3/4/5 at the end of S4. This will be achieved through completion of integral units within N4/5 Qualifications in English, Geography, Modern Studies, History, Religious, Moral & Philosophical Studies, Art & Design and Music.



# DESCRIPTIONS OF S3 COURSES

## LANGUAGES

### ELECTIVE RME STUDIES - NEW COURSE 24-25

(Religious, Moral and Philosophical Studies)

#### Course Information

Pupils will develop knowledge and understanding of religious, moral and philosophical issues that affect the world today – both from religious and non-religious viewpoints. The course will allow pupils to explore the questions they raise and the solutions or approaches they offer. Learners will have the opportunities to reflect on these and on their own experience and views. The 3 main units of work studied will be:

- ◆ Morality and Beliefs
- ◆ World Religion
- ◆ Religious and Philosophical questions

The course will provide learners with opportunity to develop a variety of skills (including: evaluation, expressing their own views, core literacy skills) which will be transferable to other areas of study and which they will use in everyday life.

#### Assessment

Pupils progress will be assessed through a variety of activities, including: classwork, homework exercises, discussions and end of topic tests. Through these tasks, pupils will have the opportunity to attain N3 or N4 in Religious, Moral and Philosophical Studies during the course.

#### Course Progression

N4/N5 Religious, Moral Philosophical Studies



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY

### CHEMISTRY

In simplest terms, Chemistry is the science of matter. Anything that can be touched, tasted, smelled, seen or felt is made of chemicals. Chemists are the people who transform the everyday materials around us into amazing things.

Learners will develop skills in carrying out investigations to develop your practical techniques and develop your literacy, numeracy and problem-solving skills.

In S3 you will build on the knowledge and skills you have learned in S2 Science. The units you will study are as follows:

- .. Unit 1 – Chemical Changes and Structure
- .. Unit 2 – Nature’s Chemistry
- .. Unit 3 – Chemistry in Society

Progress will be assessed throughout the course and you will be expected to complete regular homework. You will be able to progress to National 4 or National 5 qualifications in S4.



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY

### PHYSICS

Physics is the science which tries to explain the world around. Topics such as energy, electricity, movement, space, particle physics, radiation and waves are all studied in Physics.

Learners will develop skills in performing calculations, measuring, drawing graphs, reading for information, and problem-solving.

In S3 you will build on the knowledge and skills you learned in S2 Science.

The topics covered in S3 are:

- ◆ Dynamics
- ◆ Space
- ◆ Waves
- ◆ Radiation
- ◆ Electricity
- ◆ Energy

Each unit will have a separate assessment and you will be expected to complete regular homework. You will be able to progress onto National 4 or National 5 qualifications in S4.

### BIOLOGY

Biology is the science of life. It is the study of living organisms, including their physical structure, chemical processes, development and evolution.

Learners will develop skills in literacy, numeracy, practical techniques and problem solving.

In S3 you will build on the knowledge and skills you learned in S2 Science. The units you will study are:

- ◆ The Environment
- ◆ Cells
- ◆ Reactions
- ◆ Reproduction & Cell Division
- ◆ Inheritance

Each unit will have a separate assessment and you will be expected to complete regular homework. You will be able to progress onto National 4 or National 5 qualifications in S4.



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY PRACTICAL CRAFT SKILLS

### Statement on skills

Students will develop their safe use of basic hand tool and machine tools in the manufacture of simple projects and develop skills in the use of machines such as wood turning and metal lathes, mortise machines, drills etc. Their design skills and knowledge will be further developed by working through the design process and producing a design brief to solve a given problem. Students will progress their skills in orthographic sketching, drawing and rendering alongside 2D and 3D sketching covering a range of different pictorial views.

### Statement on assessment

All projects will be assessed by teachers, peers or pupils depending on their project. Assessment will be in the form of homework exercises, class tests, teacher observations and end of session examinations.

### Progression

This course is useful for those interested in the construction industry, architecture, engineering and design related careers. Pupils will be able to progress to N4 and N5 Practical Woodworking.





# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY ADMINISTRATION & IT

Do you enjoy working with ICT? Would you like to enhance your skills in using office packages to produce eye-catching and purposeful documents? Do you want to equip yourself with many core skills which will help you throughout your school life and beyond?

### Course Information

S3 Administration and IT will enable learners to develop an understanding of administrative activities in the workplace. It will allow young learners to carry out a range of practical tasks essential for the smooth running of all types of organisations. Learners can expect to develop their knowledge and understanding whilst enhancing their IT skills in the following:

- ◆ Word processing
- ◆ Spreadsheets
- ◆ Databases
- ◆ Publisher
- ◆ PowerPoint
- ◆ Using the internet, email and E-diary
- ◆ Organising, processing and communicating information
- ◆ Organising small-scale events (including meetings)

Learners will have the opportunity to use various packages to complete administrative tasks and become familiar with many administrative practices such as office layout, health and safety in the work environment, arranging travel, customer services and storage of information. Learners will be able to use these technologies to create, present and record their own ideas which will enhance their confidence and abilities necessary for active citizenship, a key part of which will be the world of work.

