



# QUEENSFERRY HIGH SCHOOL

**S2 Pathway Planning**

**→ Young people moving into S3**

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# PERSONALISATION AND SPECIALISATION

In secondary school, all learners continue their journey through their **Broad General Education** which includes all of the **Experiences and Outcomes** across all curriculum areas up to and including the third level, while taking account of their learning needs and prior achievements. By the end of S3 learners will have laid strong foundations for more specialised learning, qualifications and lifelong learning.

The curriculum in this stage of learning is structured around 8 Curricular Areas:

- Expressive Arts
- Health & Wellbeing
- Languages (English & Modern Languages) & Literacy
- Mathematics & Numeracy
- Religious & Moral Education
- Sciences
- Social Studies
- Technologies

Learners have had the opportunity for personalisation and choice across aspects of their learning in S1 and S2. This means pupils are actively involved in choices about their own learning. These opportunities for personalisation will have emerged within the work undertaken in the class and may have afforded pupils the chance to select for themselves the topic to be researched or the style of presentation they prefer when presenting their work.

Opportunities for personalisation and specialisation will now be evident as pupils begin to focus on their preferred areas of study within the 8 curricular areas.

Course choice submissions will be done **online** and pupils will be asked to input their name, registration class and choices (pupils will not need to select English, Maths, French or any core subjects like PE, PSE and RME). Pupils will also be asked to make a reserve subject selection.

Please follow the link embedded within your young person's report to complete your young person's course choice online – your young person will need to sign into their school account using the usual username and password to successfully complete this process.

If you have any issues accessing the form please contact the relevant Pupil Support Leader.

# PLANNING YOUR LEARNER JOURNEY

Throughout your time at Queensferry Community High School, you have been building your career management skills. We've been supporting you through Skills Academies, Developing the Young Workforce partnerships, your PSE lessons and throughout your timetable to build your understanding of these areas and to empower you to make good choices to set you up for your future.



If you need to refresh your knowledge of these, or are looking for more support, there are some helpful resources mapped out below.

## Self

→ [About Me Tool](#)

This can help you to understand the careers and industries which might be best suited to your personality, interests, and values.

## Strengths

→ [Strengths Tool](#)

This can help you to understand what you do well, what you do often and what you enjoy. The tool will then help to highlight your strengths for you.

## Horizons

→ [Subject Choices Tool](#)

By selecting the subjects you are interested in, the tool will help match you to careers and industries with a wealth of information about what that future might hold for you.

**Networks** → Outside of your home, there is a wealth of support available from key people in school:

- ✓ **Subject teachers**
- ✓ **Curriculum Leaders**
- ✓ **Our school based Careers Adviser** – [Gillian.Ross@sds.co.uk](mailto:Gillian.Ross@sds.co.uk)
- ✓ **Pupil Support Leaders**



**Dundas** - Ms Lamb



**Hopetoun** - Mr Thomas



**Forth** - Ms Hannah



**Rosebery** - Ms MacNeil

## S3 CURRICULUM STRUCTURE

This booklet has been produced to enable both pupils and parents/carers to understand the subjects offered to pupils entering S3 this year. The content of each subject is described, and it is important that parents/carers and pupils are familiar with this information before making a final choice.

All learners study the following in S3:

- ✓ **English and Literacy** – 4 periods
- ✓ **Mathematics and Numeracy** – 4 periods
- ✓ **Health and Wellbeing - Personal and Social Education** – 1 period  
- **Physical Education** – 2 periods
- ✓ **Religious and Moral Education** – 1 period

Learners must add to these by choosing **7 subjects** from any of the following (3 periods each):

- ✓ **Expressive Arts** – Art, Drama, Music, Music Technology, Photography
- ✓ **Health and Wellbeing** - Food and Consumer Technology, Professional Cookery, Sport Performance
- ✓ **Modern Languages** – French, Mandarin, Spanish
- ✓ **Sciences** – Biology, Chemistry, Physics
- ✓ **Skills Academies** – Duke of Edinburgh, Basketball, Dance / Cheer, Football, Swimming, (Please note only one Skills Academy can be selected, and it should be a continuation of your S2 Skills Academy, except Duke of Edinburgh which can be picked without having completed it previously.)
- ✓ **Social Subjects** – History, Geography, Modern Studies
- ✓ **Technologies** – Accounting, Business Management, Computing Science, Creative Digital Technology, Design and Manufacture, Woodwork, Graphic Communication.

Where young people aren't yet set on their career and/or further study aspirations, we would strongly encourage maintaining choices in each curricular area. Our model allows them to take multiple subjects in those curriculum areas which match their strengths, interests and future aspirations.

### GENERAL POINTS

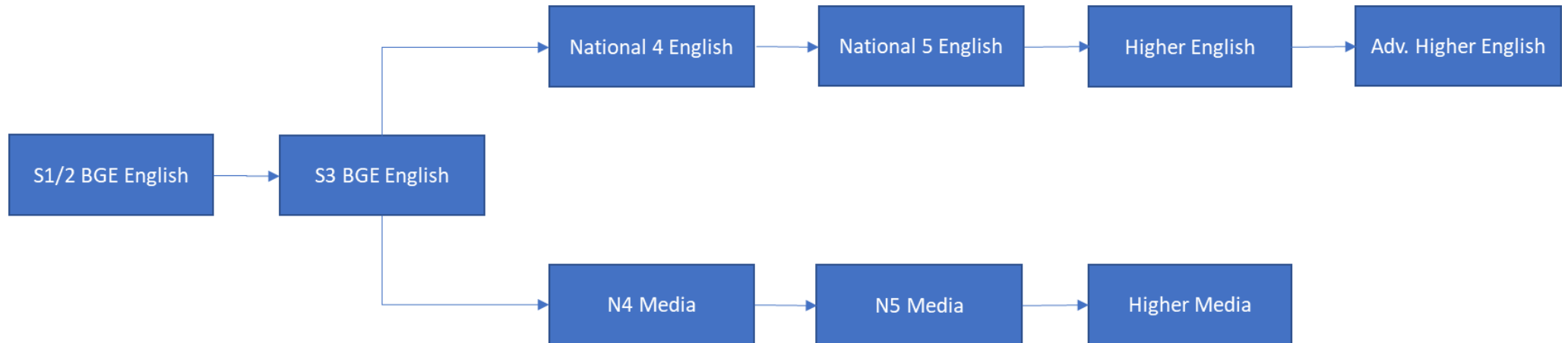
We will do our utmost to give pupils the choices they request, however, this will not always be possible:

- ✓ If too few learners opt for a subject then it may become necessary to review their original choices.
- ✓ If an over demand exists for a subject (where staffing restricts class numbers) it may become necessary to review their original choices.



## ENGLISH & LITERACY PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## **ENGLISH** (core – 4 periods per week)

The skills in language and literacy developed through English classes are of personal, social and economic importance to our young people. Pupils gain a sense of personal identity, appreciate how their language is used and learn how to communicate effectively with others in a range of situations.

In addition, being literate unlocks access to the wider curriculum offered by the school and facilitates lifelong learning.

**Course outline** → Pupils continue to develop their skills in reading, writing, talking and listening with the opportunity to personalise their learning, work more independently and experience the types of learning that will feature in National 4 and National 5 in S4. The subject plan includes the following:

