

KNOX ACADEMY



S3 (in Session 2026-27)

LEARNER PATHWAY BOOKLET

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Dear Parent/Carer,

It is a great pleasure to introduce the S3 Learner Pathway Booklet 2026.

This booklet contains details of the S3 courses planned in each faculty of the school. Also, there is information on the subjects and courses likely to be offered for further study in S4 onwards (Senior Phase).

We appreciate that this is an important time for you, so please do not hesitate to get in touch with any queries you might have.

Partnership with parents/carers is an important part of Knox Academy and I look forward to seeing you at parents' evenings, school functions or meeting you on an individual basis.

This Curriculum Booklet is one element of our communications with parents/carers with regards to course choice. I commend it to you and recommend using it in conjunction with the other resources that are available on the school website under 'Course Choice'.

With best wishes,

S Cook
Headteacher

INFORMATION FOR PARENTS AND PUPILS

Curriculum for Excellence:

The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. The curriculum is all the experiences that are planned for learners to support the development of these skills. The curriculum provides a coherent curriculum from 3-18 years:

Early Level: - Pre-school and P1

First Level: -To the end of P4

Second Level: -To the end of P7

Third and Fourth Levels: -S1-S3 (broad general education)

Senior Phase: -S4-S6 and college

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors. The experiences and outcomes are essential components of the curriculum and apply wherever learning is planned; they indicate progression in learning and set challenging standards that will equip young people to meet the challenges of the 21st century. The curriculum includes all of the experiences that are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:

Curriculum areas and subjects

- The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Interdisciplinary learning

- How the curriculum should include space for learning beyond subject boundaries.

Ethos and life of the school

- The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Opportunities for personal achievement

- Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Curriculum areas:

The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings and the eight curriculum areas are:

- Expressive Arts
- Health and Wellbeing
- Languages and Literacy
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

At Knox Academy, the eight curriculum areas are arranged in six faculties:

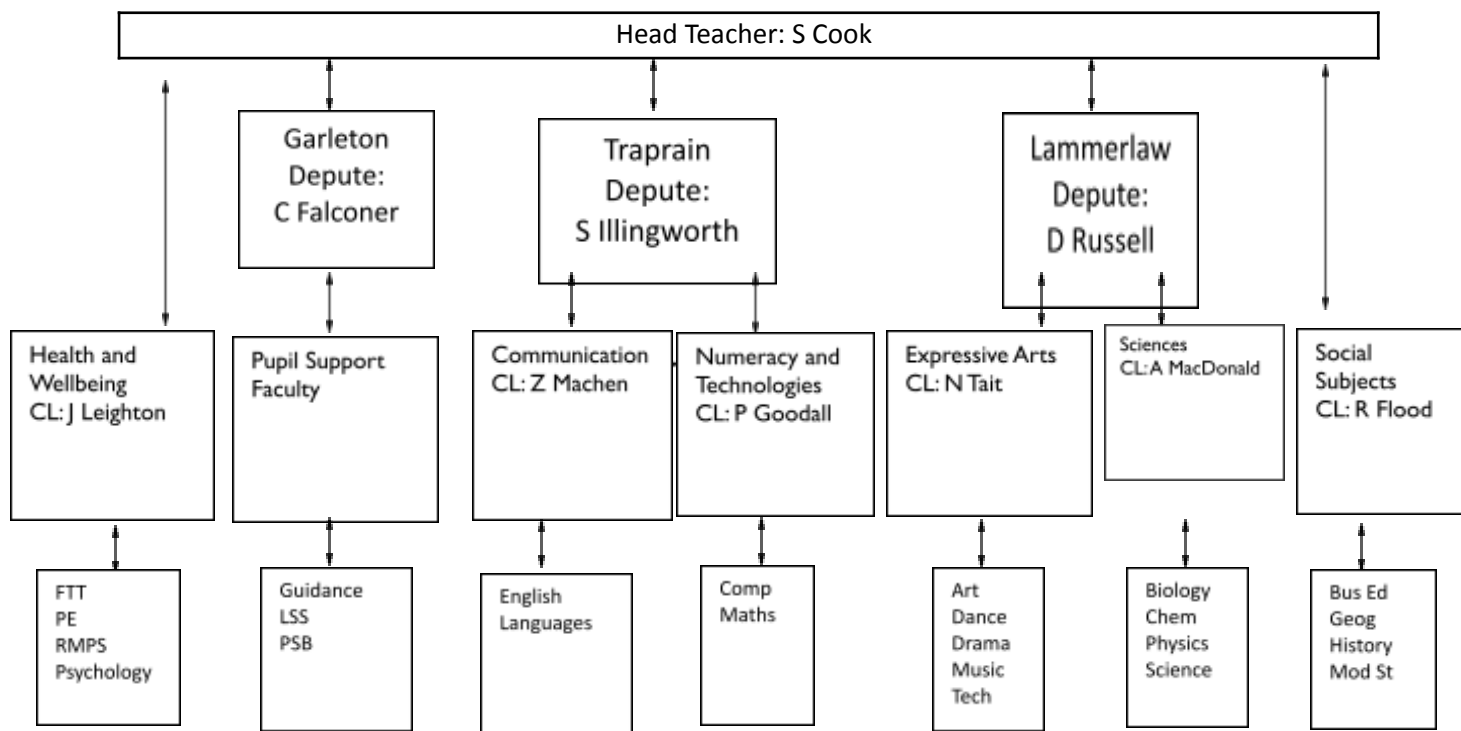
- Communication: English and Modern Languages
- Expressive Arts: Art, Drama, Music and Technologies
- Health and Wellbeing: RMPS, Food & Textile Technology, Psychology and PE
- Numeracy: Mathematics, and Computing
- Science: Biology, Chemistry and Physics
- Social Studies: Business Education, Geography, History, Modern Studies

