



# St Benedict's High School

## S3 Options

*Personalisation and Choice*  
2022-2023



**RESPECT   LOVE   TRUST   TOLERANCE   INTEGRITY**

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## Introduction

Dear Parent/Carer

Your son/daughter will soon have the opportunity to make some choices of subjects to study in greater depth in S3.

Throughout S1 and S2 your child has followed a broad general curriculum which has given them the chance to experience 15 subjects from across a range of curricular areas. This broad general education will continue for another year but with some personalisation and choice, allowing pupils to study subjects to a greater depth. In S3, all young people will study 8 subjects from across the same broad range of curricular areas in addition to the core subjects of RE and PE.

St Benedict's will support both you and your child through this process of personalisation and choice, and, as ever, we will have the best interests of your child at heart. Please talk to your child about the options available to them and remember that this is part of a long term strategy that will help your child fulfil his/her potential.

Yours sincerely

Head Teacher

## Personalisation and Choice

In S3, pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications in S4-6, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning. While this choice is offered, it is important that all young people have the opportunity to:

- (i) experience learning across a broad curriculum covering science; languages; mathematics; social studies; expressive arts; health and well-being; religious and moral education; and technologies;
- (ii) experience breadth and depth of learning, including the secure development of skills;
- (iii) achieve challenging levels of literacy and numeracy, across the curriculum;
- (iv) develop skills for learning, life and work; and
- (v) experience challenge and success.

This means that in S3:

- all pupils will continue to study all curriculum areas. These are languages (including a modern foreign language), and literacy; mathematics and numeracy; health and well-being; RE; pupils will have a choice of sciences; expressive arts; social studies, and technologies. These will be delivered through the relevant experiences and outcomes to level 4;
- every pupil will have their entitlement to two hours quality physical education met through the allocation of three periods of physical education;
- skills for life, learning and work will be developed by:
  - interdisciplinary learning and opportunities to develop skills in literacy, numeracy and health and well-being across the curriculum;
  - providing opportunities for personalisation and choice within all subjects;
- pupils will not be presented for SQA examinations/accreditation in S3.

1. All the subjects available are shown on page 40.
2. The availability of any subject will depend on
  - a) A viable number of pupils choosing that subject.
  - b) Sufficient staff available to teach the subject.
3. As well as choosing subjects from the columns shown on page 40, all pupils receive 2 periods of Religious Education, 1 period of Social Education and 3 periods of Physical Education.
4. All pupils will be given a recommended course in consultation with Pastoral Care staff. This course will reflect the aptitudes and interests of each young person, his/her progress to date as well as the recommendation of the Principal Teacher or Faculty Head of the subject concerned.
5. Success in any course depends on regular study – both in school and at home. The importance of total commitment to homework throughout the entire course cannot be overstressed. Parents are asked to work in partnership with staff in ensuring that pupils work conscientiously and hand in all home work on time.
6. The period allocation in S3 will be as follows (33 periods per week):

English	4 periods
Maths	5 periods
Spanish	3 periods
Social Subject	3 periods
Science	3 periods
Technology	3 periods
Expressive Art	3 periods
<i>CHOICE</i>	3 periods
RE	2 periods
PE	3 periods
SE	1 periods

## Guidelines to help you choose

**1. Aim for a balanced course of study**

Don't just choose what you think looks like 'the best' subject from each column.

Think about a group of subjects which will be useful for the type of career you have in mind.

**2. Gender issues**

Don't think in terms of "boys' subjects" or "girls' subjects". All careers and courses are now open to everyone regardless of gender.

**3. Be realistic**

Choose a course of study which will be challenging but not too difficult for you.

Your subject teachers can advise you on how you are likely to get on in the subjects they teach,

**4. Keep options open**

The options form has been designed so that you can choose a wide variety of subjects and this should allow you to change your mind about a possible career without having to change subject choices.

**5. Stick to the facts**

Take a close look at your strengths and areas for improvement.

Think seriously about your future and what you have to do to prepare yourself for the career you want.

**It's your choice! .....Choose wisely!**

## Homework

All courses have homework demands and a third year pupil should expect to spend **on average** a total of about 8 hours per week on teacher directed homework, (eg Mon – Thurs: 1½ hours + weekend: 2 hours). It is expected that students will have personal study intentions in addition to this.

The importance of commitment to homework completion cannot be overstated and the meeting of deadlines is extremely important.

Homework activities will vary from subject to subject and will include written work, investigative/research tasks, reading, learning vocabulary, memorising facts, etc. In the case of practical subjects, the practice of skills, eg musical instrument practice, drawing etc will also be important.

Pupils will continue to use Show My Homework and will also be issued with a homework diary in an attempt to support the planning and completion of their work. Your support in checking the diary will be very much appreciated.

Should you have any concerns about homework or classwork please do not hesitate to contact your child's Pastoral Care teacher or Year Head.

## Literacy and English

### Principles and practice

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

### How is the Literacy and English framework structured?

The framework opens with a set of statements that describe the kinds of activity which all children and young people should experience throughout their learning, to nurture their skills and knowledge in literacy and language. Teachers will use them, alongside the more detailed **experiences** and **outcomes**, in planning for learning and teaching.