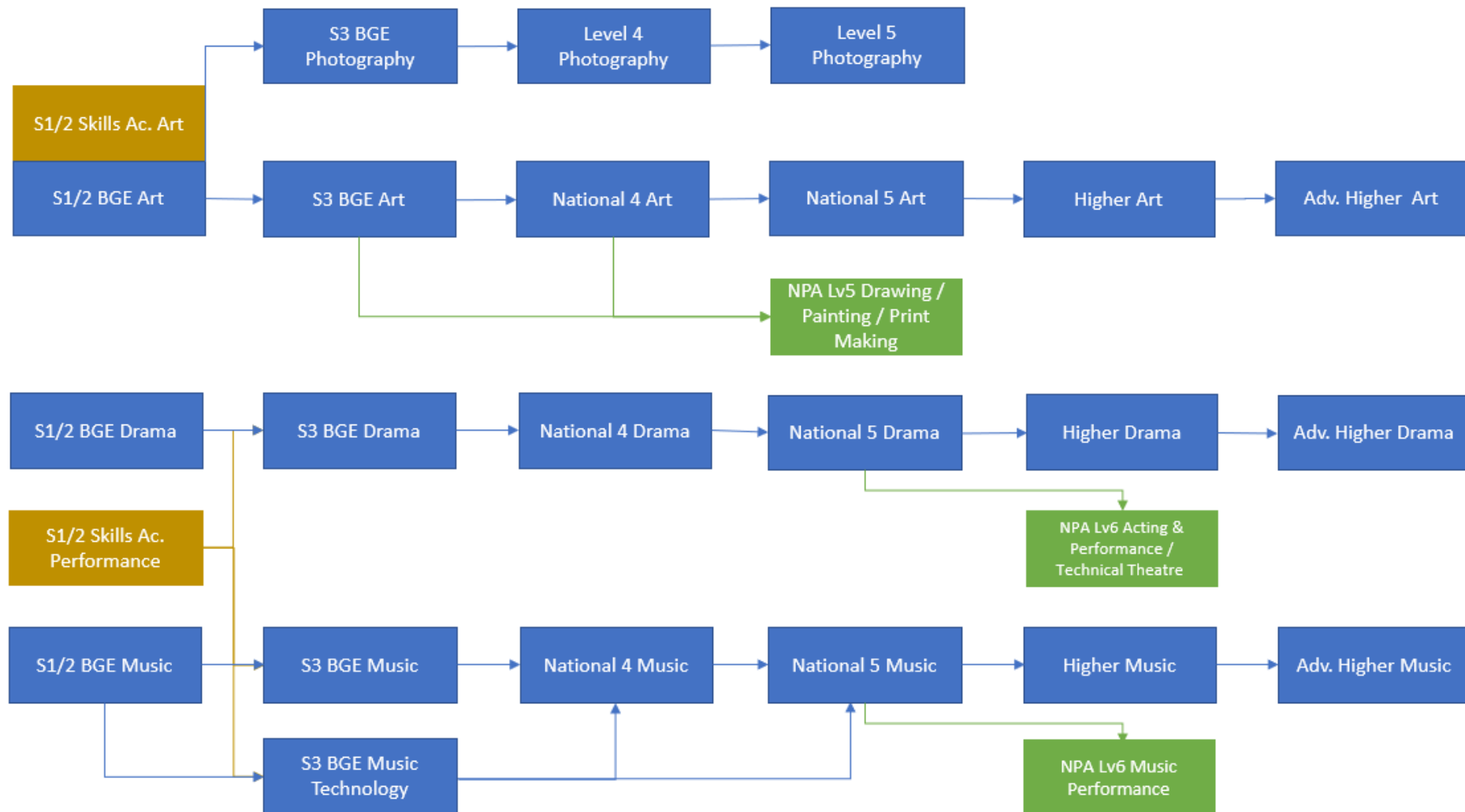
- ✓ Study of at least three literary texts, for example a novel, a play, poetry or short stories. A longer media text such as a film may also be studied. Critical essay skills are developed through these texts. Later in the course, pupils experience an essay under timed conditions to give them experience of the type of task they will do for National 4 and 5.
- ✓ Imaginative and personal reflective writing.
- ✓ Talk skills, including individual and group presentations and group discussion. As far as possible, pupils are given real contexts for these, for example preparing a persuasive speech for the school's annual Public Speaking Competition.
- ✓ A listening skills unit, focusing on advertising. Listening skills are now an assessable part of courses at both National 4 and 5.
- ✓ A non-fiction research project, undertaken towards the end of the year by all classes. There is a broad theme for the project but pupils are free to choose within this the topic they want to focus on and the texts they will use for their content. They also choose whether to present their findings by an individual talk or written report. If good enough, this piece of work can count towards pupils' assessment evidence at National 4.

**Future Progression** → Depending on the progress made during S3, you could be recommended for study at Level 4 or 5 for S4. Pupils can demonstrate progress through English and/or Literacy qualifications.



## EXPRESSIVE ARTS PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## ART & DESIGN

What skills for work can Art & Design equip you with? More than you might think! Just think, most of the objects you have come in to contact with today have been designed by someone, from your Smartphone, to your breakfast table, your wallpaper, your house...even your duvet cover and your school tie! You may have pictures hanging in your house or enjoyed a visit to The Kelpies... these are examples of art enhancing our environment.

**Course outline →** In S3, lessons are both practical and academic, with a greater emphasis on self-motivated study.

The S3 course has a focus on pupils becoming more independent in material handling and techniques. You will take part in many 'workshops' and develop key skills like printmaking, 3D building techniques, use of acrylic or gouache and many more! **Pupils will be encouraged to work into a sketchbook throughout the year.** You will fill it during workshop lessons and use it as a tool to record your development of new skills.

Pupils will also work through **longer units of work** over the year. You will work on both **expressive and design units**. The topics covered in these units could range from portraiture, still life, landscape to architecture, graphic design, illustration or textiles.

Pupils will be introduced to **research and analytical study skills**. They will be asked to present their written research and in-depth analysis of artists, designers and movements in a sketchbook format. You will be taught how to interpret information and analyse art and design works with an increased focus on **developing your own opinions and thoughts** on creative works.

**Future Progression →** You can study Art & Design at Level 3, 4 or 5 in S4 through both National Qualification courses and National Progression Awards.

## DRAMA

Pupils will have the opportunity to develop their skills in all drama exam specialisms (acting, directing, lighting, sound, make-up and hair, costume, props and set design). This will be done through responses to stimuli where learners will create their own pieces of work, collaborating with others in the class both as an actor and within production roles. Learners will consider the cultural values, identities and ideas that influence drama as they create their own. They will develop their evaluation skills through self and peer feedback, using drama vocabulary consistently. They will partake in learner conversations and set their own targets for further progression and improvement with aims of achieving at level 5 within a drama course in S4.

### Course outline

- ✓ Creating drama in response to a variety of stimuli.
- ✓ Developing skills in voice as an actor and using voice vocabulary.
- ✓ Developing skills in movement as an actor and using naturalistic and stylised movement vocabulary.
- ✓ Developing characterisation using rehearsal activities.
- ✓ Devising drama for different purposes and target audiences.
- ✓ Exploring form, structure, genre, and conventions.
- ✓ Exploring production skills (costume, make-up and hair, props, set, lighting, and sound).
- ✓ Developing skills as a director, directing actors in line with their own directorial concepts.
- ✓ Analysing and creating script.

### Skills Development:

- |                          |                  |
|--------------------------|------------------|
| ✓ Creativity             | ✓ Literacy       |
| ✓ Computational thinking | ✓ Numeracy       |
| ✓ Collaboration          | ✓ Digital skills |
| ✓ Analysing              | ✓ Leadership     |
| ✓ Evaluating             |                  |

**Future Progression** → Immediate progression will be to study Level 3, 4 or 5 Drama in S4. Written and recorded evidence within S3 can also be used to aid in the achievement of National 3 Drama. This would be upon the completion of the S3 Drama course here at QHS. All skills that you have learned in S3 are transferrable within all Drama courses, learning across other subjects and into the world of work.

## MUSIC

Studying Music in S3 will allow learners to build on work from S1 and S2, and will further develop their performing, composing and listening skills, working in both individual and group settings. Learners will also develop a wide range of social and personal skills, including decision making; imagination; creativity; group work; leadership discussion, self-confidence; and performance in front of an audience – all skills that easily transfer to support their learning across the wider curriculum.

**Course outline** → Our course in S3 has these key elements:

**Performing Skills** - You will perform regularly in front of peers and the teacher, as a soloist or as part of a group/class. You will reflect on your performances through self-evaluations, identifying strengths and areas for improvement. You will begin to refine your skills on two instruments, which would prepare you for further study at National level.

**Composing Skills** - You will engage in a variety of composition activities throughout the year. You will have the opportunity to create and evaluate music individually, or as part of a pair/group and will explore various compositional techniques, building up a folio of work. You will use instruments and technology that is available in the department and will develop your skills using specialist Music ICT packages.

**Understanding Music** - You will listen to a wide variety of musical styles and genres. You will investigate historical and cultural contexts, explore the composers' intentions and stylistic influences, and reflect on the musical literacy aspects of these styles. Assessment will be a balance of formative and summative tasks. The course will follow a unit-based approach covering the relevant styles of music and literacy appropriate to individual levels of understanding.

**Future Progression** → You can study Music at National 3, 4, or 5 level. You can then continue onto Higher and Advanced Higher or NPA Music Performance (level 6). You are also encouraged to participate in our extra-curricular ensembles, where appropriate.

## MUSIC TECHNOLOGY

Music Technology focuses on the production side of creating and producing music. In S3 Music Technology you will build and develop skills to be able to record, produce and edit music and sound through a variety of projects including: radio broadcast, multi-track recording and film foley sound production. You do not need to be able to play an instrument to take Music Technology as the focus is on capturing the audio – not playing it.

**Course outline** → Our course in S3 covers 3 main areas:

**Music Technology Skills:** From setting up a microphone correctly, to adding effects on digital software; throughout S3, you will develop skills and understanding that will allow you to correctly use recording equipment and digital software to be able to create and edit music and sound accurately.

**Music Technology in Context:** This area gives learners to opportunity to develop and use technical and creative skills in a range of real-life contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

**Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music:** As well as the practical side of Music technology, you will also gain an understanding of identifying and describing what you hear in music from the 20<sup>th</sup> and 21<sup>st</sup> Century. This includes various styles and genres and also looking at musical and production features that have developed over time as technology has developed too.

**Future Progression** → You can study Music Technology at National 3, 4, or 5 level. This could then lead to Higher or an NPA in Sound Production.

