S3 LEARNING REVIEW

INFORMATION FOR STUDENTS AND PARENTS

More Info

forresterhighschool.org.uk/the-curriculum

Introduction

Within this booklet you will find details of the course choice process on which your S2 child is about to embark. It is important that your child takes time to research their options for S3 carefully – this is the start of the personalisation and choice process that will lead to qualifications in S4. We want to get it right.

This booklet will give you details on the content, experiences and skills developed through each course option. The information provided will help your child to make the right decision for them. The courses selected for S3 will lead onto a more bespoke course choice in S4; please encourage your child to take time to fully research and consider their options.

All students will study English, Mathematics, French, Social Education, PE and Social Subjects (exploring aspects of Global Citizenship). They will then choose six further subjects to continue to study into S3. Students will narrow this selection for S4. If unsure of future choices, they may wish to ensure a breadth a subjects, and maintain options in each of the remaining curricular areas: Science, Social Studies, Expressive Arts and Technologies.

During the process, your child will be asked to select two 'reserve' subjects. If one of their choices is not available, which can happen for a variety of reasons, we will immediately look to course them into one of their reserves. It is important to be aware that this can happen and to take time to carefully consider the reserve choices.

Details of the courses on offer in the option columns are contained within this booklet (p15-34).

For more information, we invite you to attend our Course Choice Information Evening on Tuesday 2nd December 2025, 5.30pm. We will explain the process in more depth at this event and there will be an opportunity to ask questions. If you would like to discuss your child's specific situation, please contact their Pupil Support Leader.

Martin Ennis
Depute Headteacher

Advice for Students

You now have the chance to make some choices about which areas of the curriculum you want to study in more detail. So how are you going to go about making these choices?

To help you get started ask yourself:

- What am I interested in?
- What subjects to I enjoy?
- What am I good at?
- Do I have any ideas yet about what I might like to do in the future?

It is likely that the answers to the first three questions will be very similar.

Do your Research

- Speak to friends and family who know you and can chat through your strengths and weaknesses and share their experiences with you.
- Read the booklet and leaflet to find out more about what each subject will involve
- Speak to teachers to ask about the subject or about their thoughts on if it is appropriate for your skills.
- Log into My World of Work to complete the quizzes and research potential industries.
- Prepare for your appointment with your Pupil Support Leader so that you can ask the right questions and get further advice.
- Make an appointment to meet with Kirsty Dickson, our Careers Adviser. This is particularly relevant if you may leave at the end of S4. Parents can consult Kirsty, or any Careers Advisor, on 0131 313 6062 or by logging on to www.myworldofwork.co.uk

How will we support you?

In Social Education, you will be working on a package of activities that will give you the opportunity:

- To identify your skills and achievements
- To look at areas you need to work on and improve
- To start to look at different career areas
- To help prepare you to make informed choices

We do not expect you to have any clear career ideas yet but do start thinking ahead.

Contents page

CORE SUBJECTS

ENGLISH

June – Media

Pupils will study the exciting world of media texts, learning about media conventions and how they are explored in films. The outcome will be a critical response to media, combining newly learned film and media language and techniques with developing skills in critical writing. Throughout this project, pupils will work together on specific media related skills, such as storyboarding, the use of diegetic and non diegetic sound, costume and mis-en-scene.

August-October – Literary Study (Prose/Drama)

Pupils build upon their critical reading and writing skills in this area of the course, as these skills are central to understanding and communicating on literature – a central concern of the National 5 course. A significant amount of time has been put aside for focus on a more substantial class text: drama or prose. Learning will centre on: character, theme, plot structures and literary devices. The main outcome will be an extended critical response to the class text, but will incorporate group discussion skills and other creative outcomes relevant to the text. These may include diary entries, letter writing and imaginative writing.

October-December – Equality Unit

The S3 Equalities Unit allows pupils the chance to explore issues surrounding identity through the lens of race, ethnicity and gender. It is designed to broaden their experience by looking at authors and poets from a variety of backgrounds and disciplines: ranging from Black writers of the African Diaspora up to and including some of the UK's current stars in spoken word, academia and hiphop. The main outcome of this course will be the skills and techniques relating to persuasive writing, with pupils completing an essay which can be assessed both at N4/N5 and against the BGE benchmarks.

January-Feb. Break – Literary Study (Poetry)

Pupils build upon their critical reading and writing skills in this area of the course, as these skills are central to understanding and communicating on literature. As a novel has been studied earlier in the year, the focus will move on to poetry. Learning will centre on: character, narrative voice, theme and literary devices. The main outcome will be an extended critical response to the class text, but will incorporate group discussion skills and other creative outcomes relevant to the text. This work will also provide an opportunity for S3 to sit a practice N4 assessment in the formal setting of the Hall, in preparation for a move into senior school.

Feb. Break-April– Talk and Added Value Unit

Through class learning and independent research focusing on Scottish based topics, pupils will delve into contemporary issues. Pupils will individually choose a focus, then gather evidence in the form of a research project. The outcome will be a talk presentation on their findings, as well as opportunities to work on key internal assessment criteria towards the Level 4 award.

April-Change of Time Table – Sustainability Unit

The focus for this unit will be Scotland's big 3 F's – Fracking, Farming and Fishing. Through this project, pupils will consider how Scotland is working towards a more sustainable future through these businesses. The outcome focus will be a listening assessment.

There will also be a standardised reading assessment at the beginning of the year and again at the end of the year, to ascertain progress on the reading skills practiced throughout the year.

Course Outline

MATHEMATICS

Course Outline

Maths is important in our everyday life. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. In a recent O.E.C.D report a maths qualification was named as the number one protection against future unemployment. In S3 students will follow individualised learner pathways based on previous performance in the maths department.

If learners follow the pure maths route they will complete the following units of work:

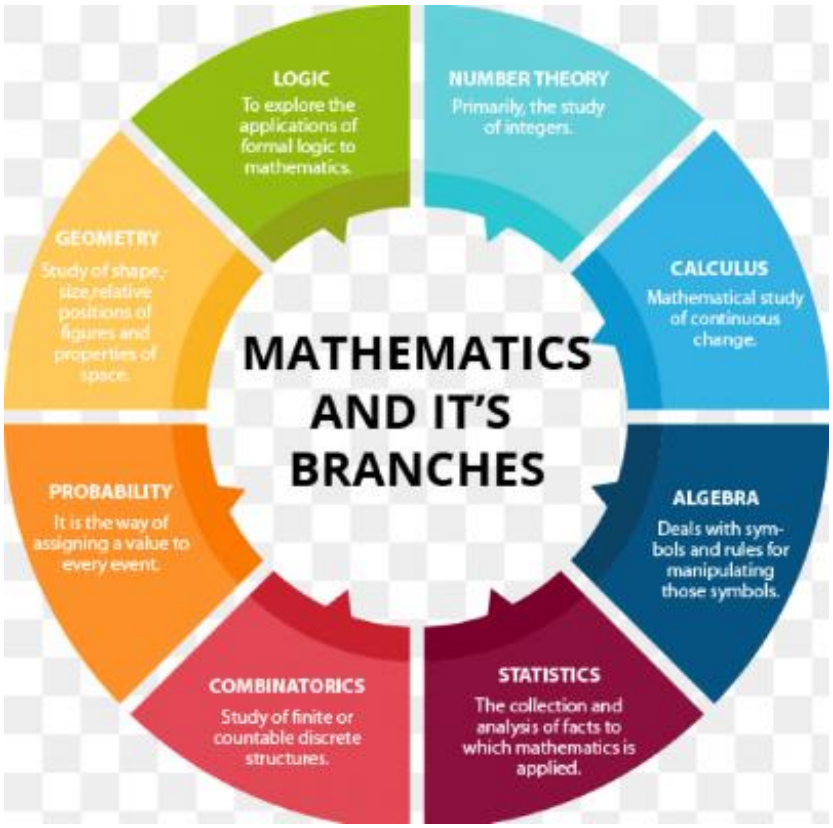
Expressions and Formula	This unit is concerned with manipulation of algebraic terms, the simplification and evaluations of expressions. Topic covered include algebra, geometry, statistics and reasoning.
Relationships	This unit is concerned with the relationship between mathematical quantities and how to solve problems involving these. Topics covered in this unit include graphs, equations, aspects of algebra, geometry.
Numeracy	The unit is concerned with the use of number and information handling to solve problems in real and abstract contexts. Topics covered include basic number skills, time, distance, speed and measure.

