

Dear Parent or Carer

S3 Progress Report Course Information – June 2025

Please retain for future reference

A copy of your child's Progress Report containing teacher comments will be provided via Pupil Tracking
<https://cec-boroughmuir.pupiltracking.com/>



Each subject has provided a curriculum update and this is found in the final part of this document. This gives an overview of the main learning topics, outcomes and themes.

Further information out S1-3 tracking can be found on the report cover sheet but also here
<https://boroughmuirhighschool.org/wp-content/uploads/2024/12/BHS-Pupil-Tracking-Information-website-update.pdf>

Further home learning subject resources is found within this school document, please click [here](#).

S3 Curriculum Subject Updates

Art and Design

In S3 pupils work in two areas - EXPRESSIVE and DESIGN. The work they do in S3 leads into their S4 folios that are submitted to the SQA for assessment. In S3 design, pupils will learn new skills and techniques and can choose to work in a range of design areas such as product design, graphic design and fashion and textiles. After a mini design project all pupils will be beginning to decide on their final folio by the end of S3 leading into S4. In Expressive pupils will learn new drawing and painting skills and work in still life, landscape and portrait with a view to choosing what media and subject media is best for them for their S4 unit. The Art and Designs studies course (20% of overall grade), where pupils study the work of artists and designers leading to a written exam at National 5 or course work for National 4, has recently been modified and reduced in content by the SQA. This has meant our S3 assessment work has changed slightly from previous years in preparation for the forthcoming S4 prelim and final exam and will ultimately mean less topics to revise for the final exam. S3 then has laid the foundation for S4, where pupils will spend the year completing their SQA units for assessment which is 80% of the overall mark and working towards the written exam which counts for 20%. In S4 the appropriate presentation level will be agreed where National 5 pupils will sit a written exam and submit units to the SQA for external assessment. National 3 & 4 pupils will complete a reduced course and have their work internally assessed on a pass / fail basis.

Biology

This year, S3 classes have studied topics on Ecosystems and Distribution of Organisms from Unit 3 – Life on Earth, as well as all of Unit 1 – Cell Biology. They have developed analytical thinking, numeracy skills and through research of topics such as stem cells, developed their scientific literacy. Classes will complete the remaining topics of Unit 3 as well as study Unit 2 – Multicellular Organisms in S4. The course award in National 5 Biology is dependent on their performance in the final exam as well as the Assignment, which will be complete shortly before the November S4 prelims.

Throughout the year the Biology department works hard to support its students, both in and out of the classroom with class Teams pages to keep pupils up to date on learning, lessons and homework. The department operates an open door policy for anyone needing any additional help in the subject (speak to any member of staff). Students should use their experience and feedback from the S3 exam, as well as this report, to look ahead to their preparation for the S4 prelim. It will be at that time for most pupils, that conversations will be had about the suitability of continuing to work towards completing the course at a National 3, 4 or 5 level.

Business Management

In S3, pupils have developed their knowledge and understanding of Understanding Business and Management of Marketing. They have covered various topics such as types of business organisations, business objectives, stakeholders, external/internal factors affecting businesses, market research and marketing mix. End-of-unit tests for Understanding Business and Marketing have been completed. Pupils have also taken part in various business projects such as 'Big Spin' and 'Food Truck' where they collaborated in teams to develop their teambuilding and problem-solving skills. All resources for Business Management can be found on OneNote. This includes PowerPoint presentation notes, tasks, checklist and past paper questions.

Computing Science

In Computing Science, pupils have spent time developing their understanding and practical skills in the following areas: Web Design and Development (WDD) - Applied computational thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript. Computer Systems (CS) - Investigated how data and instructions are stored in a computer and explored basic computer architecture including security.

Software Design and Development (SDD) - Developed their programming and computational thinking skills by implementing practical solutions in Python and explaining how these programs work

The knowledge and skills have been delivered at level 4 with opportunities to extend learning to National 5. Pupils have so far completed written end of unit assessments in WDD and CS, and a practical assessment in WDD. Students should use their experience and feedback from the S3 assessment, as well as this report, to look ahead to their preparation for the end of unit SDD assessment and S4 prelim. It will be at that time for most pupils, that conversations will be had about the suitability of continuing to work towards completing the course at a National 5 or National 4 level.