## PHOTOGRAPHY

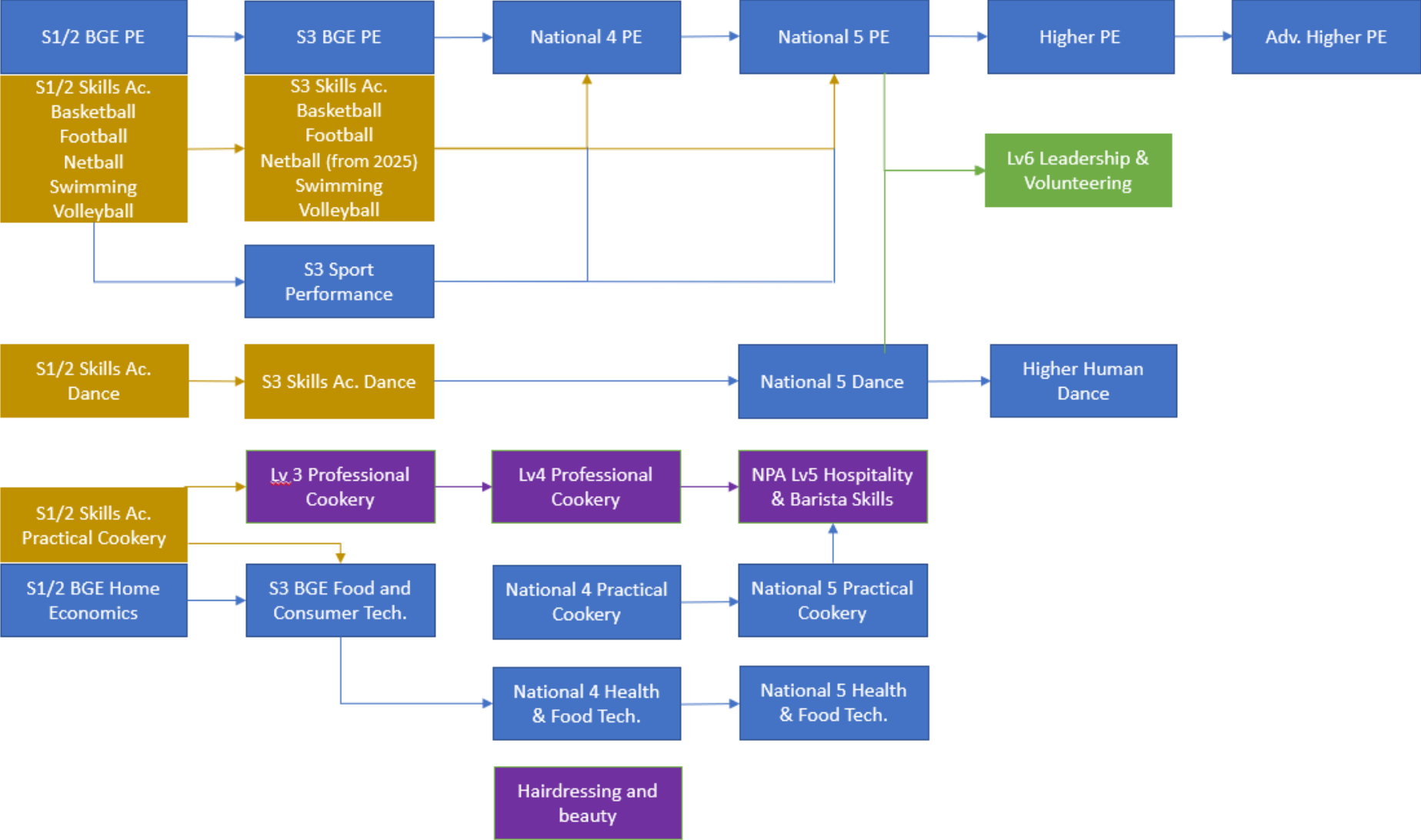
Studying Photography in S3 will allow learners to build new photographic skills. The course is a creative and fun course that is based almost entirely on your iPad and you will develop a new understanding as to how many factors go into creating the perfect photo.

**Course outline →** The course will be an introduction to the skills required to achieve an NPA in Photography. You will be introduced to the 7 photography concepts and begin using these ideas and skills in your own photoshoots. We will explore how a camera and photographers work and capture moments in time inside and outside of class. We might even learn how to take the perfect selfie or identify fantastic photography in film/tv! We will be getting out and about often so be prepared for lots of outdoor learning and getting involved in each other's work through group work. We will have visitors from Screen Education Edinburgh, Edinburgh College and excursions to look at exhibitions as well as potential photos at specific locations.

**Future Progression →** NPA photography at level 4/5 or Higher photography (delivered at college in S5/S6). HNC/HND in Photography or Film/TV. Perfect for pupils hoping to follow pathways into creative industries, film/tv, theatre, production, digital or graphic design.

HEALTH & WELLBEING PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## FOOD AND CONSUMER TECHNOLOGY

Everyone has an interest in food and eating, whether it's trying out new recipes, exciting new foods or looking at how manufacturers actually decide what foods end up on our supermarket shelves. Learning how to cook and make healthy food choices is a skill that is needed throughout life in order to keep our bodies healthy and well.

Apart from being a chef have you considered some of the other exciting careers that FCT could lead you to? For those of you with a keen interest in food and nutrition there are careers in Dietetics, Nutrition, Research and Food Science. For budding technologists what about Food Product Development or Environmental Health?

FCT could also lead to careers in education, nursing and midwifery, the armed forces, Consumer Advice and Consumer Law. If you want to be famous there are always lots of jobs on the television and the media!

**Course outline** → In S3 you will learn more about nutrition, current healthy eating advice and food safety. Each week you will have the chance to improve your practical cookery skills creating, lots of new and exciting dishes, showing a range of preparation techniques and creativity. You will also have the chance to develop new cake craft skills by designing and making your own Christmas cake and decorating Easter biscuits.

In S3 we will be covering 3 units:

- ✓ Dietary diseases + preparing recipes suitable for people with certain health conditions
- ✓ Dietary needs of individuals + designing and adapting recipes to fit a brief
- ✓ Early education and learning styles + participation in Primary 7 transition project

These lessons provide you with opportunities to develop your knowledge, and understanding of cookery skills, techniques and processes, which you can use at home, in the wider community and ultimately in employment. You will lay foundations for lifelong learning and develop skills in problem solving, teamwork, numeracy and creativity.

**Future Progression** → You can study Level 4/5 Practical Cookery, Level 5 Practical Cake Craft or pick up one of college partnership courses in S4 which can provide you with a range of opportunities and practical new skills.

Also on offer will be a Level 5 Early Learning and Child Care: Skills for Work course.



## PERSONAL & SOCIAL EDUCATION (PSE)

(core – 1 period per week)

Personal and Social Education. In addition to continuing their curriculum, this offers invaluable contact time with their Pupil Support Leader.

**Course outline →** The S3 course centres around a core curriculum suggested by the City of Edinburgh Council and is in keeping with the focus of a Curriculum for Excellence and is linked in with the Health and Wellbeing experiences and outcomes.

The course concentrates on a range of issues relevant to pupils of this age group such as:

- ✓ Mental Health,
- ✓ Keeping Myself Safe,
- ✓ Sexual Health,
- ✓ Drug Awareness - Zero Tolerance,
- ✓ Careers and Citizenship.

The course is adaptable and flexible, we will tailor it to meet the needs of the wider context of our young people, the school and national issues.

In the summer term of S3, we complete our profiling – this process helps young people to understand the journey they have been on through their continuation of the Broad General Education in secondary school and set them up for their senior phase and accumulating a qualifications portfolio.

Parents/carers should feel free to contact the appropriate member of the team at any time they have a question regarding their child's progress:

**Future Progression →** In S4, our focus is on developing young people's skills for the transitions into life beyond school. We give young people to gain Level 5 Units in Employability and Enterprise. They have the opportunity to gain 4 units (including through accreditation of the work experience placement) and therefore qualify for attainment of the National Progression Award.

## PHYSICAL EDUCATION (core – 2 periods per week)

**Course outline** → Pupils will be given an element of choice depending on the timetable and the facilities available. Every effort will be made to ensure that pupils get their selected choices. The PE department is a fabulous facility which can offer a variety of different activities. These activities include:

Badminton	Dance	Basketball	Netball
Football	Rugby	Gymnastics	Games Making
Exercise to Music	Fitness	Athletics	Cheerleading
Volleyball	Hockey	Softball	Water Polo
Swimming	Life Saving	Personal Survival	

The focus of S3 PE will continue to develop and improve their physical skills, fitness levels, cognitive (thinking) skills and personal qualities. Pupils will also experience a Preparation for National PE course, which will focus on factors, such as mental and emotional, which can also affect performance. This will involve the pupils gathering information about their performances in PE and looking at strengths and weaknesses. They will also plan a mini improvement programme to develop an identified weakness. Pupils should continue to bring their PE kit for all lessons, even when injured as they will still have an important contribution to make to the lesson, in the form of peer teachers, score keepers, referees etc.

**Future Progression** → Pupils can select to progress towards qualifications in Physical Education at Level 4, 5 or 6 in S4. Those electing to do so will have the chance to build their understanding of the theoretical work in these courses in the summer term of S3.