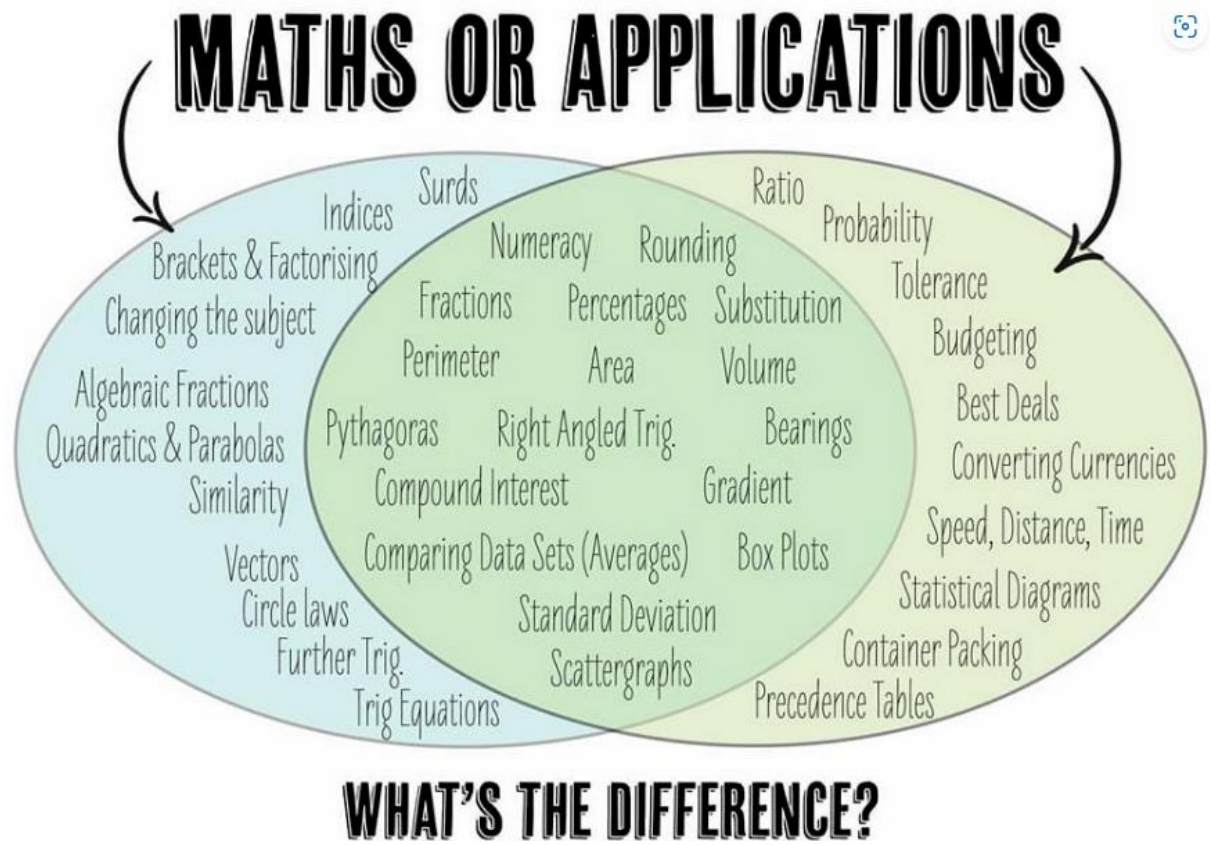
If learners follow the applications of maths route, they will complete the following units of work:

Finance and Statistics	This unit is to develop Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.
Geometry and Measure	This Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Numeracy	This Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

Problem solving and reasoning skills are embedded throughout all maths courses these are prevalent when linking topics together and vital in developing lateral thinking skills.
The S3 course is designed to provide learners with progression pathways to National 3, 4 or 5 Applications of Maths and National 4 or 5 Maths courses in S4.





MODERN LANGUAGES – (French)

Course Outline

Modern Language learning plays an important role in the development of literacy skills. Learning a foreign language enables young people to develop the skills to communicate directly with people from different cultures, gain insights into other ways of thinking and other views of the world, and to develop a richer understanding of Citizenship. In addition to the development of communication skills, pupils will also develop their problem solving and interpersonal skills. People who can speak one foreign language or more are in great demand. Language skills are very important for the country's economy. Many careers and Higher Education courses now require a qualification in a Modern Language.

Aims of the Course

- To develop young people's communicative competence
- To develop transferrable language learning skills for life
- To enhance understanding and enjoyment of other cultures
- To gain a deeper understanding of young people's first language and appreciate the richness and interconnected nature of languages
- To have an awareness of the importance of language skills in the world of work and beyond.
- To develop reading, listening, and writing skills

Activities

In class young people will participate in a variety of different tasks and activities such as pair, group and individual tasks. This course expands what
has been learned in primary, S1 and S2, increasing the range of topics studied whilst also increasing the depth and level of expertise.
The essential skills of reading, speaking, listening and writing are developed.
Communication, presentation and interpersonal skills feature. Culture will also feature.

Skills for Learning, Life and Work	Progression
Literacy –listening and talking, reading and writing **Health and Wellbeing** – personal learning, health and wellbeing in other cultures **Employability and citizenship** – employability skills, greater understanding of the wider world and other cultures **Numeracy** – number processes, money, time and currency **Thinking skills** – remembering, understanding, applying, analysing, problem solving	National 4 French National 5 French Higher French

PERSONAL AND SOCIAL EDUCATION (PSE)

Course Outline

Pupils receive one period of PSE per week with every effort made to have it delivered by their own Pupil Support teacher.

It is our aim to deliver aspects of Curriculum for Excellence Health and Well Being through the following topics:

- Promoting positive relationships
- Personal safety
- Drug and alcohol awareness
- Relationships, Sexual Health and Parenthood
- Planning for choices and changes
- Equality and Diversity (Including antibullying)
- Target Setting including S3 profiling and raising aspirations
- Positive mental and emotional wellbeing

An integral part of our S3 PSE programme is our YPI project (Youth Philanthropy Initiative) We encourage our pupils to work as part of a team and identify social issues with a view to supporting a local charity. Our pupils gain invaluable experience in working with these charities. They liaise with key adults and develop skills in research, teamwork, communication along with many others. All pupils are then asked and supported to make a pitch in the hope of securing £3000 for the charity of their choice by presenting a compelling case for their charity.

We aim to ensure all pupils receive accurate, up-to-date information on each of the topics above. Our PSE lessons give pupils the chance to develop their own values through class discussion, group work and individual activities.

Where appropriate the relevant partnership agencies (such as Lothian and Borders Police, Wester Hailes Youth Agency) are invited in to support and help us deliver a stimulating programme.

PHYSICAL EDUCATION

Course Outline

Physical Education aims to develop students' physical competence, knowledge of movement skills and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students' confidence and generic skills, especially those of teamwork, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students' lifelong and life-wide learning.