The statements of experiences and outcomes themselves include both literacy and English statements and emphasise that learning is an *active* process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes.

- **Experiences** represent important continuing aspects of learning, such as exploring and enjoying text, and
- **Outcomes** describe stages in the development of skills and understanding.

The three organisers within the Literacy and English framework are:

- listening and talking
- reading
- writing.

Within these organisers there are subdivisions:

*Enjoyment and choice:* experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices

*Tools:* includes important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar

*Finding and using information:* includes, in reading, critical literacy skills

*Understanding, analysing and evaluating:* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills

*Creating texts* experiences and outcomes describe the kind of opportunities which will help young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

The experiences and outcomes have been written in an inclusive way which will allow teachers to interpret them for the needs of individual young people.

### **What is meant by Literacy?**

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These:

- include the ability to apply knowledge about language
- reflect the need for young people to be able to communicate
- effectively both face-to-face and in writing through an increasing range of media
- take account of national and international research and of other skills frameworks
- recognise the importance of listening and talking and of effective
- collaborative working in the development of thinking and in learning.

### **Effective learning and teaching in Literacy and English**

Throughout their education, young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon young people's own experiences

- effective direct and interactive teaching
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- appropriate and effective use of ICT.

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity and progression.

### **Literacy Across Learning**

In addition to the opportunities to develop literacy in all aspects of learning, there are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the expressive arts and creative writing, and social studies and critical literacy. Interdisciplinary studies are likely to involve both research and a strong element of presentation and provide valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to the critical literacy outcomes where learners are asked to assess the reliability of information.

Whatever the sector, whatever the subject area, young people will be:

- engaged in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

### **Progression**

Pupils who complete the S3 C/Ē English course may progress to National 4 or National 5 in S4 depending on ability.

## Mathematics

In S3 Maths pupils will continue towards the completion of their current CfE level building towards starting their National Awards during the latter stages of the year. The level of attainment achieved across these CfE levels will lead to progression in National 3, 4 or 5 as appropriate.

	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
<b>Set 1</b>	<b>Level 4+</b>	<b>National 5</b>	<b>Higher</b>	<b>AH</b>
<b>Set 2</b>	<b>Level 4+</b>	<b>National 5</b>	<b>Higher</b>	<b>AH</b>
<b>Set 3</b>	<b>Level 4+</b>	<b>National 5</b>	<b>Higher or National 5 (2yr)</b>	<b>AH or Higher</b>
<b>Set 4</b>	<b>Level 4</b>	<b>National 4</b>	<b>National 5 / Nat 5 Numeracy Or National 4 (2Yr)</b>	<b>Higher or National 5 (2Yr)</b>
<b>Set 5</b>	<b>Level 3/4</b>	<b>National 3 or 4 With Numeracy</b>	<b>National 5 (2Yr) with Numeracy or National 4</b>	<b>National 5 (2Yr) with Numeracy</b>
<b>Set 6</b>	<b>Level 2/3</b>	<b>National 3 With Numeracy</b>	<b>National 4 With Numeracy</b>	

In all Maths classes we try to use a variety of learning & teaching styles to engage all pupils. We regularly use ICT to support learning and we encourage pupils to make use of Maths websites for home study. Show my Homework is widely used across levels along with textbook and copied resources.

Homework is vital in ensuring our pupils reach their full potential in Maths. The Maths department continues to promote a consistent Homework policy across all year groups and levels and pupils should be completing nightly homework. Depending on the level of Maths pupils may also have a weekly homework issued to run in parallel with the nightly homework.

The Maths department offers additional supported study classes at many levels starting from S3 onwards. Please see the school website or Twitter for additional details.

The Maths department promotes an atmosphere of care and nurture and aims to support and motivate pupils at all levels of attainment. Aspiration and a growth mindset are discussed regularly and a 'positive comment only' approach is cultivated within every lesson to allow pupils to have a positive learning journey.

## **Modern Languages**

The study of any Modern Language plays a central role in the development of literacy skills. Learning a Modern Foreign Language enables young people to develop high-level skills of listening, talking, reading and writing which are essential to learning, work and life and to make use of different media effectively for learning and communicating. The study of a Modern Foreign Language also helps them to develop an understanding of their own and other cultures.

In their Modern Foreign Language young people will study three key aims which make a unique contribution to the aims of Curriculum for Excellence: the interconnected nature of languages, active citizenship and communicative competence. These skills will be taught through listening and talking, reading and writing activities. Young people will build on what has been achieved in their Modern Foreign Language in primary school, be encouraged to assume more responsibility for their own learning and use a range of resources, including ICT, to help them to develop their knowledge, understanding and appreciation of the Language which they are learning and the culture surrounding this Language.

Young people will be assessed on how they can apply these skills in their learning and in their daily lives and in preparing for the world of work. Assessment will determine how well they can communicate in the Modern Foreign Language, how well they use and extend their vocabulary in the spoken language, to what extent they have increased their understanding of the written and spoken word and have developed their understanding of language structures and rules, and how accurately they have applied these in familiar and new situations. This will be carried out in presentations and speaking tasks, individually and in groups, and using a variety of reading listening and writing tasks, both in class and in formal assessments.