## SPORT PERFORMANCE

Are you involved in sport (including Dance) and regularly competing in competitions? Are you playing at regional or national level? Are you a local, National, or international champion in your field of sport? Do you want the opportunity to unlock your full potential in your sport? Do you aspire to become an elite athlete? This course is specifically designed to equip you with the necessary skills and knowledge to reach your highest potential. We are committed to improving every aspect of your performance, resulting in significant improvement. Furthermore, we will invite some guest speakers to talk about their journey in achieving excellence in their sport. This course requires full commitment from you and an extremely positive mindset. A willingness to learn through classroom-based lessons is a must. This could be your first step towards confidently achieving your performance goals!

**Course outline** → Our comprehensive approach covers all the essential elements required to achieve high level performance in sport, including strength and conditioning, nutrition, goal setting, performance habits and sport psychology. In addition to this the course will look at recovery and injury prevention.

- ✓ Pupils will be provided with a clear and supported pathway through their performance development.
- ✓ Pupils will be provided with a physical movement “toolbox” they can utilise in whatever sport they are involved in.
- ✓ Pupils will be encouraged to value the importance in physical movement and participation in Strength & Conditioning.
- ✓ Pupils will be provided adequate education around the programming and execution of a Strength & Conditioning programme so they can plan and devise their own improvement programme specific to their performance development and goals.

**Future Progression** → Pupils can be recommended for National 5 Physical Education. We are in partnership with Edinburgh College where there will be opportunities to make further progression.

## PROFESSIONAL COOKERY – in partnership with EDINBURGH COLLEGE



**Delivered in school at QHS** (3 periods per week)

The National Progression Award (NPA) in Professional Cookery at SCQF Level 3, introduces pupils to techniques that are important in professional cookery. This course is ideal if you are looking to get into cooking but don't know yet if it's the career path that you want to follow – it will enable you to understand the basic skills in food preparation and food production and will introduce you to a variety of skills and techniques needed to work in a professional kitchen such as:

- knife skills
- cooking skills
- kitchen skills
- food hygiene
- team working

### How the course is assessed

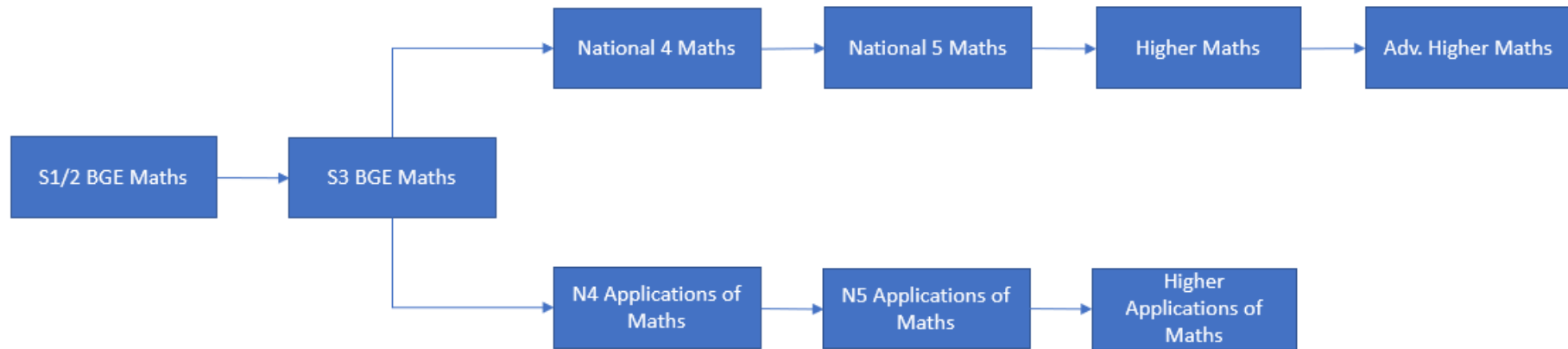
- A mixture of practical units is supported by underpinning knowledge conveyed through practical application in part and through written assessment time plans and evaluations.

See the Edinburgh College pages for [Professional Cookery NPA \(SCP\) | Edinburgh College](#) for more detailed information of content, assessment criteria and assessment standards at each level.

**Future Progression** → You can study Level 4/5 Practical Cookery, Level 5 Practical Cake Craft or pick up one of college partnership courses in S4 which can provide you with a range of opportunities and practical new skills.

## MATHEMATICS & NUMERACY PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## **MATHEMATICS** (core – 4 periods per week)

Mathematics in S3 is designed to build upon and develop further the skills already displayed by pupils in this subject. The lessons will challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.

**Course outline** → S3 is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

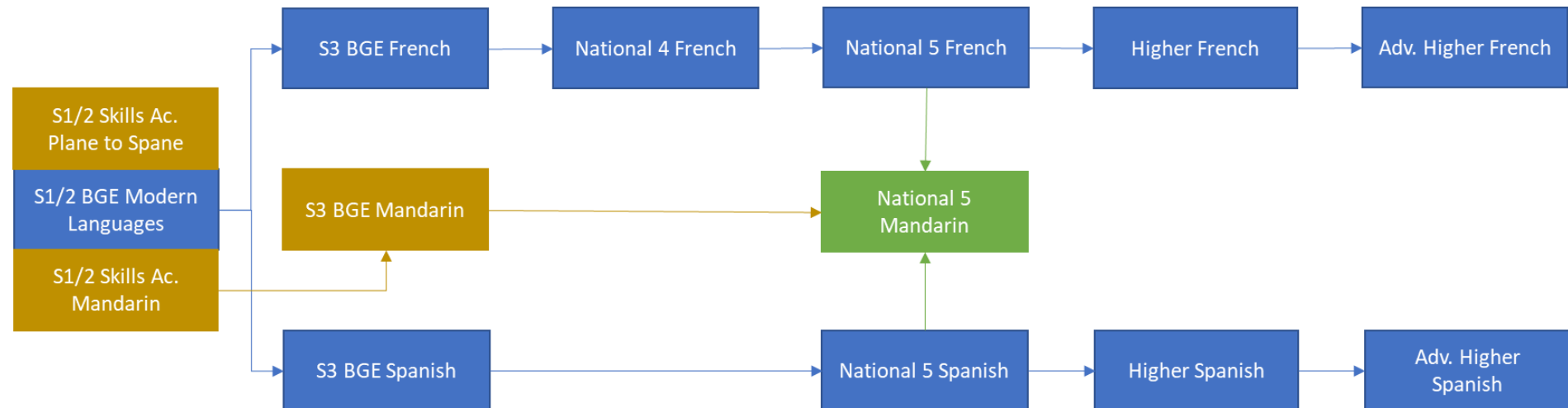
- ✓ operational skills in algebra, geometry, trigonometry and statistics
- ✓ reasoning skills of investigation, problem solving and analysis
- ✓ numeracy skills in number processes and information handling

Mathematics lessons will enable our pupils to leave school with a level of numeracy which allows them to cope with the demands of life beyond school.

**Future Progression** → Depending on the progress made during S3, you could be recommended for study at Level 4 or 5 for S4. Pupils can demonstrate progress through study towards Applications of Maths qualifications, Maths qualifications or Numeracy awards.

## MODERN LANGUAGES PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## FRENCH

The main aim of the S3 French course is to enhance and develop **communication, language and literacy skills and to develop the skills needed for a modern working environment**. The course also aims to develop confidence, enhance communication skills and increase cultural awareness. The course offers learners opportunities to develop and extend their skills in Reading, Writing, Listening and Talking and aims to give pupils the confidence and expertise to use these skills in the classroom, in other wider contexts and ultimately for employment. The course aims to provide flexibility for learners to work and achieve in different ways and at their own pace.

**Course outline** → Pupils will explore themes including:

- ✓ Citizenship
- ✓ Society
- ✓ Learning
- ✓ Employability
- ✓ Culture

French Topic units include:

- ✓ Describing others through crime scenes
- ✓ Immigration and racism
- ✓ Technology and the impact of social media
- ✓ A French film study
- ✓ World records

You will be developing key 'employability' skills such as effective communication, working as part of a team, analytical thinking, problem solving, presenting, listening and literacy skills. You will also focus on developing you and your ability to communicate with others. You will work on building your confidence, your presentation skills, your leadership skills, and your interaction with others. All of this will help you on the route to your future career.

Pupils will do a range of assessments across the four skill areas using straightforward language and drawing on familiar contexts at levels 3 and 4. Pupils will also undertake some project based work that will also be assessed internally.

**Future Progression** → In S4 you will be able to do Level 4 and 5 courses in both French and Spanish.



## SPANISH

The main aim of the S3 Spanish course is to enhance and develop **communication, language and literacy skills and to develop the skills needed for a modern working environment**. The course also aims to develop confidence, enhance communication skills and increase cultural awareness. The course offers learners opportunities to develop and extend their skills in Reading, Writing, Listening and Talking and aims to give pupils the confidence and expertise to use these skills in the classroom, in other wider contexts and ultimately for employment. The course aims to provide flexibility for learners to work and achieve in different ways and at their own pace.

**Course outline** → Pupils will explore themes including:

- ✓ Citizenship
- ✓ Society
- ✓ Learning
- ✓ Employability
- ✓ Culture

Spanish is **an accelerated learning course** and topics include:

- ✓ Family
- ✓ Descriptions
- ✓ Food
- ✓ Healthy living
- ✓ Bullying
- ✓ School
- ✓ Environment
- ✓ Cultural projects.