Aims of the Course

- To develop physical fitness
- To develop physical competencies
- To develop personal qualities
- To develop cognitive skills
- To evaluate own and others performance
- To make informed decisions in order to improve their mental, emotional, social and physical wellbeing

Activities

Pupils in S3 will have more personalisation and choice as they can elect 1 out of a possible 3 strands based on their interests and expertise:

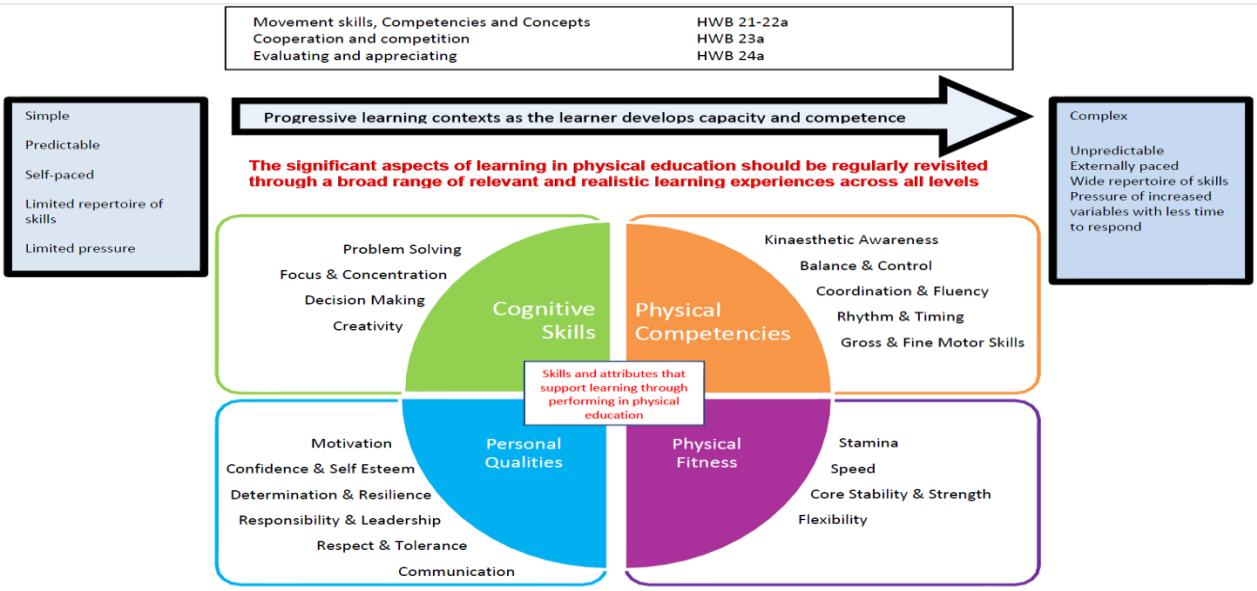
- Team
- Concept
- Aesthetic

A heavy emphasis will be placed on leadership and coaching opportunities within a class. Pupils will get the chance to experience new and exciting activities throughout this year, over 2 periods.

Assessment is based on three key Health and wellbeing Experiences and Outcomes:

Co-operation and Competition, Movement Skills and Evaluating.

Staff will also use the benchmarks diagram (see below) to underpin the E&Os throughout BGE S1-3



Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** – money, time and measurement and information handling **Health and Wellbeing** – personal learning, leadership, creativity, working with others, thinking skills, confidence **Employability, enterprise and citizenship** – employability, leadership, **Thinking skills** – remembering, understanding, applying, describing, evaluating, problem solving skills	National 3/ 4 PE National 5 PE Aesthetic National PE Level 5 Sport & Rec Higher PE Level 5/6 SQA Leadership Level 5/6 Sport and Exercise Leadership Level 6/7 Sport Coaching and Refereeing

This course will give you skills that employers ae looking for – so get ahead of the game and start learning them now!

Personalisation and Choice

We will now look at the range of subjects available for your child to choose from. This is a free choice but please be aware that not all courses will run. For a course to run, we need to have sufficient numbers to make a viable class and sufficient staffing to teach the number of classes required. If a subject is over or under subscribed, we will contact you and your child and support you to make a different choice.

Sciences

BIOLOGY

Course Outline

Biology is the study of life and how living things, such as animals, plants and human functions within the world around them. During the course, we cover many important subjects like how animals and plants survive and how organisms reproduce. We also look at controversial topics, which are always in the News, such as genetics, ecology and public health.

Aims of the Course

Biology is a subject which is always at the forefront of humans understanding of the world around us. It helps explain how our bodies work, who we are and what our place in the world is.

The Biology content of the course explores:

- Cells and DNA
- Biological Procedures
- Genetics
- Growth and Development
- Body Systems
- Populations

Activities

Like all Sciences, Biology involves lots of experiments, but it also involves group work, presentations, debates, poster making and many other types of interactive learning. Biology is a very hands on subject and as well as being in the laboratory it is taught outside in the "field" when possible. There is also the potential for trips to places like Edinburgh Zoo, Dynamic Earth and the Botanic Gardens.

Skills for Learning, Life and Work	Progression
Literacy – effective communication, listening and reading skills when gathering and processing information. **Numeracy** – number processes, time and measurement and information handling **Health and Wellbeing** – personal learning **Employability, enterprise and citizenship** – employability, information and communication technology and enterprise **Thinking skills** – remembering, understanding, applying	NPA Health Sector at level 5 NPA Laboratory Science at level 5 National 5 Biology Higher Biology College or University courses in biomedical sciences, medical disciplines, and a wide range of related courses.

CHEMISTRY

Course Outline

Chemistry is for you if you are interested in your environment, our national and global resources, everyday food, cosmetic products and exploring newly discovered materials.
The Chemistry content of the course aims to:

- Explore the different elements in The Periodic Table and how they react together
- Learn about chemical reactions, energy and experiment techniques
- Discover how useful substances like medicines can be made from plants
- See how chemistry contributes to our economy by looking at industry examples

Aims of the Course

Your science courses in S1 and S2 will have given you an idea of how we study Chemistry in S3. This course will look at how the earth's resources can be used to sustain our population, to power our cars and provide new cosmetic, medical and material goods. You will also find out how your lifestyle can affect the environment and learn about renewable and responsible choices.

Activities

You will learn about atoms, molecules and bonding by researching, investigating, experimenting, presenting and discussing. Chemists work in teams, co-operatively and in ways that will improve your knowledge and sharpen your skills. Within the course, there will be opportunities to explore the chemistry of our local area, trips to colleges, universities and industries for some hands-on fun and to take part in events and competitions.

Skills for Learning, Life and Work	Progression
Literacy – effective communication, listening and reading skills when gathering and processing information. **Numeracy** – number processes, time and measurement and information handling **Health and Wellbeing** – personal learning **Employability, enterprise and citizenship** – employability, information and communication technology and enterprise **Thinking skills** – remembering, understanding, applying	NPA Health Sector at level 5 NPA Laboratory Science at level 5 National 5 Chemistry Higher Chemistry College or University courses in biomedical sciences, medical disciplines, engineering and a wide range of related courses.

PHYSICS

Course Outline

Physics is the science of matter and the different types of energy such as light, electricity and sound. The study of physics has led to many wonderful inventions like the telephone, the mobile phone, LED televisions and computers.