Learning a Modern Foreign Language provides a global dimension and cultural awareness for our young people. There are many areas of the curriculum where connections can be made with a Modern Foreign Language, for example English, active citizenship, social subjects, Art, Music, Maths and Health and Wellbeing.

### **Progression**

Pupils who complete the CfE Modern Languages course at 4<sup>th</sup> level should progress onto National 5 and those who complete it at 3<sup>rd</sup> level should progress to National 4.



# Geography

## **What is Geography?**

Geography is a dynamic subject, which explores the relationship between people and their environments. It deals with social, economic and environmental issues of real importance to people in the twenty-first century. Through an understanding of the varied and dramatic landscapes present on our planet, and the impact of people on that landscape, pupils develop fundamental geographical skills as well as the transferable skills of problem solving and critical thinking. Geography is a fascinating discipline, which can provide pupils with a holistic understanding of our planet.

## **Why should I choose Geography?**

The Geography staff always aim to give pupils an enjoyable, worthwhile experience in S3 and S4. The curriculum allows us to really engage in issues of importance in today's world, and it is a course that gives pupils a strength and depth of knowledge that is highly valued in further education. We always aim high and encourage our pupils to 'be all they can be'.

## **What will I study?**

Pupils who choose Geography in S3 will continue to undertake the experiences and outcomes of Level 3 and 4 in Curriculum for Excellence. The pupils will study a broad variety of topics covering physical, human and global issues as they affect Scotland and the wider world. The new National 4/5 Curriculum will then be followed by all pupils, with National 4 being assessed within the school and National 5 externally assessed. Pupils will also have an element that will involve research and presentation of a topic of interest from the course, which could include fieldwork. This will give pupils the chance to build up knowledge and skills and then show the results of their efforts in the best possible light.

All pupils will study the following units:

## ***The Physical Environment***



This deals with an understanding of the natural world and landscapes. Weather, glaciation, rivers, coasts and renewable energies are all covered here, as well as the impact of people on these environments.

## ***The Human Environment***



This looks at world population changes and the impact on both Scotland and the wider world. We study cities in the developed and developing world - amazing urban environments such as Rio de Janeiro - and modern developments such as 'GM' crops and bio fuels. We develop an understanding of the impact of our new technologies on the planet, and our role in making a better world for the future.

## ***Global Issues***



This involves a wide range of issues such as climate change, the use of fragile environments in Arctic and Antarctic zones. Pupils have the chance to widen their knowledge on the impact we have on our planet. We also study the distribution of Malaria, HIV/Aids and heart disease and the impact these have on the developed and developing world.

## **Fieldwork**

Fieldwork is an essential component of Geography, which brings the subject to life. Throughout the Geography course there will be field work opportunities to Kelburn Country Park, Arran Outdoor Centre and Glasgow city centre. We also try to utilise our local environment for relevant fieldwork e.g. Castle Semple.





“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with purpose”.  
**Michael Palin**

Geography is very broad subject, which opens up career paths in many directions. Some jobs require some of the skills which geography offers such as:

- Teacher!
- Climatologist
- Engineering
- Environmental manager
- GIS specialist (Geographical Information Systems)
- Town Planner
- Tourism careers
- Journalism and Media
- Cartographer (map maker)

“It seems to me that the natural world is the greatest source of excitement. It is the greatest source of so much in life that makes life worth living.”  
**David Attenborough**



# History



## **What is History?**

History is a dynamic subject that deals with social, economic and political issues from the past. We study these issues in Scotland, Britain and Europe and the wider world. Through the study of History you will gain many skills; how to analyse and evaluate different types of evidence; debate issues and form opinions; handle information and present findings; empathise with people living in the past and how to write analytical essays

## **What will I study in S3/S4 History?**

Pupils who choose History in S3 will continue to undertake the experiences and outcomes of Level 3 and 4 in Curriculum for Excellence. The pupils will study a variety of topics covering Scotland, Britain and Europe and the wider world. The new National 4/5 Curriculum will then be followed by all pupils, with National 4 being assessed within the school and National 5 externally assessed. Pupils will also produce a piece of work in the form of an essay or presentation which will involve in-depth research of an historical topic of their choosing which will make up part of their final assessment. This will give pupils the chance to build up knowledge and skills and show the results of their efforts in the best possible light.

## **Why should I study History?**

If you intend to go on to Further Education i.e. College or University to study other subjects, the development of your analytical essay writing skills developed through the History courses will be extremely beneficial.