You will be developing key 'employability' skills such as effective communication, working as part of a team, analytical thinking, problem solving, presenting, listening and literacy skills. You will also focus on developing you and your ability to communicate with others. You will work on building your confidence, your presentation skills, your leadership skills, and your interaction with others. All of this will help you on the route to your future career.

Pupils will do a range of assessments across the four skill areas using straightforward language and drawing on familiar contexts at levels 3 and 4. Pupils will also undertake some project based work that will also be assessed internally.

**Future Progression** → In S4 you will be able to do Level 4 and 5 courses in both Spanish and French.

## MANDARIN

The main aim of the S3 Mandarin course is to enhance and develop **communication, language and literacy skills and to develop the skills needed for a modern working environment**. The course also aims to develop confidence, enhance communication skills and increase cultural awareness. The course offers learners opportunities to develop and extend their skills in Reading, Writing, Listening and Talking and aims to give pupils the confidence and expertise to use these skills in the classroom, in other wider contexts and ultimately for employment. The course aims to provide flexibility for learners to work and achieve in different ways and at their own pace.

**Course outline** → Pupils will explore themes including:

- ✓ Citizenship
- ✓ Society
- ✓ Learning
- ✓ Employability
- ✓ Culture

Mandarin is **an accelerated learning course** and topics include:

- ✓ Family
- ✓ Descriptions
- ✓ Food
- ✓ Healthy living
- ✓ Bullying
- ✓ School
- ✓ Environment
- ✓ Cultural projects.

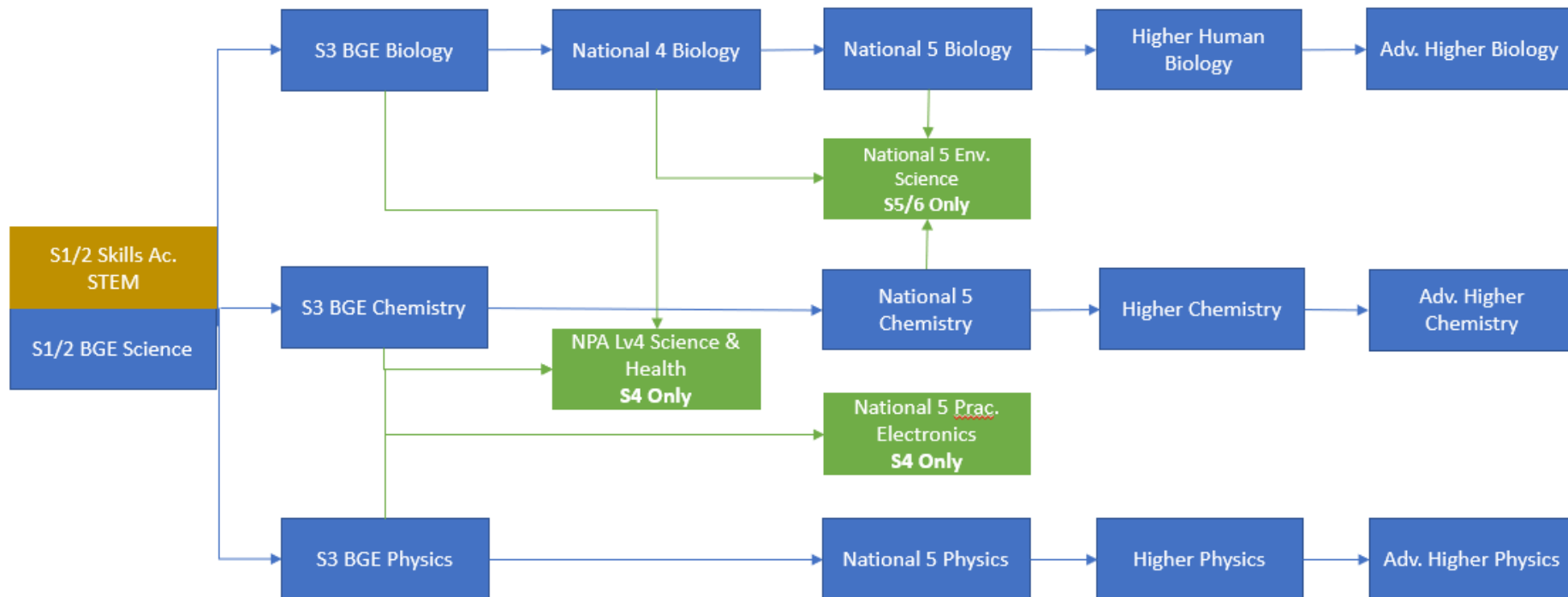
You will be developing key 'employability' skills such as effective communication, working as part of a team, analytical thinking, problem solving, presenting, listening and literacy skills. You will also focus on developing you and your ability to communicate with others. You will work on building your confidence, your presentation skills, your leadership skills, and your interaction with others. All of this will help you on the route to your future career.

Pupils will do a range of assessments across the four skill areas using straightforward language and drawing on familiar contexts at levels 3 and 4. Pupils will also undertake some project based work that will also be assessed internally.

**Future Progression** → In S4 you will be able to do Level 4 and 5 courses in Mandarin.

## SCIENCE PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## BIOLOGY

Biology is the scientific exploration of the vast and diverse world of living organisms. This exploration has expanded enormously within the last four decades revealing a wealth of knowledge about ourselves and about the millions of other organisms with whom we share this planet Earth.

- ✓ Are you intrigued with the incredible variety of organisms that inhabit our planet?
- ✓ Have you wondered about their origin and how they have evolved?
- ✓ Can we reverse destruction & erosion threatening the world's most productive soils?
- ✓ What lies ahead for the future of genetic engineering?
- ✓ Why do cells divide, and how do tissues age?
- ✓ What are clones and transgenic animals?

The study of biology has an immediate relevance to our daily lives. It's important to know how living things work, because humans are living things. Knowing about biology helps you to understand how your own body works. It's valuable to be able to understand how living things use different ways to do the same things, like making energy, eating, and moving. These things help us to find new ways to solve problems. Biology is also important because many living things are harmful, and learning about them can help us learn how to overcome disease and infection. Studying biology in school helps you to learn how to investigate, how to learn new facts, how to study and search for information and how to think more critically. These skills can help take us down a number of career paths in later life. Examples include: veterinary medicine, dental nursing, physiotherapy, landscape gardening, injury rehabilitation, teaching and medicine.

**Course outline** → S3 Biology consists of 3 units:

- ✓ **Global Biology**
- ✓ **Animal survival**
- ✓ **Cell Biology**

Each unit will develop practical skills and give the students the opportunity to explore and develop their understanding of biology through research, debate and other tasks that encourage the students to be active learners. Homework will be given regularly and will take a number of forms ranging from commenting on biological data to testing knowledge and researching an area of biology.

**Future Progression** → S3 Biology leads on to either Level 4 or 5 Biology or Level 4 Science and health NPA in S4

## CHEMISTRY

In S3 Chemistry, pupils will engage in a wide range of practical, investigative tasks. These will foster an enjoyment of chemistry and learning. The tasks allow pupils to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

Chemistry is vital to our society and can lead to an extensive variety of careers such as;

- ✓ Forensics
- ✓ Laboratory technician
- ✓ Biochemist
- ✓ Doctor
- ✓ Vet
- ✓ Nurse
- ✓ Accountant
- ✓ Banker
- ✓ Computer programmer
- ✓ Chemical Operator
- ✓ Lawyer
- ✓ Photographer
- ✓ Pilot

**Course outline** → The following units are studied; Atoms and the periodic table, Chemical Energy, Metals and Practical Chemistry skills.

The lessons are practical and based on everyday situations to develop specific skills in pupils. We will develop pupils' knowledge and understanding of important chemical concepts and facts. Through Practical Investigations pupils will learn to think analytically, creatively and independently, applying their knowledge and skills to solving important problems.

**Future Progression** → S3 Chemistry leads on to either Level 4 or Level 5 Chemistry in S4 or Level 4 Science and health NPA in S4.

## PHYSICS

*In Physics, we look at the world around us and try to explain how things work.*

Physics is vital for our everyday lives. All these jobs (and many more) require a Physics qualification: **scientist, engineer, vet, doctor, dentist, nurse, architect, designer, mechanic, joiner, plumber, electrician, and researcher.**

**Course outline** → Pupils' study of Physics will continue with the hands-on practical work they have experienced during first and second year. The practical applications of devices such as the Van de Graff generator, electric motors, stethoscopes, X-ray machines, lasers, Geiger counters and sound level meters will be examined in "real-life" situations and the theory behind such applications will be studied in depth.

