



JEDBURGH GRAMMAR CAMPUS

What Next?

**Specialising in the Third Year
2026-2027**

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





Contents:

Page	Description
3	Guidance Notes to Parents/Carers
4	Guidance Notes to Pupils
5	English
6	Mathematics
7	<u>Expressive Arts</u>
8	Art & Design
9	Creative Technologies
10	Music
11	Design & Create
11	Drama
12	<u>Health & Wellbeing</u>
13	Health and Nutrition
14	Home Economics
15	Elective PE
16	Duke of Edinburgh Award
16	Personal Achievement Award & Steps to Work
17	<u>Languages</u>
18	French & German
19	Life in Another Country
19	Elective RME
20	<u>Science & Technology</u>
21	Chemistry
22	Combined Science
22	Physics
22	Biology
23	Practical Craft Skills
24	Computing
25	Graphic Communication
26	<u>Social Subjects</u>
27	Modern Studies
28	History
28	Geography
29	Combined Social Subjects
30	<u>Core Subjects</u>
30	Personal & Social Education
30	Core Physical Education
31	<u>Core Subjects</u>
31	Core Health & Wellbeing
31	Religious & Moral Education



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
- Mathematics and Numeracy
- Personal and Social Education
- Physical Education
- Religious and Moral Education

All students will continue to study:

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 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 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 pupil.

Kindness Respect Achievement Wellbeing Learning



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 they have 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.



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.

Course Progression

N4/N5 Art and Design



DESCRIPTIONS OF S3 COURSES

EXPRESSIVE ARTS CREATIVE TECHNOLOGIES

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 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.

Course Progression

N4/N5 Music



DESCRIPTIONS OF S3 COURSES

EXPRESSIVE ARTS DESIGN & CREATE

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

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



DESCRIPTIONS OF S3 COURSES

EXPRESSIVE ARTS

DRAMA

S3 Drama gives learners the opportunity to use a variety of drama skills, forms and structures in the active exploration of a range of dramatic situations. The course involves both practical and written work.

Creating and Presenting are prominent activities for learners; they will utilise a range of dramatic stimuli, contribute to devising improvised pieces. Learners will develop and sustain a realistic or stylized character by using voice, movement, body language and language.

The course also includes the study of how theatre effects and technology can be used to enhance the communication and presentation of drama. Learners will continue to develop and apply basic skills of acting and production in order to rehearse and perform short drama presentations.

Learners will develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts. They will comment on their own work and the work of others.

Drama Forms

- ◆ For example – a play, comedy or pantomime.

Drama Conventions

- ◆ Alternative ways of presenting parts of a drama: for example mime, voice-over, freeze-frame.

Theatre Arts Technology

- ◆ For example lighting and costume used to enhance performance.

These experiences and outcomes provide the foundation for further National Assessments.

Course Progression

N4/N5 Drama



DESCRIPTIONS OF S3 COURSES

HEALTH & WELLBEING

HEALTH AND NUTRITION

Course outline

This course will consist of three practical lessons, two lessons in Home Economics and two lessons in the fitness suite in Physical Education.

The primary focus of the course is to develop understanding on nutrition and physical activity – all completed through a practical approach.

In Home Economics pupils will experience a range of recipes, focusing on healthy eating and budget friendly ideas; for example - healthy breakfast, lunch and dinner ideas and 'fakeaways'. The knowledge from this aspect of the course will help them develop key skills for life and enable them to gain a greater understanding of food options and how to make a range of recipes both on a budget and with a healthy focus.

In physical education pupils will learn how to use equipment in the gym safely and complete a range of different physical activity sessions, including cardio and weight training. Pupils will learn about key muscle groups and how to work these effectively in the gym, planning their own sessions to work on a fitness area of their own choice.

Course Progression

N4 Practical Cookery



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.

Course Progression

N4/N5 Home Economics

N4/N5 Practical Cookery



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 AWARD SCHEME.

This course will provide pupils with the opportunity to achieve the Bronze Duke of Edinburgh award. This award is highly recognised with clear links to the curriculum for excellence as it supports the development of children to be successful learners, confident individuals, effective contributors and responsible citizens. The award will focus on developing skills for learning, life and work and recognising the breadth of young people's achievement. It will also help to support pupils engagement in the outdoors, sustainability, nature and the environment.

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 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.

Progression - Opportunity to move to Silver and then Gold awards. These will both be completed as an Extra Curricular choice through S4-6.

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



DESCRIPTIONS OF S3 COURSES

HEALTH & WELLBEING

PERSONAL ACHIEVEMENT AWARD & STEPS TO WORK

(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.

Kindness Respect Achievement Wellbeing Learning



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

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.

Through these key Literacy skills, pupils will explore 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, and education. Pupils will also have the opportunity to learn simple words and phrases in the Modern Language of the chosen country.

Assessment

The course will give pupils the opportunity to gain a N1 or N2 qualification in Life in Another Country, as well as N2 English units.

Course Progression

N3 / N4 Literacy

N3/N4 English

N2 French or German



DESCRIPTIONS OF S3 COURSES

LANGUAGES

ELECTIVE RME STUDIES

(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
- .. Practice Assignment

Progress will be assessed throughout the course and you will be expected to complete regular homework. You will be able to progress to National 3, National 4, National 5 Chemistry or Level 4 Horticulture qualifications in S4.