Chemistry

This session the class have completed the Chemical Changes and Structure unit which covers topics such as the atom, bonding, acids and bases and some chemistry related calculations. They have developed analytical thinking, numeracy skills and developed their scientific literacy. Next year they will complete the final two units – Nature's Chemistry and Chemistry in Society, and will have the opportunity to benchmark their progress with end of topic assessments and a prelim in November. After the prelim, we will have conversations with the pupils about whether National 5 or National 4 would be a more suitable pathway for them. The course award in National 4 is made up of unit assessments and an AVU, all of this is marked internally. The National 5 course award will be made up of the final exam and an assignment which will be completed in class time.

Design & Manufacture

Design: Candidates have been introduced to the design process from initial brief through to design proposal. These skills will help them to develop their abilities in initiating, developing, articulating, and communicating design ideas further.

Candidates have gained a clear understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. They have also developed an understanding of the factors that influence the design of products in the world today. Candidates have undertaken their S3 written assessment to assess an accurate working level as they progress to S4. Candidates have worked on a range of design issues and practiced coming up with initial ideas and developing them further in preparation for the S4 design prelim and final assignment. This should give candidates a clear understanding of their strengths and areas for development at the appropriate working level for them.

Manufacture: Candidates have developed their practical skills over the last year. They now have an appreciation of the properties and uses of wood, manufactured boards, and Acrylic as well as a range of manufacturing processes and techniques. Candidates have completed and had feedback on a Candle stand and have begun manufacture of the desk stand, where they practiced and executed manufacturing techniques and heat processes that will aid in their ability to manufacture for their presentation project in S4. Integrating these two key areas of study is fundamental to achieving success in Design and Manufacture.

Drama

The S3 Drama course is delivered at level 4 and is designed to build experience and confidence in the pupils' practical Drama skills. It develops knowledge and understanding of Drama that supports development with progression to National 5 level and beyond. The first unit delivered in S3 focused on devising and characterisation. It allowed us to look at the importance of research in Drama and the devising process – from stimulus through to rehearsal and performance. We explored numerous characterisation techniques such as profiling, writing in role, hot seating, role swap, thought tracking etc. which pupils should be applying to performances for the rest of their time in Drama. The second unit was script focused and through this we introduced the design process, asking pupils to design detailed set plans, costume and props for their scenes. This is the same process that will be used if a pupil chooses to specialise in design for a practical exam next year. The unit also had a heavy acting focus and pupils were tasked with exploring 'stage business' and existing as a character within a scene. The next unit looked at theatre 'techniques', exploring form, genre, structure and style with the ultimate goal of delivering a non-naturalistic piece of theatre which we are performing now. The course challenges pupils to work in different groups across the year. We encourage reflection and employ self and peer feedback exercises to enable pupils to identify areas of strength and areas that require improvement. Whilst it is a BGE course it sets pupils up very well, both in terms of skills and knowledge and understanding, to move forwards into S4 and their National level course assessments.

Economics

In Economics pupils have been working on the Economics of the Market Unit which covers the topics Basic Economic Problem, Supply & Demand, Costs and Markets and Personal Economics. This has been developing their knowledge of the course and starting to apply this knowledge and skills in being able to draw and analyse market diagrams and cost curves. The S3 assessment was based on this section of work. We have now started working on the Unit about UK Economy starting with Government Finance and which will be followed up by Government Aims focusing on Inflation, Unemployment and Economic Growth. All support materials for pupils can be found on-line in Office365 (OneNote & Teams) and they also have printed note booklets.

Engineering Science

The Engineering Science course covers a wide range of engineering disciplines, including Analogue and Digital Electronics, Mechanisms, and Energy Management. Pupils also explore various engineering applications, such as the use of domestic heat pumps and the benefits and drawbacks of investing in a battery-powered electric vehicle. The aim is to complete the course by the Christmas break in S4. In S3, pupils began their studies with the Energy and Efficiency unit before progressing to Mechanisms and Structures. After the Christmas break, they moved on to a unit in Analogue Electronics. The course offers a balanced mix of theoretical learning and hands-on experience, incorporating simulation software and practical workshop activities. At present, pupils are constructing a Compound Gear Train using a variety of hand tools in the workshop. As pupils transition into S4, they will begin studies in Digital Electronics, Engineering Systems, and Microcontrollers before sitting preliminary exams in November. An introductory course in Pneumatic components will follow, allowing pupils to apply their knowledge to simple engineering applications. The course will conclude by the Christmas break in S4. We operate an open-door policy for catch-up sessions, offering support to any learner who has missed lessons or is struggling with aspects of the course. Pupils can attend lunchtime or after-school sessions for one-to-one or small group assistance as needed. In addition, we conduct regular assessments on individual topics to monitor pupils' progress, ensuring that each learner receives the necessary support beyond whole-class instruction.