The following units are studied:

- Speed and Cosmology- speed, satellites, telescopes, the Big Bang, Space exploration and travel, applications of space research, gravity
- Energy- types of energy, generation of energy eg solar, wind, coal. Transmission of electricity.
- Electricity and Electronics- static electricity, circuit laws, uses of circuits and power, electronic devices, uses of different devices eg logic gates, DVD players. Electronic circuits
- Waves and Radiation

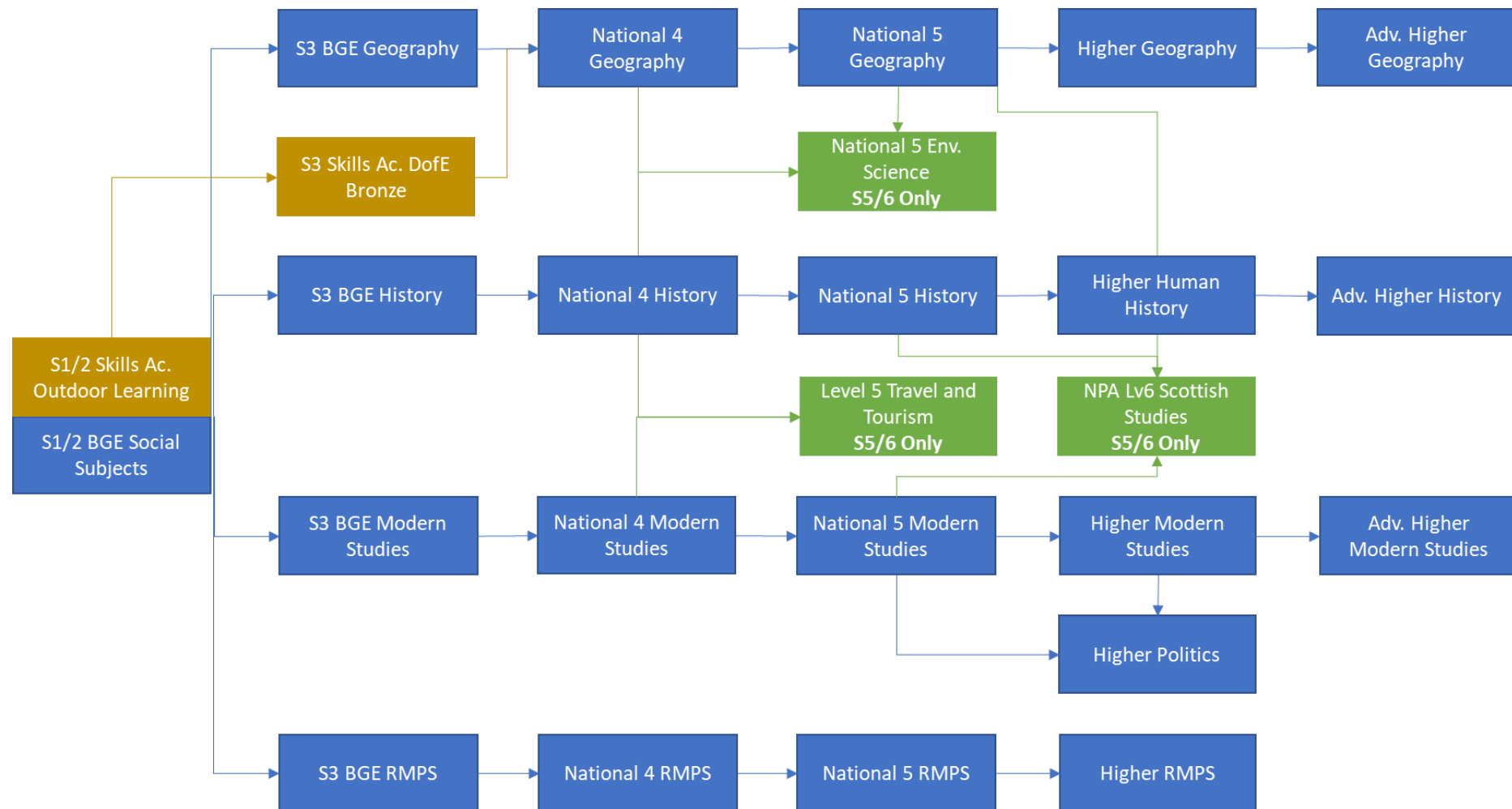
### Important Points

- Physics is for **everyone**
- Physics is **relevant to how we live**

**Future Progression** → S3 Physics leads on to either Level 4 or 5 Physics in S4, Level 4 or 5 Practical electronics, or Level 4 Science and health NPA in S4.

## SOCIAL SUBJECTS PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## GEOGRAPHY

Geography is the exploration of the world around us. In S3 you will get the chance to further develop your understanding of the way in which our world is shaped by both physical and human factors.

**Course outline** → In S3, we will continue our study of Geography through these topics:

- ✓ **Environmental Hazards** - You will learn about the causes and consequences of a number of natural hazards.
- ✓ **Development**- You will investigate what hinders and helps countries develop while challenging stereotypes and perceptions we have.
- ✓ **Coasts**- You will learn the importance of the Coast and investigate how amazing costal features are formed. You will also investigate how the coast is used and look at how coastal erosion is causing huge destruction.
- ✓ **Climate Zones** – You will explore the different climates which humans inhabit. How have humans, plants and animals survived on this earth and settled in 6 out of the 7 continents of the world
- ✓ **Weather**- You will study weather elements and how Air and Pressure effect the UK and investigate the effect weather extremes can have on the UK and the wider world.
- ✓ **Brazil Case Study** – You will learn more about this emerging powerhouse, including an in depth look at Rio. You will study the contrasts of Rio from wealthy tourist areas to Police battles with locals in the shanty towns.

### **What types of activities will I take part in?**

You will get the chance to take part in a wide range of different activities including; Field work, debates, role play, research, project tasks, creative writing tasks and presentations.

### **What skills will you develop?**

You will develop a range of key transferable skills from communication and problem solving to critical thinking and presentation. Throughout this course you will also be supported to enhance the skills to pursue a National qualification in a Social Subject.

**Future Progression** → You can study Geography at Level 3, 4, 5 or 6. You could also choose to transfer your skills and take up another Social Subject (History, Modern Studies or Religious, Moral and Philosophical Studies.).

You have the option of studying towards a Level 4 or 5 award in Travel and Tourism in S5/6



## HISTORY

History may well be the study of the past but it also helps us to better understand the world in which we live. In S3 you will get the chance to further develop your understanding of a number of events which shaped the modern era.

**Course outline** → In S3, we will continue our study of History through these topics:

- ✓ **First World War**- You will learn about the causes and consequences of this global conflict, and its impact on British society.
- ✓ **The Russian Revolution** – You will learn how the Tsarist regime in Russia was brought to an end by revolution.
- ✓ **The Holocaust** - You will develop your understanding of the realities behind the Holocaust.
- ✓ **The Cold War** - You will explore the factors which led to this post Second World War conflict between the USA and the USSR.

### **What types of activities will I take part in?**

You will get the chance to take part in a wide range of different activities including; debates, role play, research, project tasks, creative writing tasks and presentations.

### **What skills will you develop?**

You will develop a range of key transferable skills from communication and problem solving to critical thinking and presentation. Throughout this course you will also be supported to enhance the skills you have already been developing in S1-2 which will help you if you choose to pursue a National qualification in a Social Subject.

**Future Progression** → You can study History at Level 3, 4 or 5. You could also choose to transfer your skills and take up another Social Subject (Geography, Modern Studies or Religious, Moral and Philosophical Studies.).

You have the option of studying towards a Level 4 or 5 award in Travel and Tourism in S5/6

## MODERN STUDIES

Modern Studies is the study of people and the world around us and as such is always changing. In S3 you will get the chance to further develop your understanding of the realities which shape our lives.

**Course outline →** In S3, we will continue our study of Modern Studies through these topics:

- ✓ **The United Nations (UN)** - You will learn about the role of the UN. Using a series of case studies you will critically investigate how it is tackling human rights abuses, poverty and terrorism.
- ✓ **Social division in the UK** – You will look at different social issues in the UK and how this affects individual lives. By studying the cost of living crisis, poverty and pressure groups you will be able to critically evaluate the events taking place in the UK right now.
- ✓ **Comparative politics** – Comparing the political systems of China and Scotland will help you to develop your knowledge of international affairs and the political challenges that face world powers.

✓

**What types of activities will I take part in?**

You will get the chance to take part in a wide range of activities designed to develop critical thinking skills. You will take part in debates relating to current affairs, research tasks, creative writing tasks, presentations and one off lessons that reflect the main news topics at that time.

**What skills will you develop?**

You will develop a range of key transferable skills from communication and problem solving to critical thinking and presentation. Throughout this course you will also be supported to enhance the skills you have already been developing in S1-2 which will help you if you choose to pursue a National qualification in a Social Subject.

**Future Progression →** You can study Modern Studies at Level 3, 4 or 5. You could also choose to transfer your skills and take up another Social Subject (Geography, History or Religious, Moral and Philosophical Studies.).

You have the option of studying towards a Level 4 or 5 award in Travel and Tourism in S5/6

## RELIGIOUS AND MORAL EDUCATION

(core – 1 period per week)

The aims of the RME coursework in S3 are to start working within the Level 4 outcomes of Curriculum for Excellence with a view to young people having the opportunity to complete the National 4 qualification in RMPS in their core S4 experience.