The table below is a general guide to the five curriculum levels with progression to qualifications. The framework is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

Level	Stage
	BROAD GENERAL EDUCATION
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.
	SENIOR PHASE
	S4-S6 – pupils can pursue a range of subjects in school and out of school e.g. college. The principal aim being that they choose the pathway of qualifications that best suits their needs and aspirations.



The structure at Knox Academy:



S3 Profiles:

S3 marks the end of pupils' broad general education phase and is a time when they are choosing their future learning paths for the senior phase. It is a unique point both to reflect on learning that has taken place to date and to plan for future learning and development. At the end of S3, each pupil will have their progress and achievements recognised by an S3 Profile. It could be used to inform future decisions through personal learning planning, by helping the learner to identify areas for development, qualification and award choices and to decide on possible future learning paths.

During S3, pupils will have the opportunity to specialise in subject areas in preparation for further study in S4 at qualification Levels 4/5. Pupils will choose 8 subjects to study in S3. This will include English, Maths and 6 others subjects from the broad curriculum areas including Languages, Science, Social Science, Technology, Expressive Arts and a specialisation option. In S4, most pupils will be able to progress to study up to 7 subjects, depending on career requirements and personal needs.

Please note that ALL S3 pupils are expected to take a subject from each of the curriculum areas e.g. they cannot take 2/3 subjects from the Social Subjects column and none from Expressive Arts. The only exception is Modern Languages.

Skills Development Scotland Service at Knox Academy

Our Skills Development Scotland Advisor is Chris Trotter

1 to 1 Appointments:

Any student, in any year, at any time, can request a careers appointment. All students in their 'significant subject choice year' (S3) given a 1:1 appointment.

A number of senior phase students who may require extra careers guidance are identified by the school at the start of the school year. Any school leavers in this group will be seen a minimum of 3 times for a 1:1 appointment.

Parents/carers are welcome to attend (currently virtually) appointments if they request to do so.

Group Engagements:

All S1 in the first couple of months at school (Intro to careers service in school)

All S2 (Carer Management Skills)

All S3 (Subject Choice)

All 4th Year (Post school options)

5th and 6th Years at request of school. Eg. Interview skills with the 6th year Employability Group.

Other information:

All students have access to an online careers account on www.myworldofwork.co.uk

We have developed another site which is continually being updated for parents and careers called www.mykidscareer.com

Parents/carers can also contact Chris Trotter directly chris.trotter@sds.co.uk

COMMUNICATION FACULTY

Rationale:

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.

Skills:

The Communication Faculty will continue to work in partnership with pupils and parents on the further development of the key skills of Reading, Writing, Talking and Listening. This will be done in the subject areas of English, Modern Languages and Support for Learning. Concentration on these four key skills will help pupils to develop their own Literacy capabilities that will, in turn, help them to achieve their potential in other subject areas of the school, as well as providing further preparation for life, work and positive destinations post school. A key aim for the Communication Faculty is to guide pupils towards making effective contributions as citizens of the future. We aim to broaden the horizons of our young people both culturally and linguistically through the development of their Literacy skills.

Experiences and Outcomes:

Pupils will follow courses which provide coherent progression through the Experiences and Outcomes of each subject area. It is our aim that pupils should be aware of, and take responsibility for, the next steps in their learning. In order to do so, pupils' progress will be monitored by summative assessment and a formative pupil profile that is the joint responsibility of pupils and teachers.

Pupils will begin S3 by continuing to follow a broad, general education, which will continue to offer breadth, depth and challenge across subject areas within the Faculty. Personalisation and choice will be offered where appropriate, and pupils will be offered guidance on individual strengths and development needs as the year progresses.

All pupils will follow English courses in S3 and will have the opportunity to specialise in the study of a language other than English. (For some pupils the study of a language other than English may not be appropriate).

It is our intention that all pupils will achieve success in the appropriate National Qualification by the end of S4, in English, and, for most pupils, in a language other than English. Pupils will be entered for the appropriate National Level, and support will be offered according to current need. Decisions about presentation levels will be made in partnership with pupils and parents.

S4:

It is planned to offer the following subjects for further study in S4:

English

French

Spanish

Communications and Literature

Contact: Z Machen

S3 Languages

S3 pupils will choose one of the following options:

- A course in French for the duration of S3. This option is highly advisable if you intend to study French at certificate level in S4.
- Or a course in Spanish for the duration of S3. This option is highly advisable if you intend to study Spanish at certificate level in S4.

S3 French:

In Modern Languages our courses are designed in S3 to give pupils an experience of the two main components which are essential to language learning: Understanding Language (Reading and Listening) and Using Language (Talking and Writing). Each course includes a variety of assessment methods incorporated into each lesson. In S3 pupils complete assessments in order to obtain the Language for Life and Work Award. All assessments are varied in each case to allow pupils a wide range of opportunities to demonstrate their skills and knowledge throughout. All assessment will be used to monitor progress and provide pupils with feedback on how they can further develop their skills and understanding.