The Physics course explores:

- gravity
- life in space
- electricity
- chemical cells
- light and how we use it
- radiations like X-rays, Gamma Rays and Ultra-Violet

Aims of the Course

Hospitals have Medical Physics Departments which use X-rays and ultra-sound to diagnose patients and Radiography Departments to treat them. Astronomers use the physics of light and radio waves to explore our galaxy and beyond. The course will allow you to:

- develop and apply knowledge and understanding of physics and its role in scientific issues.
- explore applications of physics in society and the environment, including medicine, electricity, sound, light and space.
- develop scientific inquiry and investigative skills
- explore the use of technology, equipment and materials, safely, in practical scientific activities

Activities

- investigating the properties of sound and light
- measuring forces and how they affect objects
- researching data for the solar system
- finding ways to generate electrical power
- using circuit diagrams

Skills for Learning, Life and Work	Progression
Literacy – effective communication, listening and reading skills when gathering and processing information. Numeracy – number processes, time and measurement and information handling Health and Wellbeing – personal learning Employability, enterprise and citizenship – employability, information and communication technology and enterprise Thinking skills – remembering, understanding, applying	NPA Health Sector at level 5 NPA Laboratory Science at level 5 National 5 Physics Higher Physics College or University courses in physics, education, finance, technical industries, engineering and a wide range of related courses

Science

Course Outline

Science is vital to developments in medicine, industry, health and the environment, to name but a few. As a scientist you need to be good at solving problems and able to explain your work to other people. You will learn how to think in a scientific and analytical way.

The skills you learn in this course are useful in many careers ranging from medicine, manufacturing and agriculture to environmental health.
The Science course explores:

- gravity
- life in space
- electricity
- chemical cells
- light and how we use it
- radiations like X-rays, Gamma Rays and Ultra-Violet

Aims of the Course

Science is a very practical subject and you will have the opportunity to carry out experiments and practical investigations. Science is central to our society. You will study a range of topics that demonstrate the applications of science in everyday life. This will help you to make your own decisions on contemporary issues where scientific knowledge is constantly developing.

In this course you will

- learn about some of the Earth's resources, such as energy, food, metals or water
- learn about areas of conflict associated with these resources and identify possible local or national solutions.
- learn about factors that contribute to a healthy lifestyle
- learn how to measure physical fitness, how to investigate mental and social health issues, and how to research media reports of national and international health issues.

Activities

- investigate how these resources are sourced, produced and/or extracted, and about their uses and benefits
- explore science's contribution to communication technologies and the impact these have on society and the environment
- research the production and use of new materials
- understand risk and how it can be reduced in modern life

Skills for Learning, Life and Work	Progression
Literacy – effective communication, listening and reading skills when gathering and processing information. Numeracy – number processes, time and measurement and information handling Health and Wellbeing – personal learning Employability, enterprise and citizenship – employability, information and communication technology and enterprise Thinking skills – remembering, understanding, applying	National 4 Science College or University courses in science, education, finance, technical industries, engineering and a wide range of related courses

Social Studies

BUSINESS

Course Outline

Business focusses on the development of entrepreneurial, problem solving, decision making and ICT skills, essential to enhance your employment opportunities. The aim of this course is the development of skills and knowledge in accessing, understanding and contributing to today's business and information environment.

In S3, we study two units, which cover, Business in Action and Influences on Business.

Topics included in these units are entrepreneurs, sectors of industry, operations, stakeholders, sources of finance, training and external influences.

Aims of the Course

- To develop an awareness of business concepts
- To show the actions small businesses take to satisfy customer needs
- To have awareness of basic enterprising and employability skills
- To develop financial awareness
- To have awareness of influences on business

Activities

During business you will participate in group and individual tasks as well as enterprising and team building exercises. You will use a number of computer software packages such as Word, Excel and PowerPoint to manage business information and develop key skills.
So, if you want to become the next world famous entrepreneur than this is the course for you!

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** – number processes, money, time and measurement and information handling **Health and Wellbeing** – personal learning **Employability, enterprise and citizenship** – employability, information and communication technology and enterprise **Thinking skills** – remembering, understanding, applying	National 4 Business National 5 Business Management L5 Business with IT Higher Business Management L6 Business Skills College or University for Business related courses National 4/5 Admin and IT National 5 Accounting

GEOGRAPHY

"Geography students hold the key to the world's problems."

Michael Palin

~ Actor, travel writer & presenter.

What is Geography?

Geography is about the world and the people living in it.

Geography helps you to understand everything that you see around you, from how the landscape is formed, to the causes and consequences of natural disasters such as floods, cyclones, earthquakes and volcanoes.

Geography is fast becoming one of the most important subjects to study, in a world affected by global warming and climate change, poverty and pandemics. We aim to help you to understand why these things are happening, and make you an active, responsible global citizen!

Course Outline:

Map Skills – learn how to read a map and never get lost again! From grid references to contour lines, this unit provides you with the essential skills needed for any mountain rescue, armed forces or emergency services career!

Weather & Hurricanes – become an expert weather forecaster and learn why we get the very varied weather that we do in the UK! Then go on to look at how hurricanes are formed and how they impact people and environment.

Rivers – did you know that much of the landscape we see around us in Scotland was shaped by rivers? They are vitally important for life on our planet, but they are also being impacted by climate change. Learn how they impact our landscape and lives!

The Sahel – how are people in The Sahel coping with the pressures of drought and the expansion of The Sahara Desert!? We hear in the news about mass migration and civil wars in these countries, but what does geography have to do with why they are happening?

Population & Development – how do we decide if a country is 'rich' or 'poor? Why do more people live in some areas than others? Are there too many people on the planet? These are all questions that geographers can answer!

Urban Landscapes – how did Edinburgh become the city that is it today? What does the 'perfect' city look like? Get the chance to look at Edinburgh in detail! We'll then compare it to a city in a different part of the world.

Assessment:

Every pupil will have the opportunity to work towards National 3 or National 4 Geography using naturally occurring evidence throughout the course, using a mixture of formal and informal assessments.

For example, this may be formal tests, classwork, fieldwork, group work tasks or research tasks.

Activities:

A range of activities will be used to bring the curriculum to life. Throughout the year there will be opportunities for taking part in fieldwork; local visits with a focus on measuring, orienteering, gathering data, sketching and mapping.

With the lifting of covid restrictions we are also hopeful to relaunch a foreign excursion with a geographical focus.

In class activities will feature a range of skills to develop your knowledge and understanding including: Map skills; graph and chart making; data analysis; critical thinking; investigation skills; teamwork skills

Skills & Progression:

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** – time measurement, information processing, economic figures **Health and Wellbeing** – emotional intelligence & resilience, sharing ideas, debating opinions **Employability, Enterprise & Citizenship** – communication, teamwork, leadership, initiative, social awareness, global citizen **Thinking skills** – describing, explaining, analysing, evaluating	S4: Geography National 5 S5&6: Geography Higher & Advanced Higher Travel & Tourism, Modern Studies, History, RMPS, Philosophy, People & Society, Psychology, Criminology, Sociology, Politics Sciences College University Employment

Careers in Geography

Geography can lead to many career opportunities – it is the perfect subject to study whether you know what you want to do or not. Every employer wants an employee who is aware of the social and environmental issues that impact us all! Some examples include:

Humanitarian aid work	Retail management
Environmental engineer	Renewable energy
Landscape architect	Media
Banking & financial services	Armed Forces
Business manager	Emergency management

HISTORY

"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree."

Michael Crichton

~ Author & filmmaker.

.

What is History?

History is the study of the past; the events and people that have shaped our world today. It continues to be one of the most popular subjects studied by Scottish students.

The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future. It is also important now more than ever that the history we learn is inclusive and takes into account a wider range of voices from the past.

History students develop skills in explaining historical developments and events, evaluating sources and drawing conclusions.