A study of History is strongly recommended for those seeking careers in:

• Law	• Business
• Journalism/Media	• Teaching
• Tourism	• Archaeology
• Museum/Archive	• Project Managing
• Banking	• Finance/Insurance

All pupils will study the following units:

## Scotland: The Era of the Great War 1910-1928



A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

## Britain: The Atlantic Slave Trade 1770-1807

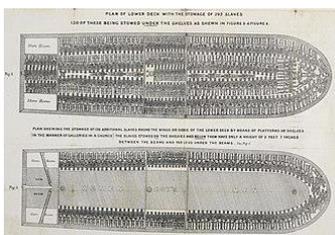
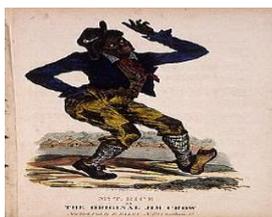


Image from an Abolitionist pamphlet, 1837

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

## European and World: Free at Last? Civil Rights in the USA, 1918–1968



A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power ranging from America's open door policy to the civil rights campaign in America.

# Modern Studies

## What is Modern Studies?

Modern Studies helps you to understand the most important issues in the world today. It helps you gather information about these issues, evaluate the information you have and, most importantly, it helps you to make your own mind up and come to your own conclusions about these issues.

## Why should I choose Modern Studies?

Modern Studies is an excellent qualification for higher education, a good preparation for work and, of course, a good preparation for life. The modern studies course will build on the knowledge and skills learned in S1 and S2. Pupils are encouraged to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others an openness to new thinking and ideas, and a sense of responsibility and global citizenship. Modern Studies develops in pupils a greater understanding of the contemporary world and their place in it.

## What will I study?

Modern studies consists of three topics and a production of one research based assignment.

All pupils will study the following units:

## *Assignment and AVU*



The assignment and AVU gives pupils the opportunity to research a topic or issue that holds their interest. They will draw on knowledge and understanding to explain and analyse key features to reach a reasoned conclusion.

## ***International Issues*** - Social, Political and Economic issues in the USA.

Themes that are covered include:

- Crime and Justice (punishment, victims, hate crimes, gun control)
- Healthcare (lack of medical insurance, murder, drugs, obesity)
- Education
- Housing and Homelessness
- Unemployment
- Poverty
- Elections
- The American Dream
- Immigration
- Terrorism



## ***Democracy in Scotland***

Themes that are covered include:

- features of a democratic political society
- devolved and reserved matters
- role and powers of Scottish First Minister
- rights and responsibilities of individuals
- elections and campaigning (role of individuals, political parties and the media)
- Influence of the media
- The role of pressure groups
- role of MSPs
- representation of women and minority groups
- purpose, function and composition of Committees in the Scottish Parliament
- Voting systems



## ***Social Issues in the UK - Crime and the Law***

Themes that are covered include:

- nature and extent of crime in Scotland and/or the UK
- evidence of crime in Scotland and/or the UK, such as official reports and academic research
- social, economic and biological causes and explanations of crime
- Consequences of crime on perpetrators, victims, families and communities
- role and structure of the criminal courts
- powers and effectiveness of the criminal courts
- government responses to crime
- role, structure and powers of the police in Scotland
- purpose and effectiveness of prisons



## What can I do with Modern Studies?

There are so many jobs where a thorough grounding in Modern Studies is beneficial. These include:



Teacher



Lawyer



Police

*“Modern Studies gives a great insight into the political and cultural workings of the country, and is one of the best tools for life long learning.”*

Kirsty Wark, TV Broadcaster



*“Higher Modern Studies offers excellent preparation for those wishing to study Law.”*

Stephen Tierney, Lecturer in Law, University of Edinburgh



*“Modern Studies arms young people to fight for what they believe in. Few things are more important in modern Scotland than making our democracy work for young people.”*

Robert Brown, (Former Scottish Education Minister)





## Science Faculty St Benedict's High

### S3 BGE



Biology plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and more relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems.

As the importance and application of science continues to grow and develop, more trained scientists will be required.

The S3 BGE Biology topics are practical and experiential. They develop scientific understanding of issues relating to biology. The course uses the development of scientific theory to help pupils develop an appreciation of the impact of biology on their everyday lives.

Our S3 biologists will delve into the wonders of Life on Earth. They will deepen their understanding and knowledge of ecosystems, evolution, photosynthesis and the environment impact of humans.

The S3 BGE course is also full of skill development tasks. At the end of S3 our pupils will have improved the following skills:

- an understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- problem-solving skills in a biology context
- finding associations and investigating models in real-life contexts
- use and understand scientific literacy to communicate ideas and issues
- information-handling skills (selecting, presenting, processing information)
- the ability to review science-based claims in media reports
- evaluating environmental and scientific issues
- risk assessment and decision-making

The experience in biology will be wide ranging. These experiences include:

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning with other sciences, mathematics, technologies, religious and moral education.

- Space for personalisation and choice: learners can choose what to observe or measure and their methodology.
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data.

Pupils within the science faculty greatly benefit from many of the STEM opportunities which St Benedict's has to offer. There is a growing list of STEM opportunities within the school and a new STEM accreditation award is currently being piloted in our senior school.

The Science faculty also offers a great deal of support for pupils who want to further their understanding and improve their attainment in the sciences. All teachers offer extra support sessions and we have an amazing online resource (One Drive) which provides extra materials and support for our pupils.

### **Progression**

After S3 our biologists will move into their S4 qualification year where they will complete either National 4 or National 5 biology.