Before embarking upon the Languages for Life and Work Award, S3 learners will complete a unit on Haddington's Twin Town in France. Haddington's Twinning with Aubigny-sur-Nère has existed for over fifty years and is an important part of Scottish history.

The Aubigny-sur-Nère unit will involve:

- A research project on life in Aubigny
- A group presentation of findings
- Writing a pen pal letter to pupils in Aubigny

Pupils will then undertake National 3 Level study and assessments, which is divided into 3 core units of work.

1. Languages for Life

- Language needed when visiting a French speaking country
 - Introducing yourself to someone new
 - Ordering at a restaurant
 - Buying transportation tickets
 - Going to the doctor

2. Languages for Work

- Talking about jobs and work experience
- Writing a cover letter and a CV in French

3. Building Employability Skills

- Practising the skills required to apply for a job in France
- Finding out about job opportunities abroad

Pupils end the year with a module in French grammar as preparation for uptake of French into S4.

4. French Grammar

- Regular verbs
- Irregular verbs
- Past, present, future tense

S3 Spanish Course

In S3 Spanish, students will progress beyond the S1/S2 taster lessons to develop a wider range of vocabulary as well as a basis in grammar. Students will develop skills in reading, writing, listening, and talking within the topics of meeting new people, family, pets, where you live, and school to name a few. Students will also explore some cultural traditions from Spanish and South America.

EXPRESSIVE ARTS FACULTY

Rationale:

The inspiration and power of the arts play a vital role in enabling our young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the Expressive Arts, young people will recognise and represent feelings and emotions, both their own and those of others. The Expressive Arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the Expressive Arts also plays an important role in supporting young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Skills:

Learning in, through and about the Expressive Arts enables pupils to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the Expressive Arts and those that are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the Expressive Arts.
- All subjects in the faculty offer skill development leading to a wide range of career ready skills across many; creative, industrial and commercial industries.

At all levels pupils will develop new skills and consolidate prior learning. Some of these skills (such as skills of communication, evaluation and leadership) are transferable while others (such as performance and technical skills) are specific to one or more of the Expressive Arts.

Experiences and Outcomes:

Through Expressive Arts pupils will become:

- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They will develop knowledge and skills related to the different arts and broader skills such as the use of technologies.
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation.
- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views. They will deepen their insight and experiences of cultural identities and come to recognise the importance of the arts to the culture and identities of Scotland and other societies.
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others. In so doing, they will show initiative, dependability, leadership and enterprise.

Subjects

Art and Design:

Art and Design provides pupils with a broad practical "hands on" experience of Art and Design skills and also related critical activities that explore the role of Art and Design in society.

Pupils will have the opportunity to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Pupils will also learn about the working styles and influences of artists and designers, while developing their own expressive and design projects.

Art and Design offers a coherent progression through National 3 to Highers, providing added value assessments that allow personal choice in the practical activity at National 4, and in the portfolios at National 5 and Higher that also have added value question papers.

In summary, the aim of all courses is to encourage creativity, develop confident practical and analytical skills through a series of activities that are stimulating, enjoyable and involve personal choice and research. S3 courses prepare pupils for possible future study at National 4/5 level and NPA L5 Drawing Ability.

Drama:

Pupils studying Drama will develop a range of voice, movement and characterisation skills through experimenting with form and structure including scripted plays and mask work. Pupils will work with others in the production areas of sound, costume, props and make-up. Learners will prepare for, participate in and reflect on a small-scale Drama performance in an acting role. As learners develop practical skills creating and presenting Drama, they will also develop an understanding of cultural and social influences on Drama. The small scale performance at the end of S3 prepares learners for the experience of working through the Drama Skills and Productions Skills units at National 3/4/5 levels in S4 and the experience of performance assessment, at Higher and Advanced Higher levels. S3 pupils may form an audience for N4/5 and Higher actors at points during the year. Opportunities for Theatre/Play/Events out with schools are offered. All levels of interest and experience are welcomed from motivated learners in S3 Drama.

Music:

This Course enables learners to develop skills in creating (composing), understanding and performing music. It allows for a flexible approach, which can meet the needs of learners with a range of musical interests.

The Course engages the learner through practical musical activities and provides scope for personalisation and choice. Learners can, for example, perform music in a variety of styles on their own choice of instrument. Learners will develop their ability to express themselves through music, which encourages creativity and self-confidence. Learners will compose their own music as part of the course. The Course also enables learners to gain the knowledge and understanding of music concepts and styles of music.

The aims of the Course are to: enable learners to perform music on their chosen instruments and/or voice with accuracy; develop skills in creating music, using simple compositional techniques; develop their appreciation and understanding of music through an understanding of music concepts and learn to discriminate between different styles and genres of music; reflect on their own work and that of others.

Graphic Communication:

There are two aspects in the course: Graphics Project Skills This part of the course builds on S1/2 classes and allows learners to develop skills in; Computer Aided Drawing, Desktop Publishing, Graphic Design,

Photo Editing, Sketching and Planning skills. These skills will allow pupils to then access future careers and apprenticeships and college; engineering, architecture, graphic design, computer games design, marketing and further Creative Industries areas. Learners will develop computer based and manual graphics skills. Creativity is used when using graphic design software and when designing layouts and graphic designs.