Course Outline:

We will study three topics in line with National 4/5 content (see below) but there will also be some opportunities throughout the year for personalisation and choice to study other areas of history that interest you.

Teenagers in the 20th Century:

In this course we will learn about when teenagers made history, how they experienced key events, how the teenager came to be defined, and what it meant to be a teenager during some of the most notable times in the 20th century – some examples of case studies are:

- The teenager who caused the First World War
- Teenage Indian independence fighters
- The Hitler Youth
- 1950s American teenagers

Britain and the Atlantic Slave Trade

- Why were African slaves used for labour in the Caribbean?
- What was the 'Triangular Trade'?
- What was the experience for enslaved Africans from enslavement to auction, including 'The Middle Passage'?
- What was life like on a Caribbean Plantation?

Scotland World War 1

- What caused the First World War?
- Why did so many Scots volunteer to fight?
- What was the experience like in the trenches?
- What new technology and weapons were developed and how successful were they?

Assessment:

Every pupil will have the opportunity to work towards National 3 or National 4 History using naturally occurring evidence throughout the course.

For example, this may be formal tests, open book assessments, research tasks, digital tasks, independent classwork, groupwork.

Activities:

A range of activities will be used to bring the curriculum to life. These will vary but could include local visits to historical sites, guest speakers, and other excursions.

In class activities will feature a range of skills to develop your knowledge and understanding, and transferable skillset including: Investigation skills; debating; source analysis; critical thinking; extended writing; creative tasks; role play; digital literacy; data analysis.

Skills & Progression:

Skills for Learning, Life and Work	Progression
Literacy - Listening; Describing; Explaining; Analysing; presenting, extended analytical writing **Numeracy -**Analysing; Evaluating. **Health and Wellbeing -** Positivity; Aspiration; Teamwork. **Employability, enterprise and citizenship -** Problem Solving; Creativity; Leadership; Teamwork. **Thinking skills –** analysing; evaluating; creating; problem solving; checking reliability; similarities and differences.	S4: History National 5 S5/6: History Higher & Advanced Higher Modern Studies, RMPS, Philosophy, People & Society, Travel & Tourism, Geography, Psychology, Criminology, Sociology, Politics College University Employment

Careers in History

Studying History provides us with knowledge about society and the wider world in which we live which will be useful in any career. Employers also value the literacy, analytical and communication skills which history students acquire, as well as their ability to be critical of sources of evidence and form conclusions. A continued interest in history might lead to a career such as:

 journalism & media	 teaching
 law	 politics
 public administration	 international relations
 heritage or museum curation	 police

MODERN STUDIES

"Let the world change you and you can change the world."

Che Guevara

~ South American revolutionary leader.

What is Modern Studies?

Modern Studies is the study of 'power' – Who's got it? How did they get it? What are they doing with it? And how can we remove it from them?

Modern Studies is unique to Scotland and one of the most popular courses nationally after English and Maths. It is a combination of all the social sciences and international relations.

Modern Studies helps you to understand the social and political forces that shape life for you and others around the world. This course allows you to explore events as and when they happen, giving you a relevant learning experience that you can personalise to your interests.

Course Outline:

Block 1 – Crime and Deviance

- Crime Scene Investigation skills.
- Causes of Crime & Criminal Profiling.
- Deviant behaviours – gangs, drugs, music.
- The prison system and punishments.
- Court Case group task.
- Protests and pressure groups.

Block 2 – Power and Status

- Power in Scotland and the UK
- The power of the media.
- Dictatorships around the world.
- Terrorism.
- The USA, China, and South Africa.
- Inequality around the world.

Block 3 – Researching Modern Studies

- Research skills and reliability.
- Finding and synthesising information.
- Investigating an issue.
- Organising arguments & counter arguments.
- Drawing conclusions from evidence.
- Evaluating your research skills.

Assessment:

You will be continually assessed using a mixture of formal and informal assessments.

Every pupil will have the opportunity to work towards National 3 or National 4 Modern Studies using naturally occurring evidence throughout the course.

For example, this may be formal tests, classwork, mock court trials, comparative tasks, or source analysis. You will have the opportunity to be assessed on a research topic of your choice.

Activities:

A range of activities will be used to bring the curriculum to life. These will vary but could include prison visits; parliament visits; court trials; guest speakers; and other excursions.

In class activities will feature a range of skills to develop your knowledge and understanding, and transferable skillset including: Investigation skills; debating; graph and chart making; source analysis; critical thinking; primary and secondary research.

Skills & Progression:

Skills for Learning, Life and Work	Progression
Literacy - Presenting; Listening; Describing; Explaining; Analysing. **Numeracy -**Analysing; Evaluating. **Health and Wellbeing -** Positivity; Aspiration; Teamwork. **Employability, enterprise and citizenship -** Problem Solving; Creativity; Leadership; Teamwork. **Thinking skills –** analysing; evaluating; creating; problem solving; checking reliability; similarities and differences.	S4: Modern Studies National 5 S5/6: Modern studies Higher & Advanced Higher History, RMPS, Philosophy, People & Society, Travel & Tourism, Geography, Psychology, Criminology, Sociology, Politics College University Employment

Careers linked to Modern Studies

Modern Studies can lead to many career opportunities. Employers will value your understanding of the contemporary world including political and social issues. The investigating, evaluating and analysing skills that you will develop are also highly sought after in a range of careers including:

journalism & media	teaching
law	politics
public administration	international relations
Business management	police

SOCIAL STUDIES

"The social subjects are a critical tool for understanding the complexities and challenges of our world."

Barack Obama

~ 44th *American President.*

.

What is Social Studies?

In the Social Studies S3 course, students will continue to develop their understanding of the world by learning about the experience of people in the past, as well as about the modern world and their place in it as global citizens. The Social studies S3 course is suitable for students who will be working towards National 3 level in S3.

Course Outline:

The Social Studies S3 course will include topics from all of the Social Subjects: geography, history, Modern Studies as well as a range of other possible areas of study such as classics, environmental studies and sociology. There will be opportunities for personalisation and choice and investigation-based learning.

Examples of possible topics:

- "Rats, lice and trench foot" – Scottish soldiers in World War 1
- "How you can change the world" – Democracy and political participation.
- "Wild weather" – tropical storms and climate change
- "Why do humans behave the way they do?" An introduction to sociology
- "Keep them North of the Wall" Roman life on Hadrian's Wall
- "The Gods of Mount Olympus" polytheism in Ancient Greece

Assessment:

Every pupil will have the opportunity to work towards National 3 qualifications using naturally occurring evidence throughout the year.

For example, this may be formal tests, open book assessments, research tasks, digital tasks, independent classwork, group work.

Activities:

A range of activities will be used to bring the curriculum to life. These will vary but could include guest speakers, local visits to historical sites, mock court trials, geographical fieldwork expeditions, and other excursions.

In class activities will feature a range of skills to develop your knowledge and understanding, and transferable skillset including: Investigation skills; debating; source analysis; critical thinking; extended writing; creative tasks; role play; digital literacy; data analysis.

Skills & Progression:

Skills for Learning, Life and Work	Progression
Literacy - Listening; Describing; Explaining; Analysing; presenting, extended analytical writing **Numeracy -**Analysing; Evaluating. **Health and Wellbeing -** Positivity; Aspiration; Teamwork. **Employability, enterprise and citizenship -** Problem Solving; Creativity; Leadership; Teamwork. **Thinking skills –** analysing; evaluating; creating; problem solving; checking reliability; similarities and differences.	S4: Social Studies S4 course, National 4 People & Society, Travel & Tourism, S5: National 5 Modern Studies, History, Geography, Travel & Tourism S6: Higher Modern studies, History, Geography, Sociology, Psychology, Criminology, RMPS, Philosophy, College University Employment

Expressive Arts

FILM AND MEDIA STUDIES

"We don't make movies to make money, we make money to make more movies"

Walt Disney

Course outline

Do you love movies? You might fancy yourself as the next big producer or director, so where do you start? Join our S3 Media course and look at movies in a whole new way, creating your own storyboards and productions, linking with external professionals, which include Sky Television, the BBC.