Useful information for parents about these courses can be found at <https://www.npfs.org.uk/>. This parent forum will provide access to '*national courses in a nutshell*'.

### **Career opportunities**

Please see the link below for information on careers related to Biology.

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-biology-degree>



## Science Faculty St Benedict's High

### S3 BGE



Physics is crucial to our world, communication exploration, medical treatments and diagnosis. Physics covers a range of applications including those used in modern technology from mobile phones to MRI scanners. If you like discovering how things work and creating imaginative solutions to real world problems, then studying Physics might be for you!

The S3 BGE Physics course is practical and experiential. Pupils will develop their scientific understanding of issues relating to physics. The course uses the development of scientific theory to help pupils develop an appreciation of the impact of physics on their everyday lives.

The S3 physics course will allow pupils to deepen their knowledge and understanding of electricity, waves and radiation. Within these topics, pupils will be given opportunities to learn about the impact physics has on the modern world.

The S3 BGE course is also full of skill development tasks. At the end of S3 our pupils will have improved the following skills:

- an understanding of the role of physics in scientific issues and applications of physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills in a physics context
- scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- an understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions
- an understanding the importance of accuracy
- the knowledge and skills for more advanced learning in physics

The experience in physics will be wide ranging. These experiences include:

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including experimental, practical and investigative approaches, whole class discussions and interactive teaching

- Collaborative learning: working with others in group or partner activities; cross-curricular learning with other sciences, mathematics, technologies, religious and moral education.
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology.
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data; using technology and data loggers.

Pupils within the science faculty greatly benefit from many of the STEM opportunities, which St Benedict's has to offer. There is a growing list of STEM opportunities within the school and a new STEM accreditation award is currently being piloted in our senior school.

The Science faculty also offers a great deal of support for pupils who want to further their understanding and improve their attainment in the sciences. All teachers offer extra support sessions and we have an amazing online resource (One Drive) which provides extra materials and support for our pupils.

### **Progression**

After S3 our physics will move into their S4 qualification year where they will complete either National 4 or National 5 physics.

Useful information for parents about these courses can be found at <https://www.npfs.org.uk/>.

This parent forum will provide access to '*national courses in a nutshell*'.

### **Career opportunities**

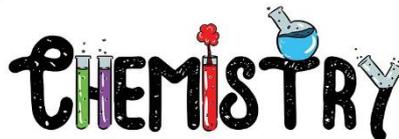
Please see the link below for information on careers related to Physics.

<https://physics.osu.edu/ug-careers>



## Science Faculty St Benedict's High

S3 BGE



Chemistry is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Chemists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required.

The S3 BGE Chemistry topics are practical and experiential. They develop scientific understanding of issues relating to chemistry. The course uses the development of scientific theory to help pupils develop an appreciation of the impact of chemistry on their everyday lives.

Our S3 chemists will learn about the chemistry of:

- Reaction rates
- Bonding
- The Mole
- Nuclear chemistry
- Fertilisers
- Fuels

The S3 BGE course is also full of skill development tasks. At the end of S3 our pupils will have improved the following skills:

- application of knowledge and understanding of chemistry
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments
- recording observations
- collecting and analysing data
- reviewing and re-designing research methods
- evaluating
- communicating findings

The experience in chemistry will be wide ranging. These experiences include:

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback

- A blend of classroom approaches including experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning with other sciences, mathematics, technologies, religious and moral education.
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology.
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data; using technology and data loggers.

Pupils within the science faculty greatly benefit from many of the STEM opportunities which St Benedict's has to offer. There is a growing list of STEM opportunities within the school and a new STEM accreditation award is currently being piloted in our senior school.

The Science faculty also offers a great deal of support for pupils who want to further their understanding and improve their attainment in the sciences. All teachers offer extra support sessions and we have an amazing online resource (One Drive) which provides extra materials and support for our pupils.

### **Progression**

After S3 our chemists will move into their S4 qualification year where they will complete either National 4 or National 5 chemistry.

Useful information for parents about these courses can be found at <https://www.npfs.org.uk/>. This parent forum will provide access to '*national courses in a nutshell*'.

### **Career opportunities**

Please see the link below for information on careers related to Chemistry.

<http://www.rsc.org/careers/future/what-jobs-can-i-do>

## Computing Science

Computing Science and digital technologies play an increasingly important role in society. The influence of computer and information systems has been pervasive, affecting work, home and leisure activities. Computing is both a Science and a Technology; it encompasses a wide field of study, merging at its boundaries with many other disciplines.



The Scottish Government estimate that Scotland has up to 12,800 digital technologies job opportunities each year. This represents a significant opportunity for young people across a wide range of job roles. Last year there were only 4000 graduates in Computing Science leaving many job vacancies unfilled.

The pervasiveness of digital technologies is fundamentally changing the way individuals' live their lives. People also have to continuously update their skills to match rapid technical change at the workplace. More fundamentally, in order to seize the new opportunities that digital technologies are opening in many areas, individuals have to develop the right set of skills to make a meaningful use of these technologies. Within our Computing Science department we encourage our students to use the latest technologies and software to prepare for the work place.