Knowledge and understanding - This part of the course builds knowledge of consumer and industrial graphics relating to the careers and industries above. Learners will apply knowledge and understanding in various industrial situations and will learn how to read and interpret drawings and graphics and communicate using industry standard symbols, conventions and techniques.

The S3 course is required if learners choose S4 Graphics and to prepare learners for the N4/5 courses and the L5 and 6 NPAs in S4/5/6. NPA L5 Visual Communications, NPA L5/6 Digital Media and N5 Creative Industries can be accessed after completing S3 Graphics.

Design and Manufacture

Students will progress through Level 4 and 5 projects whilst specialising in the Design and Manufacture outcomes.

Design: *In this unit you will develop your knowledge and understanding of the factors that influence design; the role of the design team; material properties and traditional / modern manufacturing process.*

By the end of the learning pupils should be able to:

- Interpret and write simple design briefs and specifications.
- Carry out effective product research.
- Use a variety of techniques to produce creative and innovative design ideas.
- Evaluate design ideas, selecting appropriate ideas to develop.
- Develop ideas using a variety of techniques, including modelling and sketching.
- Show off their Creativity in projects

Materials and Manufacture: *Once you have explored your own design ideas you will have to opportunity to manufacture your products in the workshop. This will give you the opportunity to apply a range of traditional and modern manufacturing methods, using woods, metals and plastics.*

- Plan the manufacture of your product
- Demonstrate use of a range of traditional and modern manufacturing methods
- Finish wooden, metal and plastic products to a high standard.
- Demonstrate a sound working knowledge of a range of material properties.

Practical Woodworking Skills

Students will progress through Level 3/4/5 projects whilst specialising in the Practical Woodworking Outcomes. They will be working on three units; Flat Frame Construction, Carcase construction and Machining and finishing.

During the course of the year students will manufacture a number of wooden products and should be able to:

- Work safely and responsibly in the workshop
- Read and interpret information from a given drawing
- Measure and mark out accurately

- Apply a range traditional manufacture and assembly methods
- Finish wooden products to a high standard
- Develop a working knowledge of tools, processes and Health and Safety
- Maintain a log book of your progress.

S4:

It is planned to offer the following subjects for further study in S4:

Art and Design
 Drawing Ability
 Photography
 Drama
 Music
 Design and Manufacture
 Graphic Communication
 Visual Communications
 Creative Industries
 Digital Media
 Practical Woodworking/Practical Craft Skills

Contact: Mr Tait, Curriculum Leader.

HEALTH AND WELLBEING FACULTY

Rationale:

Through a variety of teaching strategies pupils will develop the knowledge and understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical wellbeing now and in the future.

Skills - Pupils will develop a range of skills including:

- development of self-awareness, self-worth and respect for others
- meeting challenges, managing change and building relationships
- experiencing personal achievement and building resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledgment of diversity and understand that it is everyone's responsibility to challenge discrimination.

Experiences and Outcomes - Pupils will:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- be challenged both mentally and physically
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

For some, performance at high levels in sport will be supported and pupils can be helped to prepare for careers within the health and leisure industries

Subjects - brief summary of content over the following pages:

Religious, Moral and Philosophical Studies Department

Core RMPS:

As part of the government stipulation that all pupils must get RMPS from S1-S4, pupils at Knox get 1 period per week. Religious and moral education will allow pupils to explore the world's major religions as well as views that are non-religious.

Pupils will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures. Pupils will think about their own beliefs and values. It will support them to develop moral decision-making skills.

Pupils will develop a better understanding of themselves, others and the wider world. Pupils will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.

S3 RMPS Course (*Pre-National*):

As well as Core RMPS, Pupils can choose to study the pre-national course and will have the opportunity to experience a broad introduction to the 3 sections of the National 4 and 5 courses. Pupils will build on skills they have developed throughout S1 and S2 and will deepen their knowledge and understanding in the subject area. Assessment will be varied and continuous, including home learning assignments, project work, and group presentations.

World Religion – Hinduism	Morality And Belief – Relationships	Religious And Philosophical Questions – The Existence of God
Find out about what Hindus believe about the world we live in. Study the main teachings of the religion and find out about the different gods and goddesses. Discuss and debate the Hindu caste system and find out what Hindus believe happens to us when we die.	Discuss the nature of human relationships, including sexuality, love and intimacy. Find out about different viewpoints on the roles of men and women, including those in the home and at work. Develop a deep knowledge and understanding of the moral and legal aspects of marriage and civil partnerships.	Look in depth at the main arguments for and against the existence of God. Critically assess all points of view and then reach your own personal inclusion. This unit includes studying atheism and scientific theories such as the Big Bang and Evolution.

Physical Education Department

Core PE:

It is essential that our young people understand the benefits a healthier and active lifestyle can bring them later in life. The Scottish Government recognises the positive impact physical education can have on a pupil's health, educational attainment and life chances and that it can form a key element of a school's plan to deliver the broad health and wellbeing message. It is therefore why pupils have 2 periods per week of Core PE from S1-S4.