### Assessment

A mixture of practical and theory-based assessments to evaluate pupils' progression throughout the course. Assessment will be in the form of teacher observations, homework exercises and end of unit class tests.

### Progression

- ⇒ National 4 or 5 Administration & IT
- ⇒ National 4 or 5 Business Management



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY BUSINESS

Have you ever wondered what makes one business more successful over another? What do businesses do to entice their customers to buy their products? Do you have an interest in how businesses operate and why society relies on business? Would you like to have your own business? Do you think of yourself as entrepreneurial?

### Course Information

The S3 Business course develops learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage entrepreneurial attitudes. It highlights the importance of business activity, ways in which organisations operate to manage business resources and the steps that they take to achieve their goals. The course aims to enable learners to develop:

- ◆ Knowledge and understanding of the way society relies on business to satisfy our needs
- ◆ Insight into the contribution people make to business activity
- ◆ The various types of businesses (private, public, third) and how to set up a business
- ◆ An insight into the marketing strategies used by businesses to ensure customers' needs are met
- ◆ Enterprising skills and attitudes
- ◆ An understanding of the steps taken by organisations to improve their corporate social responsibility and environmental impact
- ◆ An awareness of how external influences like the economy and changes in social tastes and trends impact on a business

Learners will be able to acquire and enhance their skills for learning, life and work throughout the course in:

- ◆ Enterprise
- ◆ Employability
- ◆ Financial awareness
- ◆ Numeracy and Literacy
- ◆ ICT
- ◆ Analysis, evaluation and decision making
- ◆ Communication

### ASSESSMENT

Pupils will experience a variety of teaching methods including class and group discussions, use of real-life examples and practical assignments. Homework and end of unit tests will evaluate pupil progression. As part of their final assessment, they will complete a market report where they develop a new idea for a product of their choice.

### Progression

- ⇒ National 4 or 5 Business Management
- ⇒ Higher Business Management

**Kindness**   **Respect**   **Achievement**   **Wellbeing**   **Learning**



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY COMPUTING

The Computing course in S3 enables students to develop their computational thinking skills in a wide variety of learning opportunities. Computational thinking involves taking a complex problem and breaking it down into a series of small, more manageable ones (**decomposition**). Each of these smaller problems can then be looked at individually, considering how similar problems have been solved previously (**pattern recognition**) and focusing only on the important details, while ignoring irrelevant information (**abstraction**). Next, simple steps or rules to solve each of the smaller problems can be designed (**algorithms**).

The course content will include:

- ◆ Development of computer programs to solve problems
- ◆ Mobile App development
- ◆ Investigating the threats to security such as hacking, malware and phishing.
- ◆ Website design and development
- ◆ Working with the elements required for multimedia (graphics, video and sound)
- ◆ The study of the parts of the computer and the computer network
- ◆ Organisation, searching and sorting data

The progress of students will be assessed throughout the course by practical evidence and written assessment. Written homework will be issued regularly to reinforce the learning and to prepare students for written assessments.

### Progression:

- ◆ National 4/5 and Higher Computer Science
- ◆ Level 4/5 and Higher Computer Game Development



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY GRAPHIC COMMUNICATION

### Statement on skills

Students will progress their skills in orthographic sketching, drawing and rendering alongside 2D and 3D sketching covering a range of different pictorial views. They will be introduced to CAD and 3D modelling from a brief while also covering and developing skills in graphs and charts reading and creating them from data sourced.

### Statement on assessment

All projects will be assessed by teachers, peers or pupils depending on their folio. Assessment will be in the form of homework exercises, class tests, teacher observations and end of session examinations.

### Progression

This course is useful for those interested in the construction industry, architecture, engineering and design related careers. Pupils will be able to progress onto N4, N5 and Higher courses in Graphic Communication.



# DESCRIPTIONS OF S3 COURSES

## SCIENCE & TECHNOLOGY

### YOUNG STEM AWARD - NEW COURSE 24-25

#### SCQF Level 4 Young STEM (Science Technology Engineering Maths) Leader Award

The SCQF Level 4 Young STEM Leader Award is a nationally recognised qualification that enables young people to support, engage and inspire others in STEM in their school. You should choose this option if you have a keen interest in all aspects of science, technologies and maths.

Young STEM Leaders (YSLs) will deliver activities, events or interactions which share the impact of STEM with others. This may be completed by supporting and facilitating STEM club which takes place during lunchtime. Therefore, there is an expectation that those choosing YSL will be able to attend and support this club. In addition, YSLs are encouraged to explore and improve their own leadership and teamworking skills and qualities within their learning community.