Aims of course

This course will provide the opportunity to achieve National 4 in Media, as well as set you up with the skills and knowledge to take on the level 5 NPA course in Media in S4.

Activities

Using different forms of technology, you will work together as a class, but also in groups and teams to learn about the skills that lie behind the many careers in film. Events with professionals and trips out to externally run events/film presentations form part of the course.

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** – analysing, evaluating **Health and Wellbeing** – personal learning, leadership, thinking skills, confidence **Employability, enterprise and citizenship** – employability, **Thinking skills** – remembering, understanding, applying, describing, analysing	Level 6 Film & Media Studies NPA Level 6 Journalism

They usually have a beginning that never stops beginning.

Steven Spielberg

ART & DESIGN

Course Outline

Students will work toward achieving a National 4 level award by the end of the academic year, this will be banked for award at the end of S4. The Art and Design course is practical and experimental where learners will develop technical skills and apply these in both the Expressive and Design units for N4. In the course, learners are encouraged to exercise imagination and creativity. They will develop important skills, attitudes and attributes, including: active involvement in creative activities, tasks which require a creative response, raising awareness of contemporary culture (both British and other countries), appropriate use of technology and opportunities to explore, reflect and evaluate their own work and that of artists. The written element of the course, the 3rd unit, will look at artists' and designers' lives and work.

Course Aims

The course encourages learners to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of artistic and cultural values, identities, and ideas. Learners will experiment with media equipment, and materials to develop creative techniques. They will develop their problem-solving skills through Design tasks. This course prepares students who continue onto National 5 and Higher.

Activities

Students will produce skills-based work related to Expressive and Design units. Possible Design areas include: Fashion Design, Jewellery, Graphic Design, Digital Media, Product Design and Ceramics. Expressive units will mainly result in painted or sculpted outcomes. Expressive areas of study include: Portraiture, Figure Composition, Natural Environment, Built Environment, Fantasy and Imagination and Still Life.

Skills for Learning Life and Work

Visit the school's website to explore options for Art & Design qualifications. A list of possible careers can from this list:

Advertiser, Animator, Antique appraiser, Antiques refinisher, Architectural designer, auctioneer, Art director, Art gallery curator, Art historian, Art librarian, Art reviewer, Art teacher, Art therapist, Cartoonist, Commercial artist, Costume designer, Craftsperson, Creative director, Courtroom artist, Display designer, Exhibit installer, Fashion designer, Film production, Furniture designer, Glass blower, Graphic designer, Layout artist, Illustrator, Industrial designer, Interior designer, Landscape designer, Makeup artist, Multimedia artist, Painter, Photographer, Photojournalist, Police sketch artist, Portrait artist, Set designer, Sketch artist, Tattoo artist, Television production, Videographer, Web designer.

PHOTOGRAPHY

"You don't take a photograph, you make it."
— Ansel Adams

Course Outline
Course Aims

This course will provide the opportunity to achieve **National 4 in Photography**. You'll develop your creative and technical skills while building a portfolio that prepares you for **National 5 Photography** or related expressive arts courses in the senior phase.

Activities

You'll experiment with a variety of photographic techniques — from portrait and landscape photography to still life and abstract work. Using digital devices, you'll learn editing and presentation skills using industry-standard software. Visits from professional photographers and opportunities for local fieldwork will help you gain insight into creative careers behind the camera.

Skills for Learning, Life and Work	Progression
Literacy – communicating ideas, presenting creative concepts **Numeracy** – measuring, analysing, evaluating compositions **Health and Wellbeing** – developing confidence, reflection, personal learning **Employability, enterprise and citizenship** – creativity, self-management, working to deadlines **Thinking skills** – remembering, applying, analysing, evaluating	• National 5 Photography • Higher Photography

"Photography is the story I fail to put into words."
— Destin Sparks

GOT 2 MOVE

Course Outline

This course is aimed at pupils who have a genuine interest in dance and are prepared to perform in front on an audience. A large part of the course will involve working in small groups where pupils plan and present choreography, based on a key theme to an audience. This group will be part of our annual Christmas Dance show.

Pupils will take part in Hip Hop/ commercial, contemporary and jazz dance.

This course is an excellent stepping-stone for pupils interested in continuing with Dance at National 5 and Higher in senior school.

Aims of the Course

- To develop technical dance skills
- To develop knowledge and understanding of Performance dance skills
- To develop knowledge of choreographic principles
- To develop hip hop, contemporary and jazz technique
- To achieve NPA level 4 in Dance

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** –time and beats to music and information handling **Health and Wellbeing** – personal learning, leadership, thinking skills, confidence **Employability, enterprise and citizenship** – employability, **Thinking skills** – remembering, understanding, applying, describing	National 5 Dance Higher Dance Dance Leadership College courses- HN/HNC/HND

MUSIC

Course Outline

The S3 Music course builds on the skills developed in S1 and S2, and allows students to explore a variety of musical styles using instruments and technology.

You will spend time:

- Performing on 2 instruments (or 1 instrument & voice)
- Composing your own music using music technology

- Understanding music through listening to a variety of styles

Aims of the Course

- To develop confidence in performing
- To explore a variety of musical styles
- To create music using a variety of technologies
- To work towards a Level 4 qualification

Activities

Students will spend much of their time on practical activities, mostly focused on performance and creating music. Time will be set aside each week to develop knowledge and understanding of key musical terms, including music literacy.

Skills for Learning, Life and Work	Progression
Creativity Teamwork Leadership Communication Problem Solving Planning & Organising Independent working Self-motivation	National 4 Music National 5 Music Higher Music Advanced Higher Music NPA Performing / Music Business Creative Industries Level 5 Free standing units – level 3-7 Further / Higher education

This course will prepare you for Music in the Senior Phase and beyond – the skills you develop through the course are transferable across subjects.

DRAMA

Course Outline

The S3 Drama course builds on the acting and technical theatre skills developed in S1 and S2, and encourages collaborative performance work in every lesson.

You will spend time:

- Devising and performing your own dramas, as well as scripted plays
- Responding to stimuli – written and performance response
- Developing knowledge of theatre arts / production skills

Aims of the Course

- To develop confidence in performing
- To work creatively with others
- To explore theatre arts
- To work towards a Level 4 qualification

Activities

Students will spend much of their time on practical activities, mostly focused on performance and devising scenes. Time will be set aside each week to develop knowledge and understanding of key drama terminology.

Skills for Learning, Life and Work	Progression
Creativity Teamwork Leadership Communication Problem Solving Planning & Organising Independent working Self-motivation	National 4 Drama National 5 Drama Higher Drama Advanced Higher Drama NPA Acting & Performance / Technical Theatre Creative Arts Level 6 Further / Higher education

This course will prepare you for Drama in the Senior Phase and beyond – the skills you develop through the course are transferable across subjects.

FAST TRACK PE

Course Outline

This course is aimed at pupils wanting to perform, develop, evaluate, refine, create and lead in a wide range of physical activities, with the idea of progressing into National 4/5 PE. Fast Track PE provides an exciting and challenging context in which pupils are pushed to improve and enhance their fitness, skills, qualities and overall performance, including develop their understanding of the PE MESP factors.