- ☐ In addition to Core, pupils can *opt in* to an enhanced opportunity to explore practical performance in greater depth through the following 3 courses:

1. S3 Pre-National PE:

Pupils will explore the factors that underpin and influence practical performance through a variety of different sports. Pupils will also be introduced to the theory element of National Level PE. They will gain knowledge of the following areas;

- **Physical** - including skills, fitness and tactics
- **Mental** - including thinking, decision-making, concentration and levels of mental arousal
- **Emotional** - including happiness, anger, fear, trust and surprise
- **Social** - including cooperating, teamwork, etiquette and roles/responsibilities

This course leads on to National 4 and 5 PE courses in S4-S6, where 50% of the course is assessed through theory and 50% is through practical performance. The S3 course will therefore involve classroom theory work every week and regular homework.

2. YAA Bronze – Sports Performance & Sports Coaching (SCQF Level 4):

This course is more suited to pupils who want to improve their performance in team sports. The focus will be on upskilling pupils when playing a variety of team sports. They will learn and enhance their skills and techniques; strategies and structures involved in team play; and general fitness required to excel in games.

The second part of this course focuses on coaching. Once pupils have improved their own performance we can look at how pupils can expand their knowledge further by understanding coaching practice and techniques.

There is a small theory element of this course, which once completed, can gain pupils a Bronze Youth Achievement Award (YAA).

PLEASE NOTE

- ☐ For all 3 courses we will only consider pupils who show a **genuine interest** in this subject (eg regular participation and bringing kit in S1 & S2).
- ☐ All 3 courses are highly practical in nature and we expect pupils to participate in ALL activities the teacher delivers, no matter what their own preferences are.

Food & Textile Technology Department

S3 Practical Cookery (*Pre-National*):

Pupils will learn about nutrition, safe and hygienic practices and the link between food and the consumer. Pupils will be engaged in both **practical** and **theory** based activities. This course is more practical based and pupils will learn skills and techniques through the following 3 areas;

- Cookery Skills, Processes and Techniques
- Understanding and Using Ingredients
- Organisation Skills for Cooking

S3 Health & Food Technology (*Pre-National*):

The purpose of this course is to allow learners to develop the necessary knowledge to make informed food, lifestyle and consumer choices which may have a positive effect on their own health. The Course has three units: Food for Health, Food Product Development and Contemporary Food Issues divided into six aims which allow learners to develop:

- basic knowledge about the relationships between nutrition, food and health
- basic knowledge of the functional properties of food
- knowledge of basic contemporary food issues affecting consumer food choices
- skills to apply their knowledge in practical contexts
- basic food products with support
- safe and hygienic practices in the preparation of food products

This course is more weighted towards theory and pupils should consider this when making their choices.

PLEASE NOTE (*for the above 2 courses*)

- ❏ **Prior to any practical work - ALL** pupils are asked to remove jumpers before entering the FTT kitchens, they are then asked to put on an apron.
- ❏ Although the majority of equipment is provided, pupils are expected to come prepared for class with a pencil or pen and something to tie their hair back with.

S4:

All pupils will engage with a core programme in PE and RMPS.

In addition it is planned to offer the following subjects for further certificated study in S4:

- National 4/5 level Physical Education
- National 4/5 level Religious, Moral and Philosophical Studies
- National 4/5 level Practical Cookery
- National 4/5 level Health & Food Technology
- National 4 Bakery
- YAA Silver/Gold – Sports Performance & Sports Coaching (SCQF Level 5 & 6)

Contact: J Leighton

NUMERACY AND COMPUTING FACULTY

Mathematics

Rationale:

Mathematics is one of the best subjects to develop your analytical, research and problem solving skills.

We are committed to developing skills for learning, life and work and you may find visiting knox.is/careeroptions useful to explore the wide range of jobs that achievement in Mathematics can lead to.

In S3 pupils will be following a Mathematics course which consolidates previous learning and moves on through Levels 3 and/or 4 as appropriate and building towards National Qualifications.