Throughout the year YSLs will be assessed by the completion of 6 tasks as detailed below:

Task 1 - Improving leadership skills and qualities

Task 2 - Leadership and teamwork

Task 3 - The impact of STEM

Task 4 - Identifying risks in STEM activities, events and interactions

Task 5 - Plan, lead and evaluate STEM activities, events and interactions

YSL4 Log

On completion of the award, the Young STEM Leader will be able to plan, lead and evaluate STEM activities, events and interactions which promote the impact of STEM. Furthermore, YSLs will gain 3 Scottish Credit and Qualifications Framework (SCQF) credit points.

#### Young STEM Leader Levels 2 & 3

Pupils will be completing their Young STEM leader badges at levels 2 and 3 through completion of practical work and problem-solving tasks. They will be working towards achieving their Young STEM Leader badges as detailed below.



Pupils should only choose this course if advised to by their pastoral or Science teacher.

**Kindness** **Respect** **Achievement** **Wellbeing** **Learning**



# DESCRIPTIONS OF S3 COURSES

## SOCIAL SUBJECTS MODERN STUDIES

The S3 Modern Studies course provides scope for critical evaluation of how we, as an individual and within society, can interpret external factors in order to better understand the nature, extent, and impact of a person's, or group of persons', behaviour and what motivates them on an individual and/or social level. Throughout the year pupils will be looking to examine the extent to which external factors influence the behaviours and motivation of people's interactions with other and society. This will be examined in a variety of contexts as listed below. The assessment for each of these units will be ongoing throughout the year in a variety of formal and informal pieces of work.

*Contexts for learning:*

- ◆ **Society, culture, and inequality**  
⇒ The ways in which people interact with themselves and others
- ◆ **Power, authority, legitimacy, and leadership**  
⇒ The ways in which countries operate and the lives of people within them
- ◆ **War, conflict, and terrorism**  
⇒ The causes, consequences, impacts, and efforts to resolve issues of conflict throughout the world
- ◆ **Added Value Research Project**  
⇒ An independent project involving personalised research into an individually selected area of study

## HISTORY

The course aims to develop the pupils' understanding of history, their powers of analysis and their ability to draw conclusions from different types of evidence. It also provides regular opportunities for pupils to improve on their communication and presentational skills.

Working with a wide range of straightforward audio-visual as well as written extracts, pupils will learn to evaluate the usefulness and purpose of sources, and to identify and compare different historical view points. They will work both independently and in groups and where appropriate engage in field trips, discussion and informed debate.

The course consists of a study of the following topics :

- ◆ Votes for Women
- ◆ World War II and The Holocaust
- ◆ Apartheid and South Africa
- ◆ Migration and Empire

All topics will further enhance skills in source question handling which will be of great benefit for the National History course.

### ASSESSMENT

This will be a blend of continuous class-work tasks, peer group evaluations and more formal source based end of unit tests. In the course of the year pupils will be required to present at least one research project either in written or digital form.

**Kindness**   **Respect**   **Achievement**   **Wellbeing**   **Learning**



# DESCRIPTIONS OF S3 COURSES

## SOCIAL SUBJECTS GEOGRAPHY

The aim of the S3 Geography course is for pupils to explore and understand the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Studying Geography will help you to be more socially and environmentally sensitive, better informed, and more responsible as a citizen.

Some of the subject-specific skills you may hone by studying geography include the ability to think 'spatially' across multiple scales, preparing effective maps and diagrams, conducting fieldwork and data collection. Your studies in geography will also develop some more general skills which will be useful in the future. These include developing a reasoned argument, critical thinking, the ability to think about moral and ethical issues, teamwork, communication, and problem solving.

During the year we will be looking at the following key topic areas spanning human and physical Geography:

- **International Development:** what it is, how we can measure it and what impacts it e.g. disease and gender)
- **Coastal Environments:** what shapes our coastlines and how is it used e.g. case study of the Moray Firth coastline
- **China:** physical landscapes, population, and environmental implications e.g. eco-cities)
- **Glaciation:** the power of glaciers and how the landscapes they create are used)
- **Independent project**

## COMBINED SOCIAL SUBJECTS - NEW COURSE 24-25

Within this subject area pupils will experience a range of topics and experiences around History, Modern Studies, and Geography.

Through Modern Studies, pupils will experience learning and teaching around how we interact with other people, groups, and institutions in our society. We offer a critical examination of behaviours and motivations across a number of social, political, and international issues.

Within History pupils are encouraged to examine and analyse significant events of the past through source based skills and learning around key eras from the Britain's past. In addition, pupils will evaluate the movement of Scots abroad and the movement of people into Scotland, as well as learning about world history in a variety of different contexts.