English

The purpose of English courses in S3 and S4 is to continue to develop and enhance literacy and communication skills, and an appreciation of literature and language through reading, writing, talking and listening. Pupils have been engaging with a wide variety of texts and media formats to work towards either National 4 English, or National 5. Pupils have studied a variety of literature for critical analysis in essay and textual analysis formats; developed their Reading for Understanding, Analysis, and Evaluation skills; prepared and presented solo talks and / or participated in formal group discussion to satisfy the N4 and N5 Talk assessments, and explored and prepared drafts of persuasive writing. Due to the rise in malpractice around use of AI, the SQA's Folio requirements means that all Folio pieces must be completed under direct teacher supervision. This will involve handwriting first drafts for the majority of pupils, or using a locked assignment for pupils who normally type.

S3 courses progress into S4 as pupils prepare for preliminary assessments in November, final Folios in February / March of S4 and on to final presentation at N4 or 5 level. Pupils' progress across both years informs their final presentation level, which is confirmed later in S4.

ESOL (English for Speakers of Other Languages)

ESOL is for learners whose first language is not English. The main purpose of this course is to develop English language skills, in particular reading, writing, listening, and speaking for everyday life and for work and study related contexts. Within these contexts pupils will be able to understand and produce detailed written and spoken texts in English. These skills will increase learners' confidence with personal and social interactions in English and will be of benefit in progression to further studies or employment situations.

On starting the course, learners will undergo a baseline assessment to determine their level of language readiness. As learning progresses, pupils can cover work at N3, 4 or 5 level, depending on need and ability. N3 and 4 are internally assessed, including at N4 level an 'Added Value Unit', which is an assignment where candidates choose topics and texts in consultation with the teacher, then select relevant information from at least two straightforward texts, one of which must be written; make an oral presentation on the topic in English; and respond orally in English to oral questions relevant to the topic.

National 5 has external exams and covers all four modes of communication – reading, writing, listening, and talking:

French and German

The S3 course focuses on continuing the development of reading, writing, listening and speaking skills through the teaching of topics which fall under the headings of Society, Learning, Employability and Culture, as well as increasing pupils' understanding of the grammar underpinning the language they are learning. As well as ongoing assessments in speaking and writing over the course of the year, pupils have completed S3 assessments in reading and listening.

The course assessment has four components.

Component	Marks	Scaled mark	Duration
Component 1: question paper: Listening	25	20	35 minutes
Component 2: question paper: Reading	35	25	1 hour and 10 minutes
Component 3: question paper: Writing	30	25	1 hour and 10 minutes
Component 4: performance: Speaking and Listening	30	30	See course assessment section

Graphic Communication

The S3 Graphic Communication course combines elements of creativity, technical graphics, and communication for visual impact. This is done through several hands-on projects that allow the pupils to build their knowledge within all areas of graphic design. Projects explore the 3D modelling of everyday items, manual orthographic drawing work, creation of graphic advertisement collateral and production of technical graphic layouts for manufacture. This is in preparation for S4 where pupils will be coursed into their correct working level and complete a practical assignment that is completed within the class time under exam conditions and a written exam. The practical assignment task equates to 33% of the candidate's final grade, with the written component making up the remaining 67% of the pupil's mark.

Throughout S3 pupils have completed a range of projects introducing them new CAD commands and modelling techniques. The projects have been designed to challenge pupils on a range of skills to offer them the best chance at succeeding within the S4 prelim assignment and exam, this approach should give candidates a clear understanding of their strengths and areas for development at the appropriate working level for them.

Geography

In S3 pupils have studied: Map Skills, Coastal Landscapes and Land Use, Urban areas, Glaciated Landscapes.