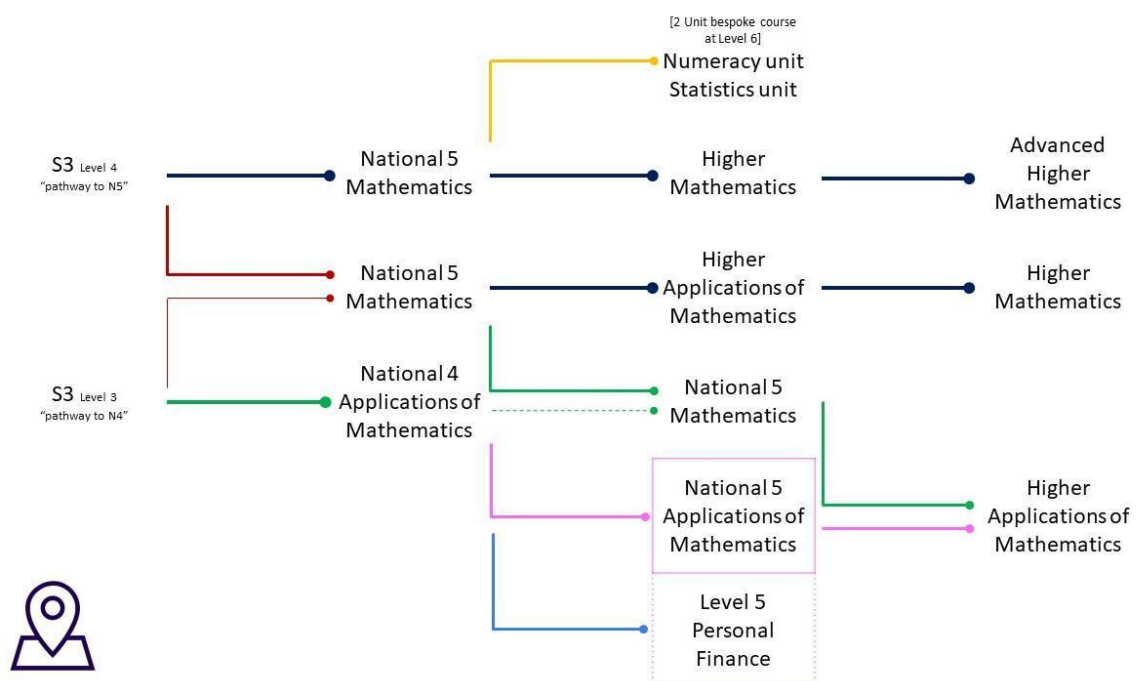
Experiences and Outcomes:

It is our aim that pupils should be aware of, and take responsibility for, the next steps in their learning. In order to do so, pupils' progress will be monitored by regular formative assessment so teaching is responsive to the learner's needs as much as possible and summative assessment which includes:

- weekly Home Learning tasks
- weekly Curriculum Quizzes
- Phase Assessments (every three Topics)
- S3 Exam

An Assessment Profile is collated 'over and above' the standard reporting cycle and this will provide you with information about next steps in learning and successes.

Example of progression pathways through Mathematics at Knox Academy:



Computing Science:

Read this page!



There's a digital career for everyone.

Rationale:



Don't just buy a new video game - make one. Don't just download the latest app - help design it. Don't just play on your phone - program it

President Barrack Obama

All businesses and organisations need digital skills and knowledge to survive. It doesn't matter whether you're already thinking about a career in digital technology. Or, whether you're still unsure about your options. It could be games development or coding, healthcare or tourism. [This great video](#) highlights digital technology and opportunities in Scotland. The skills you will develop in S3 Computing can help you get a job in [the digital sector](#).

To discover your digital future please visit the following:

- digitalworld.net

Experiences and Outcomes:

Through working on 6 themed units, pupils will progress through Level 3 and may begin some Level 4 work.

- 1) Software Design & Development
- 2) Web Design & Development
- 3) Database Design & Development
- 4) Computer Systems
- 5) Computer Networking
- 6) Cybersecurity and online threats

S4:

It is planned to offer the following subjects for further study in S4:

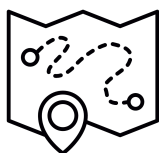
Computing Science:

National 2, 3, 4 and 5

National Progression Award Computer Games Development (Level 4 and 5)

National Progression Award Web Development (Level 4 and 5)

National Progression Award Data Science (Level 4 and 5)



Mathematics:

Applications National 3

Applications National 4

National 5

Other levels will be offered as appropriate to the ability of the pupils.



Contact: P Goodall

SCIENCE FACULTY

Rationale

Pupils will be given the opportunity to specialise in S3 allowing them to focus on one or more of Biology, Chemistry and Physics. These branches of Science will help the pupils build upon their experiences gained in S1 and S2 Science.

The pupils will have subject specialist teachers in S3 and will have three periods per week in each Science they decide to specialise in.

The S3 Science courses offer progression and development from S1 and S2. They are designed to be rich, relevant, progressive and topical courses with which we strive to cultivate the pupils' interest in each branch of Science. Central to the courses are for pupils to see the relevance of Science in everyday life and the potential career options.

Skills

Pupils will develop a range of skills including:

- Practical experimental skills
- Ability to design and carry out investigations
- Developing skills to draw conclusions from experiments
- Recognition of variables which need to be controlled and how best to do this
- Observing, describing and recording
- Comparing and contrasting to draw valid conclusions
- Development of curiosity and problem solving skills and the capacity to take initiatives
- Cooperating with others and developing an awareness of self and others
- Developing research skills; using a range of sources to collate information
- Recognition of reliable sources of scientific information online
- Developing research skills through books and journal articles
- Developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- Discussion and informed debate
- Developing reasoned and justified points of view
- Developing and applying skills in interpreting and displaying graphical representation of information
- Developing scientific numeracy skills
- Developing literacy skills by presenting scientific information in various formats
- Presentation skills – oral, written, multimedia

Teaching Strategies:

There will be a variety of approaches including:

- Practical work designed to illustrate concepts
- Investigative practical work designed by the pupils
- Active learning which provides opportunities to observe, explore and experiment.
- Research based activities
- Appropriate and effective use of technology
- Both collaborative and independent learning
- Creative and imaginative tasks.
- Peer teaching and assessment
- Game based learning
- Discussion and informed debate
- Pupil presentations – visual, artistic, computer based, film and dramatic
- Learning outdoors, field trips, visits and input by external contributors.