In Geography pupils will explore and understand the differences in cultures, political systems, and landscapes and environments across the world. Pupils not only develop a sound understanding of the world around them but will grow in confidence in skills related to mapping, graphing, and field work.

Assessment across all subject areas will be within the National 3 and/or 4 curriculum and may be carried into S4 to enable pupils to experience learning outcomes and accreditation in all three social subjects. Assessments will be carried out in a formal and informal manner ranging from closed book assessments in controlled conditions to academic posters and extended responses.

**Pupils should only choose this course if advised to by their pastoral or Social subjects teacher.**

**Kindness   Respect   Achievement   Wellbeing   Learning**



# DESCRIPTIONS OF S3 COURSES

## SOCIAL SUBJECTS

### STEPS TO WORK - NEW COURSE 24-25

This course will allow learners to begin to develop skills required to identify and apply for employment opportunities.

#### Preparing for Employment

- ◆ Preparing job applications by creating a CV
- ◆ Learning how to complete application forms
- ◆ Skills to becoming an effective employee

#### Prepare for and participate in mock interviews

- ◆ Preparing for an interview
- ◆ Demonstrating appropriate presentation and participation at interviews

#### The second part of the course will look at Employment Skills

Within the class, learners will have the opportunity to agree on areas to focus on to develop their skills and understanding. This could include a focus on –

- ◆ Agriculture and Horticulture
- ◆ Catering and Food Services
- ◆ Construction
- ◆ General car care
- ◆ Health and Beauty
- ◆ Hospitality
- ◆ Leisure and Sport
- ◆ Manufacturing
- ◆ Marketing
- ◆ Admin
- ◆ Working in retail
- ◆ Working with animals

An example of Agriculture and Horticulture could include learning more about gardening, floristry, farming, greenkeeping. You would also have visits to a place of work where you can have the opportunity to demonstrate and develop your skills. You will learn how to carry out work related activities and how to work with colleagues and supervisors.

The areas chosen for Employment Skills will depend on the interests of the group and the availability to go on work place visits.

Pupils should only choose this course if advised to by their pastoral teacher.

**Kindness**   **Respect**   **Achievement**   **Wellbeing**   **Learning**





# DESCRIPTIONS OF S3 COURSES

## CORE SUBJECTS

### PERSONAL & SOCIAL EDUCATION

The S3 PSE programme consists of a range of activities and topics that addresses the developing needs of students and encourages important skills such as planning, decision making, managing personal relationships and researching. Through the course students will be expected to work individually and in groups to discuss and display work using a variety of media. During the year we are lucky to have support from a number of outside speakers who deliver input in PSE lessons as well as the Pastoral staff.

A range of topics are covered including the following:

*Study, Careers, Pressures, Depression, Keeping Myself Safe, Sexting, Alcohol, Drugs, SHARE (Sexual Health and Relationship Education), LGBT+ issues, Exam Preparation and PLPs.*

### CORE PHYSICAL EDUCATION

Physical Education is an integral part of the education of every child from nursery through to senior school. Therefore, every student should have the opportunity to participate in a quality physical education program. It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles in the present and the future.

Jedburgh Grammar School's core physical education program is extensive and offers a broad range of activities for students to engage in. We continue to develop the significant aspects of learning under the four main areas: Physical Competencies, Physical Fitness, Personal Qualities and Cognitive Skills.

Full participation in core physical education is essential for the health and well being of every student. It is important that this is recognised and supported by students and parents.



# DESCRIPTIONS OF S3 COURSES

## CORE SUBJECTS

### CORE HEALTH & WELLBEING

This course develops learners' knowledge and understanding of a range of topics linked to their own wellbeing and the wellbeing of others. All learners will go through the SQA Wellbeing Award and will receive formal recognition on their SQA certificate should they pass the two units: – Exploring Wellbeing and Improving Wellbeing. As part of the Exploring Wellbeing unit, learners will investigate wellbeing in two different contexts and present their findings in a small report. As part of the Improving Wellbeing unit, learners will plan for and undertake a small project aimed at improving their own personal wellbeing.

Some of this course will be practical, at which time PE kit will be required.

### RELIGIOUS & MORAL EDUCATION

All pupils will receive one period a week of Core RME. The Course will continue to follow the Experiences and Outcomes outlined in the Curriculum for Excellence, looking at Moral Issues and World Religions.

Pupils will study a range of moral issues developing an understanding of different societal and religious viewpoints of each issue as well as, discussing and expressing their own views of each issue. Pupils will also learn about different religions practised in Scotland and develop understanding of their origins, customs and traditions.

Learners will also have the opportunity to take part in the Youth and Philanthropy Initiative (YPI), in which they work together in small groups looking at social issues and local charities. The project is part of a project run by the Wood Foundation and encourages all pupils to take part in active citizenship.