The course will be predominantly practical, but at times pupils will evaluate performance using digital analysis. There will also be 2 practical assessments.

Students will have the opportunity to develop vital practical and theoretical skills which will prepare them for National 4/5 and Higher next year.

Pupils need to be focused, bring a full change of PE kit to every period and should have shown a keen interest and desire to personally improve performance in S1 and 2.

Entry Requirements

A keen interest in and positive attitude towards Physical Education and the full range of sports and activities covered are the main requirements. Participation in extra-curricular sports and physical activities will be a major benefit to pupils taking this course.

Aims of the Course

- To develop pupils' understanding of their own and others' strengths and development needs across all areas of MESP
- To improve evaluating skills through self and peer evaluation
- To help classmates improve their performance by coaching and offering advice and feedback
- To improve: fitness, skills and techniques, tactical awareness, leadership skills and ability to choreograph sequences and routines

Pupils will cover 5 main areas in S3:

Get Physical - How fitness affects performance and how we can test and improve our fitness

Get Composing - Different compositional elements and forms we can include when creating routines in dance and gymnastics

Get Tactical - Focuses on how performers can use and adapt strategies to be successful and to prevent opponents scoring/winning

Get Skilful - How we break skills down and how we can improve your skills and techniques

Get Ready -This is designed to help pupils understand the mental factors which can impact on our performance and how we can improve these in order to perform better

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking Numeracy – number processes, money, time and measurement and information handling Health and Wellbeing – personal learning, leadership Employability, enterprise and citizenship – employability, leadership, communication Thinking skills – remembering, understanding, applying, describing, problem solving skills	National 4 PE National 5 PE Higher PE Level 5/6 SQA Leadership Level 5/6 Sport and Exercise Leadership

Technologies

ADMIN AND IT

Course Outline

Admin and IT is designed to teach you the skills required to work in a modern business environment, whether that is in a hotel, garage, hairdresser, financial institute or whatever career you are interested in.

You will develop skills using the following pieces of software:

- Word
- Access
- Excel
- Publisher
- PowerPoint
- Office 365 (for E-mail, E-diary and Teams)

As well as using the internet to carry out internet research and learn about safety and security in the workplace.

Aims of the Course

- To develop the IT skills needed to work in any business
- To achieve your level 4 E-Touch Typing Award
- To learn how to communicate in a business environment
- To learn how to be organised in the workplace

Activities

Pupils will work on the computers almost every lesson using a variety of different software packages to complete tasks. These will involve problem solving and research activities.

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking **Numeracy** – number processes, money, time and measurement and information handling **Health and Wellbeing** – personal learning **Employability, enterprise and citizenship** – employability, information and communication technology and enterprise **Thinking skills** – remembering, understanding, applying, creating	National 4 Admin and IT National 5 Admin and IT L5 Business with IT Higher Admin and IT College or University for Administrative related courses National 4/5 Business Management National 5 Accounting

This course will give you skills that employers are looking for – so get ahead of the game and start learning them now!

COMPUTING SCIENCE

Course Outline

The S3 Computing Science course will provide learners with an introduction to all aspects of computing and technology. The course has been designed with a focus on developing the knowledge and skills, which young people require in the 21st Century.

Computing Science in S3 will provide opportunities for practical project-based learning throughout and will offer an engaging experience for all. A summary of the topics, which will be covered, is shown below:

- Web Design
- Databases
- Programming (Python)
- Computer Systems

The Computing Science course will develop student skills in computational thinking, analysis, design and programming.

Computing Science has a strong focus in developing skills in numeracy, literacy employability, enterprise and citizenship.

The computing course will develop learner pathways for further study of computing science at National 4 and National 5 level in S4.

Skills for Learning, Life and Work	Progression
Literacy – reading, writing, listening and talking Numeracy – number processes, money, time and measurement and information handling Health and Wellbeing – personal learning Employability, enterprise and citizenship – employability, information and communication technology and enterprise Thinking skills – remembering, understanding, applying, creating	National 4 Computing Science National 5 Computing Science L4/5 Computing Technologies L4/5 Computer Games Development

PRACTICAL WOODWORKING (CDT)

Course outline

Flat – frame construction: This Unit helps learners develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies. Learners will learn to read and follow simple woodworking drawings or diagrams.

Carcase Construction: This Unit helps learners develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcase

construction. This may include working with manufactured board or with frames and panels. The Unit includes the use of simple working drawings or diagrams.

Machining and finishing: This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

In each of the three Units above, learners will develop an appreciation of safe working practices in a workshop environment. Each of the 3 units will allow learners to manufacture a project which they will be able to take home. They will also gain knowledge and understanding of sustainability issues and good practice in recycling in a practical woodworking context.

Skills for Learning, Life and Work	Progression
Literacy – reading working drawings, extracting information from working drawings **Numeracy** – Measuring, applying measurements to materials **Health and Wellbeing** – Assessing risk, health and safety **Employability, enterprise and citizenship** – employability, sustainability around material use **Thinking skills** – remembering, understanding, applying, creating	**Education** Level 4/5 Woodworking Level 4/5 Metalworking Possible entry into various College courses including Built environment, Construction, Automotive skills. **Employment** Trade related employment, wood machinist, picture framer, furniture designer, shopfitter, locksmith, prop maker

ENGINEERING SKILLS (CDT)

Engineering Skills (Level 4) - Course Outline

The Engineering Skills for Work course will give learners the opportunity to develop valuable skills, knowledge and techniques required for working within the engineering industry, as well as in Mechanical, Electrical and Plumbing trades.

The course will introduce learners to key aspects of engineering, including mechanical, maintenance, electrical, manufacturing and fabrication, embedding engineering processes and principles through their work.

Pupils will engage with content through a variety of different projects mainly involving;

Mechanical In this unit, pupils will learn basic mechanical engineering principles through workshop tasks, developing further skills in interpreting engineering drawings and specifications, selecting and using tools and materials to manufacture and test mechanical items, developing precision of measuring, marking out and working to tolerances.

Electrical and Electronic Across this unit, pupils will have the opportunity to construct functional low voltage circuits from diagrams and specifications, gaining experience using basic electrical components and tools. Also covered in this unit are the basics of electronic circuitry, including circuit calculations, symbols, functionality and problem-solving.

Manufacturing and Assembly Through this unit, pupils will also learn to identify and work with common engineering materials, largely metalworking skills and techniques, with use of traditional hand tools to cut, form, shape and join metal to create an artefact. There are elements of both hot and cold metalworking methods, including use of workshop machinery and equipment such as the centre lathe, the welder and the forge.

Fabrication This unit is designed to combine the skills learned in previous units to manufacture and assemble a complete artefact, conduct functionality tests and evaluate the final product. Pupils will be tasked with reporting on and reviewing their own work, ensuring it complies with quality standards and functionality testing.
Pupils will be assessed on this course through continuous assignments across the year, which will comprise of a workshop manufactured item, theoretical paperwork and computer-aided design models, alongside a self-assessment of key engineering meta-skills.

Skills for Learning, Life and Work	Progression
Literacy - Develops literacy by engaging with technical drawings, written instructions, and workshop documentation for understanding and follow procedures accurately, as well as communicate their findings through verbal discussion and written evaluations. Numeracy - Numeracy is embedded throughout the course as learners measure materials, calculate tolerances, and interpret numerical data in circuit design and fabrication. These activities strengthen their ability to apply mathematical reasoning in real-world engineering tasks, enhancing accuracy and confidence. Health and Wellbeing - Fostering safe working habits, personal responsibility, and teamwork. Learners build resilience and self-esteem through hands-on challenges, while developing an understanding of physical safety in a workshop environment. Employability, enterprise and citizenship - Learners gain essential employability skills such as punctuality, problem-solving, and collaboration. They explore engineering career pathways and ethical responsibilities, preparing them to contribute positively to the workplace and society. The course also encourages initiative and enterprise through project-based learning.	Education - Progressing to National 5 Engineering Skills, Skills for Work. Engineering Science at National 5, or other pathways such as NC or HNC programmes. The course also supports transitions into STEM subjects through technical understanding and interdisciplinary thinking. Employment - Real-world skills that are directly transferable to the workplace. The course introduces learners to engineering career options and workplace expectations, making it ideal preparation for apprenticeships, work-based learning, or entry-level roles in engineering, manufacturing, or construction sectors.