Subjects:

Biology: Biology is the study of all forms of life from single celled organisms, such as bacteria, through to multicellular organisms, like animals and plants, up to the larger units of life such as communities and ecosystems. The S3 BGE course is split into 7 small topics. All of these address current areas of controversy and introduce recent developments.

Biodiversity

In this topic we investigate the living world around us. We build on the knowledge from S2 and continue to learn the techniques around sampling.

Our Green World

In this topic we learn about the fascinating growth and life of plants. We explore the life cycle of flowering plants and methods of asexual reproduction.

Biomedical Science

This topic focuses on the growth and use of cells. Pupils have the opportunity to examine the need for stem cell research and the process of IVF.

Zoology

Pupils have the opportunity to learn about their own physiological responses in this topic. We look at water balance, temperature and blood sugar regulation.

Inheritance

In this topic we learn about patterns of inheritance. Pupils will learn how to link their genes to their own characteristics.

Cell Biology – Enzymes

Pupils further develop their practical skills in this topic. They come to understand the impact of the body enzymes on chemical reactions.

Cell Biology - Microbes and Respiration

This topic introduces learners to the use of microbes in industry and how all living things use oxygen to sustain life.

Chemistry:

Chemical Changes and Structure

Here we will learn how to identify a chemical reaction or a physical change, then develop our understanding of how to control the rate of chemical reactions. We study the Periodic Table in greater depth, and go on to find out what atoms are like on the inside. Pupils learn how to work out formula, then look at how atoms join together. Topics from earlier like acids and alkalis are explored to a greater depth.

Nature's Chemistry

In this unit we will investigate the properties of fuels and the current reliance on fossil fuels used by society. By examining the environmental consequences of different fuel sources and methods of electricity production we will develop informed attitudes towards future energy schemes proposed. Pupils get to grips with families of hydrocarbons that are explored to a greater depth further up the school.

Chemistry in Society

Here we investigate chemical reactions of metal elements and use patterns to predict how other elements will behave. We see how developments in materials such as plastics and ceramics affect our lives.

Physics:

Introduction to Physics

Physics is the study of energy and how changes in energy effects the universe around us. The S3 course is split into 6 units: Dynamics, Space, Electricity, Energy, Waves and Radiation. Within these units we will study the following topics.

Introduction to Waves

In this topic we will learn about different types of waves and how to identify features of wave. We will introduce the wave equation and look at diffraction.

Sound

In this unit we will develop an in-depth knowledge of sound waves; how they travel, what speed they travel at and apply the wave equation to sound. We will analyse the pitch and volume of sounds and learn how humans and musical instruments produce notes. We will find out about the risks of noise pollution and research how sound recording and reproduction, noise cancelation, ultrasound and the Doppler effect can be used in the music industry, car engineering, navigation, medicine and space exploration.

Light

Here we will investigate the wave nature of light, learning how it travels and the properties of different colours of light. We will look at reflection and refraction and apply these concepts to practical applications such as how we see, lenses & their uses and how sight defects can be corrected.

The Electromagnetic Spectrum

In this section we will develop an understanding of different types of electromagnetic radiation and investigate the risks and benefits of members of the electromagnetic spectrum. We will research uses of Electromagnetic radiation, including medical, telecommunication, space exploration, industrial and household applications and discuss the impact on society.

Nuclear Radiation

In this topic we study the nature of nuclear radiation and its ionising effects. We consider the sources of nuclear radiation and research how nuclear fuels are used to produce electricity in nuclear power stations.

Electricity

In this topic we will further enhance our understanding of electricity by investigating the efficiency of electrical appliances, the movement of charged particles in electric fields and an introduction to digital electronics.

Kinematics and Dynamics

Here we will investigate the relationships between speed, time and acceleration and the forces that cause a change in motion of any object. Newton's laws will help explain these changes.

Space Exploration

Here we investigate the risks and benefits of space exploration. We build on the Kinematics and Dynamics section by understanding how rockets move and satellites stay in orbit, helping with communications amongst a wide range of other uses. We also look deep into space to try to understand what would be required for life to exist on another planet.

Contact: A MacDonald

SOCIAL SUBJECTS FACULTY

Rationale

Pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they will develop their understanding of their environment and of how it has been shaped. As they mature, pupils' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. They will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Skills

Pupils will develop a range of skills including:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia

Experiences and Outcomes

Pupils will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers

Themes

- people, past events and societies

- people, place and environment
- people in society, economy and business

Teaching Strategies

There will be a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

Subjects

Administration and IT

This course will articulate with the syllabus areas at National 4/5 and Higher. Pupils will build on the ICT skills and knowledge developed in S1 and S2. The key purpose of the Course is to develop learners' administrative and ICT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.

Event Management	Information Technology in the Workplace
This unit will provide an overview of administration in the workplace, allowing candidates to carry out administrative tasks in the context of organizing and supporting small-scale events, according to a simple brief.	This unit will develop candidates' skills in the use of modern office packages in line with a given task.

Business Management

This course will articulate with the syllabus areas at National 4/5 and Higher. Pupils will build on the skills and knowledge developed in S2 as well as furthering their knowledge that underpins the subject. Continual assessment will be used in conjunction with project-based work, where pupils will be carrying out investigations as well as completing a structured business plan for a new start-up business.