**Course outline** → The first term will focus on moral issues such as the Aims of Punishment and the historical and present day views of Capital Punishment including religious and non-religious arguments. By discussing and questioning the morality of these topics pupils will be more equipped to form their own opinions on controversial topics.

In the second term pupils will make an in-depth study of Judaism, looking at key beliefs and practices and discussing the impact these have on modern day Jewish people. Pupils will also look at ways in which Judaism has influenced Scottish society.

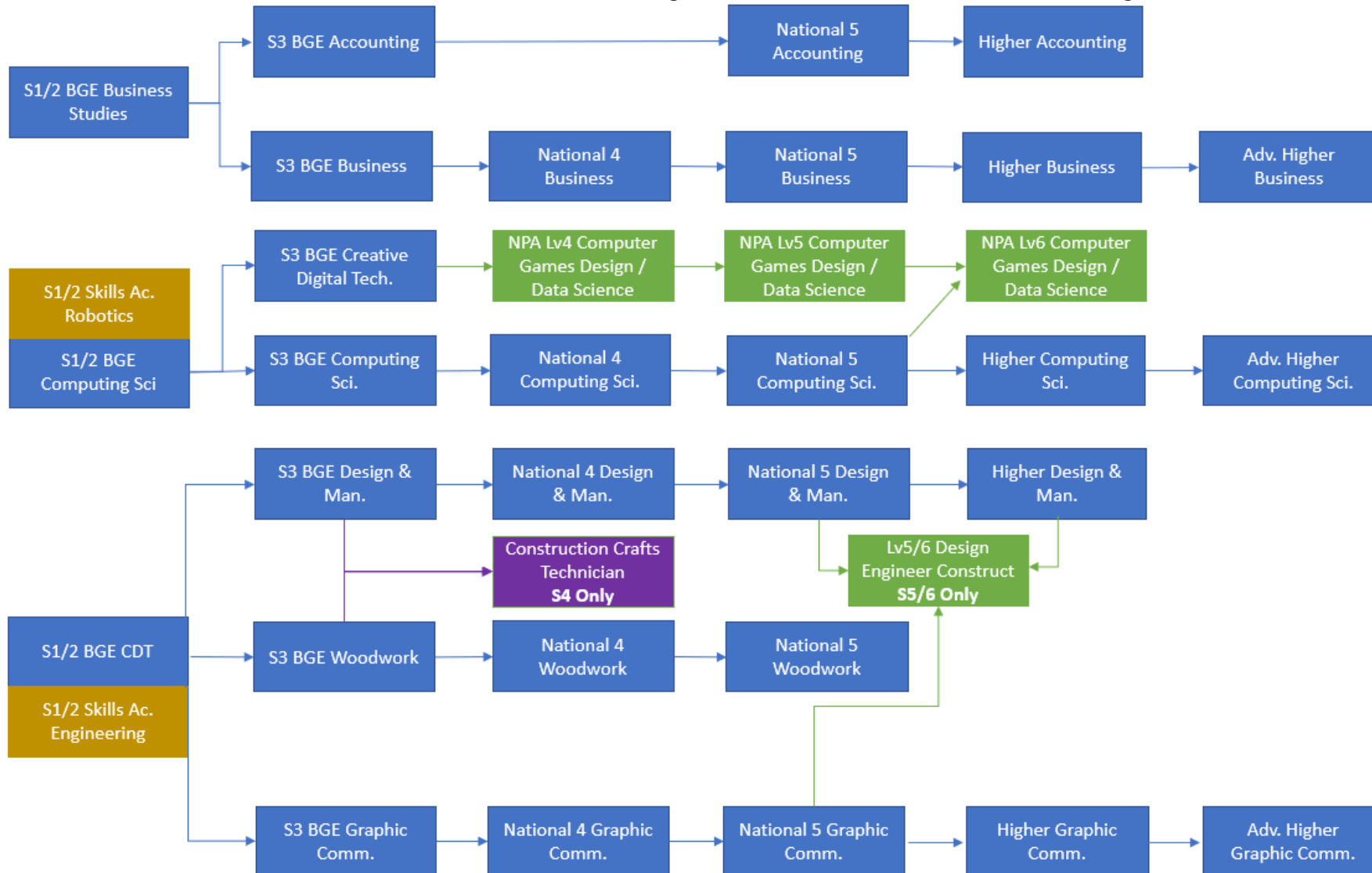
The third term will have pupils look at Egyptian Mythology as an alternative to the six main world religions. They will look at beliefs and practices of the Ancient Egyptians.

By the end of S3 pupils will have looked at various points of view, discussed and questioned a variety of topics and will be halfway to achieving their National 4 qualification. They will be more equipped to form and express their opinions and consider their part in making the world a better place now and in the future.

**Future Progression** → Young people have the opportunity to complete the National 4 qualification in RMPS in their core S4 experience. You can also take RMPS as an additional level 3, 4 or 5 qualification next year as well as other social subjects.

## TECHNOLOGIES PATHWAYS @ QHS

More information on the specific options available at this stage in their learner journey are on the pages which follow.



## ACCOUNTING

How do businesses work out their profit and ensure there is enough cash to survive? Accounting is often defined as ‘the language of business’. It is the backbone of any business, regardless of whether it is a sole trader, or multinational company. Studying Accounting will give learners not only the tools and knowledge to understand financial information, but also to create financial statements for a business, such as an Income Statement or Statement of Financial Position. Career opportunities include training to be an Accountant and Accounting and Business degrees. This course will be of interest to learners who enjoy working with numbers.

**Course Outline →** In S3 learners will follow an accounting course as part of a broad general education, covering Level 4 experiences and outcomes.

The course comprises two areas of study:

### Financial Accounting

Income Statements

Statement of Financial Position

### Management Accounting

Cash Budgets

Break-even

Inventory Costing – FIFO

Ratio Analysis

Overhead Analysis

**What skills will students develop?** Accounting will enable learners to develop the following critical skills, knowledge and understanding.

Numeracy  
thinking

Financial skills

Employability

Critical

**What assessments will students sit?** There is some end of topic assessments. You will be given homework.

**Future Progression →** You can study Accounting at Level 5 in S4, Level 5 Business Management or Further Education in Accounting or Business.

## BUSINESS MANAGEMENT

What businesses will you use today? **Scotmid/Tesco** to get your lunch?... **Lothian Buses** who bring you to school?... **Kelloggs** who provided you with your breakfast?... and possibly **Instagram** and **MS Teams** on your smartphone. And that's all just before period 1!

You will use businesses every day and this course aims to increase understanding of what a business actually does. By choosing Business Management you will be given the opportunity to acquire the necessary skills and knowledge which will allow you to access, understand and contribute to our fast-paced business world. The course is practical and creative, so you will be putting the theory into practice.

**Course outline** → In S3, we will:

- ✓ Learn about main functional roles in a business e.g. marketing and finance
- ✓ Research information on different types of businesses from sole traders to larger multinationals.
- ✓ Look at how location of businesses is important – you will prepare a report.
- ✓ Learn about how important it is to have motivated and trained employees.
- ✓ Learn how businesses try to act responsibly and ethically.

**What skills will students develop?**

You will be developing key 'employability skills' such as working as part of a team, decision-making and verbal and written communication skills. Group work, role-play and student presentations are all important elements of this. In addition, you will develop skills in problem solving, literacy, numeracy and creativity; all essential skills that will make you more employable and also benefit those looking to further education.

**What assessments will students sit?**

There are some end of topic assessments. You will be given homework and some project-based assignments based on real businesses. Developing your written skills is another important part of the course.

**Business Management is for real!**

As part of the course we will encourage you to research and discuss information on real businesses and, where possible, we will invite businesses into school.

**Future Progression** → You can study Business Management at Level 5 in S4.

## COMPUTING SCIENCE

Scotland has a strong tradition of excellence and innovation in computing. Computing Science is vital to everyday life. Think of how many parts of our life now revolve around a technology – it is all around us from devices in our homes and places of work, to how we access education, entertainment and transportation.

**Course outline** → In S3 we will learn about the following:

- ✓ **Web Design and Development**  
In this part of the course pupils build websites using textual coding languages HTML and CSS.
- ✓ **Computer Crime and Networking**  
In this part of the course pupils explore cyber-crime. Pupils are then exploring the different ways to keep themselves safe when using the technology around them.
- ✓ **Computer Hardware**  
This topic focuses on hardware to give pupils and a understanding of the components inside a computer.
- ✓ **Computer Animation**  
Within this topic pupils are using different graphics packages combined with animation packages to create animations.
- ✓ **Software Development**  
Within this topic pupils are using different coding languages (textual and graphical) to build their understanding of creating applications.
- ✓ **Games Development**  
Within this topic pupils investigate how games are developed and then create their own arcade style game.

### **What skills will students develop?**

*Computational thinking* (problem solving, breaking a big problem into smaller manageable tasks); *Communication skills* (develop confidence to communicate with others using wide variety of medias); *Critical analysis* (compare similar or different technologies and their usage in society); *Data Manipulation* (how to manipulate given data and extracting meaningful information from it. And more!