This course will give you the opportunity to:

- Develop Information Systems such as websites and databases
- Explore the hardware of networks and the potential security risks.
- Look at current developments in technology and their impact on society.
- Experience the software development process in different contexts.
- Develop computational thinking skills
- The knowledge and skills gained as part of this course will enable the student to play a full and active role within the 'information society' and fill the vast number of job opportunities in Scotland.

Units of study include:

- Software Design & Development
- Computer Systems
- Web Design & Development
- Database Design & Development

Progression:

- National 4/5
- Higher Grade

## Business Management

The Business Management course helps young people develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

Young people gain skills in personal financial awareness through improving knowledge of financial management in a business context. The course introduces pupils to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.



By studying this course, young people develop an appreciation of customer focus, enterprise, and decision-making.

This course will give you the opportunity to:

- Develop knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- Gain an insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- Develop enterprising skills and attributes
- Develop skills in financial awareness, in a business context

Units of study include:

- Understanding business
- Management of marketing
- Management of operations
- Management of people
- Management of finance

Progression:

- National 4/5
- Higher Grade

## Administration & IT

Administration and IT qualifications provide practical opportunities to apply and develop organisational, administrative and IT skills. Learners develop IT skills and use technologies as tools to achieve organisational and administrative tasks enabling them to contribute to the effective functioning of organisations in administrative positions.



The course contains a significant practical component, which involves experiential learning and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in developing IT skills in an administration related context using Microsoft Office software. While the skills, knowledge and understanding it develops reflect current administrative practice, the course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.

Administration and IT skills have extensive application not only in employment but also in personal life.

This course will give you the opportunity to:

- To develop an understanding of administration in the workplace and key legislation affecting organisations and employees
- To develop an appreciation of good customer care and its benefits to organisations
- To develop IT skills and use them to perform administrative tasks

Units of study include:

- Administration theory in the workplace
- Word Processing
- Spreadsheets
- Databases
- Presentations
- Electronic Communication

Progression:

- National 4/5
- Higher Grade

## Practical Craft Skills (Woodworking)

The Course is largely workshop-based, combining elements of theory and practical woodworking techniques. Pupils will further develop skills in safe working practices and become proactive in matters of health and safety. They learn how to use a range of tools, equipment and materials safely and correctly.

You will develop skills in marking out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Across the year you will develop skills by manufacturing a number of fully crafted products in wood.



This course provides a sound foundation for students interested in developing skills in the area of woodworking and construction. Some career paths include joinery, construction, project management, timber production, set & exhibition building, furniture design and cabinet making.

This course will give you the opportunity to develop skills, knowledge and understanding of:

- The use of woodworking tools, equipment and materials safely and correctly
- Reading and interpreting drawings and diagrams
- Measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- Sustainability issues in a practical woodworking context

Units of study include:

- Flat-frame construction
- Carcase construction
- Machining and finishing

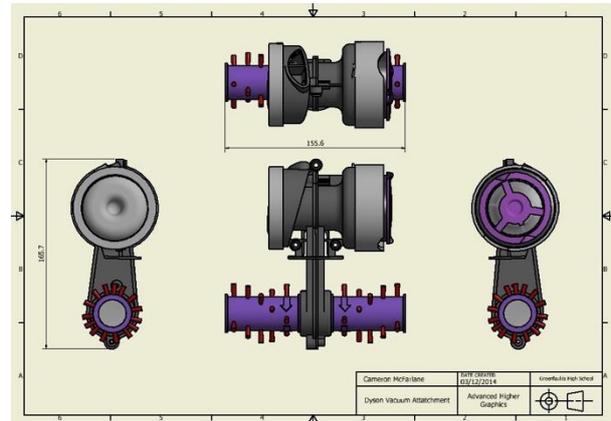
Progression:

- National 4/5

## Graphic Communication

Graphic designers express their creativity every day. As well as picking colour palettes and choosing imagery and type they also have to think 'outside the box' to solve challenging briefs. If you're a creative type, with a good eye for detail, graphic communication gives you the opportunity to bring your ideas to life.

Every design project from a small flyer to a major advertising campaign has the potential to make a difference. For instance a poster campaign could encourage someone to donate blood, the right logo can help a local business attract more customers or you can even just point people in the right direction through effective signage.



Every industry needs effective visual communication and therefore good designers. A graphic communication qualification opens the door to a wide range of careers including Graphic Designer, Art Worker, Information Architect, Brand Identity Developer, Packaging Designer, Broadcast Designer, Illustrator, Production Artist, Motion Graphics Designer and Creative Director.