Business in Action	Marketing and Operations
Pupils who complete this unit will be able to prepare an innovative business proposal for a new small business. Pupils will understand the roles and qualities of successful entrepreneurs and carry out research into real life organisations. There will be a specific focus on business aims/objectives; meeting customer needs in order to create socially responsible and profitable businesses. Factors affecting the success of business start-ups will be analysed, including: government influence, competition and the economy.	Pupils who complete this unit will understand the importance of the marketing and operations function and how these contribute to organisational success. Pupils will understand the importance of branding and design; effective pricing strategies; appropriate distribution outlets; and various methods of promotion available. Focus will also be given to Quality Production Processes and their importance to organisations. This unit will be studied in the context of how technology contributes to successful marketing and operational activity, with specific reference to companies such as Apple, Facebook, Google, and Hollister.

Geography

Throughout this course pupils will get the chance to look at a number of different geographical issues. This Course opens up for pupils the physical environment around them and the ways in which people interact with this environment. It will help to develop the learner's knowledge and understanding of our changing world and its human and physical processes. Pupils will get the opportunity to carry out a number of projects and group tasks which will teach them skills which can be transferred to life outside of school. The course will also encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

The course will be the teaching different aspects of Human & Physical Environments which will help pupils towards a National 4 or 5 qualifications. This will give pupils the opportunity to discuss and investigate a range of topical Global and Environmental Issues. Topics will include:

- Development and Health
 - Differences in development between less developed and more developed countries.
 - A disease in a more developed country – causes, impacts and management strategies
 - A disease in a less developed country - causes, impacts and management strategies
- Fragile Environments
 - Tundra (Alaska, the way people and animals use the land (inuits), oil extraction, wildlife and the climate in this area)
 - Equatorial Rainforest (the way people and animals use the land, the Amazon, the Yanomami Tribe, deforestation, illegal mining and the climate in this area)
- Population
 - Population pyramids, birth and death rates
 - Ageing population
 - Strategies to control population – China's One Child policy

History

The S3 History Course fulfils the outcomes and experiences of Curriculum for Excellence; People in the Past through a study of the Great War and the rise to power of Adolf Hitler and the Nazi Party in Germany. Those that choose to continue with History at National 4/5 and beyond will gain a depth of knowledge and skills. Learning is through a combination of evidence-based activities and personal investigation and reflection as well as the use of various other media.

Unit I - <i>Blood, Mud and Rats; the Story of the Great War</i>
Pupils will be able to: Evaluate conflicting sources of evidence to sustain a line of argument and present a supported conclusion. This will be studied through contemporary sources on such topics as the causes of the Great War, the experience of life in the trenches, the experience of life on the British and German home fronts, etc. Describe features of conflicting world belief systems and present informed views on the consequences of such conflicts on societies. This will be presented by studying the causes of the Great War. Express an informed view and demonstrate empathy about the changing nature of conflict over time. This will be presented through the study of life in the Trenches. Describe the factors and effectiveness of attempts to maintain peace. This will be presented through studying the League of Nations.
Unit II – <i>Rise of Evil; Hitler and the Nazis in Germany</i>
Pupils will be able to: Critically evaluate and assess the importance of factors contributing to a major historical event and assess the impact of a specific incidence of expansion of power. This will be presented through studying how Hitler became the leader of Germany. Examine inequality in the past and how it was addressed. Encourage a sense of heritage and appreciate the importance of respecting the heritage and identity of others. This will look at the Nazi persecution of minority communities within Germany. Compare societies on their level of democracy. This is presented through a comparison of the Weimar Republic and the Nazi Dictatorship.
Unit III – <i>Pupil's Choice</i>
This Unit builds on the skills already developed by requiring pupils to choose their own subject matter for an Investigation. This allows pupils to develop further skills of; ● Planning – Pupils will select their own topic to study and create a line of argument that they wish to investigate. E.g. 'What was the main cause of the French revolution?', 'What was the main impact of the First World War?' ● Research – Pupils are expected to seek out relevant source material for their chosen subject. Possible methods might be to use the school and local library, departmental library, internet and/or personal contact with relevant people. ● Selection of evidence – Once the research stage is completed the pupil must then select the information that they wish to use to inform and support their argument for their Investigation. ● Presentation – Each pupil will decide on a suitable method of presentation. This might include the use of PowerPoint or be in the form of a podcast or recording or simply word processed.

Modern Studies

A thematic approach with a political, international and a social element. This replicates the syllabus areas at National 4/5 and Higher. Pupils will be building upon the skills developed in S1 and S2 Modern Studies as well as furthering their knowledge that underpins the subject. Continual assessment will be used in tandem with project-based end of unit assessments. The end of unit assessments will be project based and each unit will be assessed using a different skill.

Political Issues: Democracy in Scotland	International Issues: China	Social Issues: State v the Individual
Pupils study how individuals can participate in the decision making process, how the Scottish Parliament works and the role of our political representatives.	Pupils study the Political Structures in China and how citizens can engage in the political system. Pupils also study the lack of political and human rights for citizens in China	Through a case study (a tax on junk food) pupils consider the role of the state in influencing behaviour. Pupils consider the relative merits of state or individual responsibility.

S4

It is planned to offer the following subjects for further study in S4:

Administration and IT
Business Management
Geography
History
Modern Studies
Retail
Travel and Tourism

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