Thinking Skills - Engineering tasks require learners to plan, analyse, and evaluate their work, developing higher-order thinking skills. They learn to troubleshoot faults, reflect on outcomes, and adapt their approach—building critical thinking, creativity, and decision-making abilities that are transferable across disciplines.	

GRAPHIC COMMUNICATION (CDT)

Course outline

Computer Aided Design: This Unit helps learners develop and apply computer aided design skills. The software used throughout the course is industry standard and is used in design agencies and engineering companies around the world to design, analyse, test, revise and prototype products, buildings, trains, planes and automobiles!

Desk Top Publishing: This Unit helps learners develop and apply desk top publishing skills and techniques. This unit focuses on the design techniques required to design magazines, leaflets, logos and other visual media. These skills are essential to anyone hoping to pursue a career in a creative field or even produce a concise and attractive CV.

Sketching: The very best way to communicate new and innovative concepts is through sketching. Students are introduced to a range of 2D and 3D sketching techniques with a focus on communicating and developing ideas through to the computer aided design phase.

Throughout each topic pupils will develop skills and techniques before being challenged to apply them creatively to a range of situations. The department has recently gained a 3D printer which pupils will be using to create prototypes of their designs. There will be opportunities throughout the year to visit design and architecture studios in order to see professionals put these skills into practice.

Pupils will be assessed throughout the course of the year including a range of course work and exam style questions culminating in a timed, end of year project and exam.

Skills for Learning, Life and Work	Progression
Literacy – Reading and interpreting working drawings to design real life objects. Producing technical drawings to industry standards. Numeracy – Measurement to three decimal places and application of ratios. Health and Wellbeing – Learning about design	Education Level 4/5/6 Graphic Communication Possible entry into various university courses including Architecture, Product Design Engineering, Sports Engineering, Product Design Innovation and Visual Communication.

accessibility and inclusive design techniques. **Employability, enterprise and citizenship** – Learning of skills directly related to employment, and effects of graphic design on every-day life and objects. **Thinking skills** – Problem solving, critical thinking and self management.	Employment Architect, Product Designer, Automotive Designer/Engineer, Visual Merchandiser, Interior Designer etc.

HOME ECONOMICS

Course outline

The course comprises 3 units, and pupils will cook **twice a week** and one theory lesson. Each unit has an end of unit practical assessment. At end of course, students will complete a practical added value unit assessment, where they will make a 2-course meal.

Unit 1 – Cookery Skills, Techniques & Processes

Students will be introduced to a range of food preparation techniques through practical and theory lessons. Students will investigate different methods of cooking processes and evaluate the nutritional contribution and benefits to our diet.
Students will develop in-depth skills involving food preparation, cooking method, food storage, service details and time management.

Unit 2 – Understanding and Using Ingredients

Students will learn to identify ingredients and the categories to which they belong through practical and theory lessons. Students will learn safe and appropriate storage methods for ingredients, and describe current dietary advice relating to the use of ingredients. Students will learn reasons for sourcing locally produced, sustainable and seasonal ingredients.

Unit 3 – Organisational Skills for Cooking

Students will select and follow recipes to produce 2 dishes. Students will implement a time plan and carry out the tasks according to the time plan. preparing the dishes according to the recipes. Evaluating the prepared dishes in terms of presentation, taste and texture. Students will learn garnish techniques to enhance presentation of finished dishes.

Producing a Meal – Final Assessment

Students will plan for carrying out the practical activity by completing a planning booklet in which they should list the ingredients and equipment that they will require and provide details of how they plan to serve their finished dishes.

Students will then follow a given time plan to prepare, cook, finish and serve both dishes within the allocated time of 1 hour and 30 minutes.

Modern Languages

SPANISH

Course Outline

Modern Language learning plays an important role in the development of literacy skills. Learning a foreign language enables young people to develop the skills to communicate directly with people from different cultures, gain insights into other ways of thinking and other views of the world, and to develop a richer understanding of Citizenship. In addition to the development of communication skills, pupils will also develop their problem solving and interpersonal skills. People who can speak one foreign language or more are in great demand.

Language skills are very important for the country's economy. Many careers and Higher Education courses now require a qualification in a Modern Language.

Aims of the Course

- To develop young people's communicative competence
- To develop transferrable language learning skills for life
- To enhance understanding and enjoyment of other cultures
- To gain a deeper understanding of young people's first language and appreciate the richness and interconnected nature of languages
- To have an awareness of the importance of language skills in the world of work and beyond.
- To develop reading, listening and writing skills

Activities

In class young people will participate in a variety of different tasks and activities such as pair, group and individual tasks. This course expands what
has been learned in primary, S1 and S2, increasing the range of topics studied whilst also increasing the depth and level of expertise.
The essential skills of reading, speaking, listening and writing are developed.
Communication, presentation and interpersonal skills feature. Culture will also feature.

Skills for Learning, Life and Work	Progression
Literacy –listening and talking, reading and writing **Health and Wellbeing** – personal learning, health and wellbeing in other cultures **Employability and citizenship** – employability skills, greater understanding of the wider world and other cultures **Numeracy** – number processes, money, time and currency **Thinking skills** – remembering, understanding, applying, analysing, problem solving	National 4 Spanish National 5 Spanish Higher Spanish

FORRESTER HIGH SCHOOL S2 Learning Review for S3 2026/2027

Course Choice Sheet (to be returned to your PSL before 19/01/26)

All students will study English, Mathematics, French, PE, Social Subjects and Social Education.

In addition, students should choose **Six further subjects, in order of preference,** from the list overleaf. Bear in mind that they should be confident that **these are subjects which they are considering taking in S4**; it is not possible to drop a subject at the end of S2 and return to it in S4.

Students should then select two reserve subjects, in order of preference. This is to assist should course not run due to lack of numbers, a clash in times or on the occasion when they are oversubscribed. Parental contact will be made in the event of either scenario.

Students should bring the completed form to their Course Choice interview with their Pupil Support Leader who will discuss the choices with them and submit their form.

You should read the accompanying Learning Review booklet for detailed information about the options on offer.

Student's signature: _____ Date: _____

Pupil Support Leader signature: _____ Date: _____

Parent/Carer's signature: _____ Date: _____

Interviewer's comments:

Name:

Class:

I am considering University:

Possible Career Choice/Area of Interest:

Subjects Available:

Biology	Drama
Physics	Music
Chemistry	Art
Admin & IT	Photography
Business Studies	Got to Move
Modern Studies	Spanish
History	Practical Woodwork
Geography	Engineering
Global Studies	Home Economics
Computing	Graphic Communication
PE	Film and Media

Please complete the table below in order of preference – 1 is your priority subject.

Priority	Subject
1.	
2.	
3.	
4.	
5.	
6.	

Please add two reserve subjects, also in order of preference.

1.	
2.	

Once you have submitted the form, lots happens behind the scenes as we work to meet as many of your preferences as possible. We will let you know of any issues as soon as we do, but please note that this is likely to be after the Easter holiday.