This course will give you the opportunity to develop skills, knowledge and understanding of:

- Promotional and informational graphics
- Spatial awareness in 2D, 3D and pictorial graphic situations
- Industry standard graphic communication equipment, software and materials
- Creative design skills
- Computer-aided design graphics techniques (CAD)
- Colour, illustration and presentation techniques
- The impact of graphic communication technologies on society

Units of study include:

- 2D graphic communication
- 3D and pictorial graphic communication

Progression:

- National 4/5
- Higher Grade

## **Health and Food Technology**

HFT is designed for those who are interested in food and health. It will develop your knowledge of nutrition, product development and consumer food issues. In HFT you will learn how to:

- ✓ Plan, prepare and cook different recipes.
- ✓ Reduce the risk of diet related health conditions.
- ✓ Adapt recipes to meet dietary advice.
- ✓ Design and evaluate new food products.
- ✓ Understand food and the consumer's needs.



S3 HFT can progress into N4, N5 and Higher levels. There is practical cookery involved in the course however; you will be assessed through a design and make technological project and a written exam.

With a qualification in HFT you could go on to become a: food product developer, doctor, nurse, dietician, sports coach, teacher, food journalist.

## **Practical Cookery**

Practical Cookery is designed for those who are interested in food and cooking. It will develop your practical cookery skills and understanding of ingredients. In Hospitality you will learn how to:

- ✓ Plan, prepare and cook recipes.
- ✓ Be organised when working in a kitchen.
- ✓ Garnish and decorate dishes to a high standard.
- ✓ Work safely and hygienically.
- ✓ Understand food and where it comes from.



S3 Practical Cookery can progress into N4 and N5 levels. There is a lot of practical cookery involved in the course and you will be assessed with a practical and written exam.

With a qualification in this you could go on to become a: chef, baker, restaurant manager, events co-ordinator, hotel manager, food product developer.

# Art and Design

## What is Art and Design?

Art & Design gives pupils the opportunity to develop their creativity and critical skills. S3 pupils will explore a wide range of two and three-dimensional media and technologies through practical activities, to create, express, and communicate ideas confidently.

## What will I study?

This S3 course in Art and Design will help you to appreciate and understand 'Design' and 'Expressive' art. The S3 course will develop your skills in different materials to prepare you for Nat 4 and Nat 5. It will also allow you to problem solve, think and work independently, develop your critical awareness/understanding and communicate confidently with your peers and the adults around you.

The S3 course is split into three sections:

- Design Unit
- Expressive Unit
- Art and Design Studies

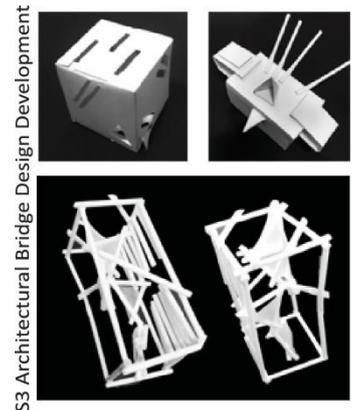
## Section 1 – Design Unit:

Every manmade object we buy, use and look at is the work of designers. Designers work within many industries including electronics, gaming, fashions, cars, jewellery, graphics, marketing, architecture and many more.

Design course involves learning about the design process and working to a 'Brief' to solve a design problem and create a solution.

The main elements of the Design Course are:

- Researching an agreed topic and brief, create drawings and market research;
- Developing ideas and prototypes which includes using materials and techniques in a creative, experimental manner;
- Producing a design solution which fulfils the brief;
- Evaluating the work produced.



## Section 2 – Expressive Unit:

S3 Expressive unit builds on skills learned in S1/S2. It requires observational drawing skills and being able to work with various mediums to create work.

Expressive course involves:

- Researching an agreed personal theme choice. This involves analytical drawing as well as experimenting in a variety of media.
- Developing compositions of your research drawings while experimenting with media.
- Creating a final drawing that has been developed most successfully at the previous stage.
- Self, peer and teacher evaluation will take place throughout the course.



*(S3 Expressive Work)*

### Section 3 – Art and Design Studies:

S3 pupils also study the works of artists and designers to enhance their enjoyment and deepen their knowledge and understanding of Art and Design.

For this section pupils are encouraged to respond critically to a range of visual art imagery. Pupils are expected to develop their knowledge of art and design history and make personal judgements and opinions in response to related questions.

### Homework

Regular homework is expected of S3 pupils. Pupils will receive a monthly assignment which will reinforce class work. In addition to this pupils will be working on completing any tasks not finished in class time.

### Progression

Pupils who complete the S3 CfE Art and Design course may progress to National 4 or National 5 in S4.



*(National 5 Design and Expressive)*

“My understanding of the design process has really helped my career as an engineer. Design thinking and creativity are very valuable skills in innovative engineering.”

“Studying art at school helped me during medical school. It helped develop my observational skills and drawing helps my hand eye co-ordination.”



## Why should I choose Art and Design?



ARRANGING/ DISPLAY  
GRAPHIC DESIGN

ORGANISATION/  
DIGITAL/  
MULTIMEDIA

PEOPLE  
MANAGEMENT

Alexander McQueen Apple BBC The British Film Institute (BFI) Calvin Klein Channel 4 Dazed & Confused The Design Museum EA Games Elle The English

## CAREERS

lauren The Tate Modern Topshop The & A Museum Versace Vogue Wallpaper White Cube Zandra Rhodes Alexander McQueen Apple BBC The British Film Institute (BFI) Calvin Klein Channel 4

WRITING/ANALYTICAL  
PHOTOGRAPHY

3D PRODUCT DESIGN  
GRAPHIC DESIGN

FINE ARTIST  
FASHION/ TEXTILES

SPACIAL DESIGN

“As a primary teacher, I use the skills from art and design every day! Being able to think creatively is so important when working with young children. Art is a great way to communicate with children and allow them to express themselves.”