### **Computing is for real!**

We will organise visits to and from industry eg games developers and a visit to RBS to hear about their cyber security systems

**Future Progression** → National 5 Computing Science and/or NPA Games Development (Level 5)

## Creative Digital Technology

This course will build basic digital skills for today's workplace! Get the best out of a range of popular and up-to-date software applications and build your confidence using a range of digital devices to fully participate in the networked society.

**Course outline** → In S3 we will learn about the following:

- ✓ **Using Software Applications**  
Build your skills using the software used in workplace (Word, PowerPoint and Excel)
- ✓ **Artificial Intelligence**  
Build an understanding of how artificial intelligence works and the impact it will have on society in the future.
- ✓ **Cyber Security**  
Find out how organisations and individuals keep their technology and themselves safe for hackers and other cyber risks.
- ✓ **Creating Games**  
Learn to design, build and test games using a variety of different tools

### What skills will students develop?

*Computational thinking* (problem solving, breaking a big problem into smaller manageable tasks); *Workplace Communication skills* (develop confidence to communicate with others using wide variety of applications); *Data Manipulation* (how to manipulate given data and extracting meaningful information from it. And more!

**Future Progression** → NPA Games Development (Level 4/5), NPA Data Science (Level 4/5).



## DESIGN & MANUFACTURE

Designers constantly look beyond the obvious: we like to take technologies both new and old and transform them by applying them in innovative ways.

If you want to be creative, learn new Design skills using manual graphics and computer-aided design and take your ideas through to fruition in manufacture then Design and Manufacture is for you.

**Course outline** → The lessons continue to build on skills and knowledge gained in S1 & S2 allowing students to apply their own ideas to projects whilst exploring new manufacturing processes and materials.

- ✓ You will learn how to use idea generation techniques to produce creative designs
- ✓ You will design and build projects using new workshop skills

### What skills will students develop?

- ✓ *Conceptual skills* - Having ideas, being imaginative, challenging assumptions – these are internal creative skills that concern a designer's thought processes which you will develop through problem solving and creating solutions in a clock project.
- ✓ *Analytical skills* - Designers need to be able to define problems and to choose between rational solutions. You will make choices of suitable materials or determine the best way of joining metal in the hanging bracket project.
- ✓ *Modelling skills* - These include representing ideas in card or Computer modelling to evaluate and change ideas and producing a final artefact.
- ✓ *Knowledge of hardware* - As a designer you need to have knowledge of materials and manufacturing processes. As the course progresses you will learn how to construct quality artefacts.
- ✓ *Evaluating skills* - You will also examine existing products- do they work as well as they could? How do design and manufacturing technologies impact on the environment and society?

**Future Progression** → You can study Design and Manufacture at Level 4 or 5 in S4.

## GRAPHIC AND COMPUTER AIDED DESIGN

Graphic Communication is a vital part of everyday life. Drawings, sketches and illustrations are forms of graphic communication which we all use.

As consumers, we interpret graphs, instruction manuals, adverts, house plans and kitchen designs.

At work designers, architects, illustrators, surveyors and web designers produce graphics to be used by builders, engineers, town planners and the general public. We interact with games and user interfaces and are influenced by movies and advertisements.

**Course outline →** In S3, we will:

- ✓ Design a logo for a Recreational or Sports Centre and draw promotional products using a CAD (Computer Aided Design) package.
- ✓ Learn how to draw and sketch in 3D and learn how to render images so they look realistic.
- ✓ Use Autodesk Homestyler to design a house and then using Design Elements and Colour theory develop an information leaflet giving details of your house to prospective buyers.
- ✓ Design and draw a Lego Robot in Autodesk Inventor and make an instruction leaflet for your model.
- ✓ Learn how to draw and understand Technical Drawings.

**What skills will students develop?**

- ✓ You will be developing skills in using state of the art Graphics packages used by Designers and Engineers Internationally.
- ✓ You will learn presentation skills that are applicable to all your school subjects and future careers.

**Future Progression →** You can study Graphic Communication at Level 4 or 5 in S4.

## PRACTICAL WOODWORKING SKILLS

Woodwork provides a unique learning experience for pupils. It is rich in many areas of learning and development and it is an activity which children really enjoy, being absorbed for extended periods of time. It encompasses creative thinking, maths skills, physical development and coordination, developing language and vocabulary, and much more.

It has the potential to build self-esteem and confidence. This is really for a combination of reasons. Through being empowered to use real tools, by being given some responsibility, accomplishing tasks that they initially feel to be challenging, gaining new skills and finally taking pride in their creations.

**Course outline** → In S3, we will:

- ✓ Learn how to create common woodworking joints used in everyday objects
- ✓ Create a series of models from technical drawings with increasing levels of difficulty
- ✓ Learn how to use tools and machines safely and effectively as well as maintenance to ensure accuracy.

**What skills will students develop?**

- ✓ Skills in woodworking techniques
- ✓ Skills in measuring and marking out timber sections and sheet materials
- ✓ Safe working practices in workshop environments
- ✓ Practical creativity and problem-solving skills
- ✓ An understanding of sustainability issues in a practical woodworking context

**Future Progression** → You can study Practical Woodworking at Level 4 or 5. Skills developed at Level 5 can be applied to NPA/Skills for Work courses that are practical based.

## SKILLS ACADEMIES

### Duke of Edinburgh – Bronze Award

Welcome to a program that is adventurous and challenging from beginning to end. Before your 24th birthday you can complete three levels, Bronze, Silver or Gold Duke of Edinburgh's Award. In S3 we concentrate on achieving the bronze award.

**Course outline →** The Duke of Edinburgh awards all have set sections which need to be completed in parallel to gain the full award.

**Expedition** - In the curriculum we will complete the training necessary for the completion of the Expedition section. This will last for the whole of S3 and will develop the skills for participants to successfully undertake the qualifying expedition for the Bronze Duke of Edinburgh Award - skills such as map reading, compass reading, route planning, first aid, group work and leadership skills. The expedition section will involve several extended outdoor experiences; a day walk, a practice expedition, a qualifying expedition (all experiences must be undertaken to complete the award).

**Volunteering, Physical and Skills** - We will work in partnership with parents/carers to help facilitate the completion of the Volunteering, Physical and Skills sections. These sections are completed out with school and you'll find yourself helping people in your community, getting fitter, developing skills. Each section should be developed for an hour each week over a period of 3 months with one section extended for a further 3 months.

**Cost** - Please be aware that there are costs associated with this option. £25.50 is required to register the young person with the Duke of Edinburgh award scheme while there will be a further cost of approximately £100 for the hire of equipment, kit maintenance, campsite costs, and transportation with their day walk and expeditions. The costs can be spread over the course of the year with an initial payment of £25.50 for course registration due via ParentPay by August. If payment would prevent participation, please get in touch with the school to discuss possible alternatives.

**Future Progression →** Successful participants can go on to participate in our Silver and Gold award programmes in S5/6 as an extra-curricular activity.

## Football Academy

Do you want to have fun while improving your football skills and learning more about the game? This academy will help you to develop your football skillset, fitness and tactical awareness.

Not only this but we will support you to develop characteristics of excellence such as commitment, goal setting and coping with pressure.

Within this S3 academy you will also gain the opportunity to develop your coaching and refereeing abilities. You will benefit from Coaching opportunities, SFA refereeing and Links with KSQ coaches

### **Future Progression**

- Level 4/5 PE
- Sport Leadership Award

## Basketball Academy

Do you want to have fun while improving your basketball skills and learning more about the game with your friends? This academy will help you to develop your basketball knowledge, skillset, fitness and tactical awareness through small-sided games right up to 5v5.

Working with your friends you will also have the opportunity to develop characteristics of excellence such as quality practice, goal setting and coping with pressure.

Within this academy you will also develop your coaching and refereeing abilities with potential to link with a partnering club. In S3 you will focus on the refinement of skills, using quality practice and session planning. This will include a real focus on full court games, screen plays, tactics and how nutrition impacts on performance.

### **Future Progression**

- Level 4/5 PE
- Sport Leadership Award

## Swimming Academy

Do you enjoy swimming? Are you a club swimmer? Do you like water polo? Would you like to take your swimming further than the lessons you had as a younger child? Then this is skills academy for you.

The swimming academy will develop various facets in the aquatic domain:

- Swimming technique (all levels)
- Racing starts and turns
- Fitness development
- Water polo
- Life saving
- Introduction to swimming teaching and coaching

### Future Progression

→ Level 4/5 PE

→ Sport Leadership Award

## Dance Academy

Through our energetic and vibrant Dance programme, you will have the opportunity to learn and develop a variety of dance styles. Additionally, you will be able to experience and enjoy cheerleading; a sport which promotes inclusion and teamwork.

Throughout the program, you will be supported in growing your confidence and creativity at every stage. Furthermore, everyone will be challenged to use their determination and resilience to set and achieve your goals, no matter what your previous experience entails. You will get the opportunity to showcase your work via social media and by performing in the end of year dance show.

Within the academy in S3 you will focus on;

- ✓ Cultural dance: Try a variety of dance styles such as Highland, Bollywood and Salsa
- ✓ Choreography challenge: Use of theme and choreographic devices
- ✓ Further development of a dance style- class choice

### Future Progression

→ National 5 Dance

→ Dance Leader Award