Course Progression

N4/N5 Chemistry



DESCRIPTIONS OF S3 COURSES

SCIENCE & TECHNOLOGY COMBINED SCIENCE

Course Overview

Combined Science will continue to give you a broad introduction to Biology, Chemistry, and Physics. You'll explore how living things work, what materials are made of, and how forces and energy affect everyday life. Lessons include hands-on experiments, teamwork, and problem-solving tasks.

Throughout the year, you'll also continue to improve your key JGC science skills, such as:

- Drawing bar charts and line graphs
- Working out averages and ratios
- Writing clear aims, methods and conclusions
- Choosing the best problem-solving strategies

These skills will help you become a confident and independent science learner.

By the end of the course, you will be able to:

- ◆ Understand important ideas in Biology, Chemistry and Physics.
- ◆ Carry out practical experiments safely and record results clearly.
- ◆ Use graphs and scientific language to explain your work.
- ◆ Apply your knowledge to solve scientific problems.
- ◆ Communicate your ideas confidently in written and verbal tasks.

Assessment

Your progress will be assessed through:

- ◆ Three closed-book tests
- ◆ One practical write-up, where you plan, carry out and evaluate an experiment

Progression

Depending on your strengths, interests, and teacher recommendations, after completing Combined Science, you can progress to:

- Combined National 3/4 Biology and Chemistry
- Level 4 Horticulture



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
- ◆ Practice Assignment

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, National 5 Physics or Level 4 Horticulture qualifications in S4.

Course Progression– N4/N5 Physics

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
- ◆ Practice Assignment

Each unit will have a separate assessment and you will be expected to complete regular homework. You will be able to progress onto National 3, National 4, National 5 Biology or Level 4 Horticulture qualifications in S4.

Course Progression– N4/N5 Biology



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 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

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 behaviour and what motivates people 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 others and society. This will be examined in a variety of contexts as listed below.

Contexts for learning:

- ◆ Social inequality – an examination of the inequalities people face in life, the impact this has on them and their communities, and the effectiveness of tackling inequalities
- ◆ War, conflict, and terrorism – an examination of conflicts throughout the world, the causes of these conflicts, the impact on individuals and countries, and efforts to avoid and tackle these world issues
- ◆ World Power: USA – an examination of the political system in the USA, levels and methods of participation, the influence the USA has on other countries, and social and economic issues faced by people in America
- ◆ Added Value Research Project – an independent project involving personalised research into an individually selected area of study

Throughout the year, National 4 and National 5 level work will be introduced to better support further study in Modern Studies and other related Social Subjects in both coursework and assessments

Assessment

Assessment in Modern Studies will be a blend of ongoing formative tasks to allow insight into progress with end of unit assessments present to introduce National 4 and 5 skills and content required for progression.

Progression

National 4/5 Modern Studies (into Higher and Advanced Higher Modern Studies)

Level 5 Criminology (into Level 6 Criminology)

Level 4/5 Travel and Tourism



DESCRIPTIONS OF S3 COURSES

SOCIAL SUBJECTS

HISTORY

The course aims to develop pupils' understanding of history, strengthen their analytical skills and build their ability to draw balanced conclusions from a range of evidence. It also provides regular opportunities to improve communication, literacy and presentation skills.

Working with a wide range of accessible audio-visual and written sources, pupils will learn how to evaluate usefulness, identify purpose, detect bias and compare differing historical viewpoints. They will work independently and collaboratively, engaging in discussion, informed debate and, where appropriate, fieldwork.

The course consists of the following topics:

- Swinging Sixties
- Witchcraft in 16th and 17th Century Scotland
- Scottish Wars of Independence
- The Holocaust

Throughout the year, National 4 and National 5 level work will be introduced to better support further study in History and other related Social Subjects in both coursework and assessments.

Assessment

Assessment in History will be a blend of ongoing formative tasks to allow insight into progress with end of unit assessments present to introduce National 4 and 5 skills and content required for progression.

Progression

National 4/5 History

Level 4/5 Travel and Tourism



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.

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

- ◆ **International Development** – what development means, how it is measured, and how it affects people’s lives, including issues such as health, and gender equality.
- ◆ **Coastal Environments** – how coastlines are formed, how people use coastal areas, and why conflicts can arise between different land users.
- ◆ **China** – exploring physical landscapes, population change, environmental challenges, the effects of globalisation, and health issues.
- ◆ **Weather** – what affects temperature and rainfall in the United Kingdom, how air masses influence weather and their impacts, how to read weather station circles, and an introduction to tropical storms.

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. The knowledge and skills developed during this course will support students going forward into any future studies in Geography.

Assessment

Assessment in Geography will be a blend of ongoing formative tasks to allow insight into progress with end of unit assessments present to introduce National 4 and 5 skills and content required for progression.

Progression

National 4/5 Geography (into Higher and Advanced Higher Modern Studies)

Level 4/5 Travel and Tourism



DESCRIPTIONS OF S3 COURSES

SOCIAL SUBJECTS

COMBINED SOCIAL SUBJECTS

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.

Progression

N4 Geography

N4 History

N4 Modern Studies

N4 Travel & Tourism



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.

Kindness Respect Achievement Wellbeing Learning



DESCRIPTIONS OF S3 COURSES

CORE SUBJECTS

HEALTH AND 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.