“I work in Conservation. I noticed the value of studying art during my first year of my zoology course at Glasgow University. My observational skills meant I could make quick sketches of different wildlife and plant life during classes and on field work. I felt this really helped develop my knowledge and understanding.”

# Music

## What can learning in Music achieve for young people?

- Pupils will be given the opportunity to develop solo and group skills
- Pupils will explore sound and musical concepts from a range of styles and cultures
- Using skills and imagination pupils will create musical ideas and compositions
- Pupils will be encouraged to perform their chosen music confidently
- Pupils will be encouraged to give assured, expressive and imaginative performances
- Pupils will further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them
- Pupils will use ICT to realise or enhance their composition and performances and to promote their understanding of how music works

## How is the Music framework structured?

- Music is divided into level 3 and level 4 Experiences and Outcomes.
- Most level 3 outcomes are delivered in S1 and S2.
- The remaining level 3 and level 4 Outcomes are delivered in S3.
- Level 4 outcomes will prepare pupils for SQA National 4 and National 5 qualifications and beyond.

## The Music Course

- Pupils will choose two instruments to focus their performing activities on.
- The majority of the course adopts a combined approach where pupils will be further developing an understanding of music and creating their own music by building skills on their chosen instruments for performing.
- A diverse range of musical styles and cultures will be explored creating relevance and personalisation.
- Materials are richly differentiated to ensure a balance of challenge for all learners.

## What are the features of effective learning and teaching in Music?

- Teaching and learning will be flexible to allow for enjoyment, interest challenge.
- Teaching will include a variety of approaches, including AifL techniques, ICT, relevancy, collaborative and independent learning, discussion, debate, cross curricular experiences, concert opportunities and external contributors.
- Self-paced and independent practice of musical instruments
- Personalisation and choice in the nature of classroom activities and resources to support skills development.
- All tasks encourage creativity and imagination in pupils.
- Collaboration among pupils to complete larger tasks.
- Whole class, group and individual teaching strategies to engage all pupils.
- Pupils are set appropriate, challenging and differentiated tasks which meet the needs of all pupils. Some pupils may access resources of a higher ability especially if they are experiencing music lessons outside the classroom.
- Real life experience of performing with professional musicians in classroom workshops.

### **How do we build on prior learning?**

- The musical subjects contained in each topic from S1 to S3 are delivered in a progressive way so that each year group builds upon prior learning
- Increasingly challenging contexts develop pupils' knowledge and depth of understanding.
- Course content connects with pupils' experience and interests in the real world of contemporary music
- Pupils who access music outside the classroom are encouraged to integrate the advancement of their skills into the music curriculum.

### **What are the broad features of assessment in Music?**

- Assessment will be a combination of summative (end of unit assessments) and formative assessments.
- Pupils will constantly receive formative assessment by way of verbal feedback from the teacher. This feedback is personal to each pupil and ensures a steady understanding of progression throughout the course.
- Other formative assessments will include:
  - teacher observation
  - pupil self evaluation
  - peer evaluation
  - performances to the class in groups and as individuals
  - discussions
- A combination of formative and summative assessment will play a vital role in the guidance of pupils regarding National 4, National 5 courses and the next steps

### **Connections with other areas of the curriculum**

- Activities to support the development of skills in literacy, numeracy, health and well-being and ICT are embedded in activities throughout the course
- Music is Science and Maths. It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper. Music demands exact and specific acoustics. A score is a graph of frequencies, volume changes, melody and harmony simultaneously with an exact control of time.
- Music is a Modern Foreign Language. Most of the terms are in Italian and pupils learn a new language through the comprehension of musical notation.
- Music is a Social Subject. Music reflects the environment and times of its creation and often the social and cultural diversity of that time and place
- Music is Physical Education. It requires co-ordination of fingers, hands, arms, legs, feet, facial muscles and control of the diaphragm and posture, which respond instantly to the sound the ear hears and the mind interprets
- The application of creative and critical thinking skills in music translates to every curricular area across the school
- Performance orientated tasks in music nurture confidence in presenting and public speaking activities inside and outside the classroom.



## Elective Dance

During the S3 elective dance course pupils will have the opportunity to complete three different aspects; practical solo performance, choreography and theory. During their practical solo development pupils will learn various solos from two contrasting styles, contemporary and jazz. In their choreography unit pupils will be able to complete a mini version of what is expected at National 5 level, designing a choreography first as part of a group and then as an individual. Pupils will choose their theme, storyline, costumes, lighting and more to create a 1:30-2 minute piece of choreography. Finally, pupils will complete various theory tasks looking at the history of jazz dance, technical and performance skills which will prepare them for what is to come at National 5.