They will be moving on to study rural land use and change, weather and climate and then finally global climate change. The course emphasises the development and application of skills. The emphasis on the interpretation of sources, including maps, develops thinking skills. Candidates gain experience in contributing to group work and also working on their own through taking part in investigative and critical thinking activities. They also progressively develop their skills in literacy and numeracy. Through the study of geography, and the acquisition of techniques of geographical analysis, candidates develop an understanding of aspects of the contemporary world. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures. The course encourages them to reflect on the impact of the environment on health and wellbeing. The course encourages candidates to develop an open mind and respect for the values, beliefs and cultures of others.

Health and Food Technology (HFT)

Throughout their studies in Health and Food Technology (HFT), learners have developed their understanding and knowledge in key areas, alongside practical skills related to these topics:

Food for Health (FFH): macro and micronutrients, the effect of water, fibre, and energy on health, dietary diseases nutritional needs across life stages, current dietary advice, the benefits of a balanced diet for overall health

Contemporary Food Issues (CFI): factors influencing consumer food choices, such as organic preferences, budget constraints, advertising, media influence, and food labelling

Looking Ahead Next year in Health and Food Technology (HFT), learners will complete the remaining topics in the Contemporary Food Issues (CFI) unit, as well as the third and final unit: Food Product Development (FPD). This unit focuses on the stages of food product development, hygiene in food production, functional properties of ingredients and research methods for gathering information. These topics directly support the assignment component of the course, which accounts for 50% of the total grade at National 5. For the assignment, learners are required to research and develop a food product based on a brief set by the SQA. This year, they have already developed essential skills for this task by researching and creating a recipe suitable for someone with coronary heart disease.

Next Steps - Learners should use their experience and feedback from the S3 assessment, as well as insights from this report, to guide their preparation for the S4 prelim and assignment. For most learners, discussions will take place at that stage regarding the suitability of continuing towards completing the course at either National 5 or National 4 level.

History

Across S3 and S4 pupils studying History will cover the following units; The Era of the Great War, 1900–1928, The Atlantic Slave Trade, 1770–1807 and Red Flag: Lenin and the Russian Revolution, 1894–1921. By the end of S3 pupils will have completed the Era of the Great War topic and be at least halfway through the Slave Trade topic. The majority of pupils will at this stage in S3 be working at National 5 level, although differentiation of materials may occur due to ability and learning requirements. Decisions on presentation levels are generally not made until after the S4 prelims. To gain a sense of progression and to see how pupils manage with applying their knowledge and understanding to exam style questions, pupils are assessed via mid unit and end of unit tests in each unit we study. This allows pupils to gain feedback and to allow class teachers to monitor progression, particularly in exam skills. Within the class setting however a variety of learning and teaching methods are used to ensure pupils gain not just a knowledge and understanding of the topics studied but also a range of transferrable skills that can be utilised across all subjects. All resources are on TEAMS in order to allow pupils to revise and catch up on work and at this stage, we expect pupils to be proactive and responsible for catching up on any work they miss. If pupils are unsure or require support, they are of course encouraged to speak directly with their teacher.

Mandarin

The S3 course builds on reading, listening, writing and speaking skills developed in S1 & 2, to build pupils' ability to communicate in Mandarin, to express ideas and opinions with confidence and to increase their understanding of how the language works. It also builds student's understanding of the National 4 and 5 qualifications in the subject. In addition, we aim to increase pupils' awareness of what life is like in China and other Mandarin speaking countries.

Mathematics (please review the relevant course that your child is following)**Nat 3/Nat 4 Applications of Mathematics topics in S3:**

Numeracy Unit	Manage Money & Data Unit	Shape, Space & Measure Unit
Whole Numbers & Decimals Percentages & Fractions Reading & Interpreting Scales Time; Graphs, Charts & Tables Probability	Income & Expenditure Budgeting Best Deal Ordering & Comparing Data	Perimeter Area Volume

Texts used: TeeJay Publishers Access 3 plus other resources

National 5 Applications of Mathematics course topics in S3:

Numeracy	Geometry	Finance	Statistics
Fractions and percentages Solving percentage problems Decimal calculations Ratio and Proportion	Area of simple 2D shapes Area of composite shapes Volume calculations Solving area problems Problem solving using Pythagoras' theorem Using Tolerance Gradient	Gross and Net Pay Overtime and Commission National Insurance and Income Tax calculations Compound interest	Statistics – median, mode, interquartile range Probability Scatter graphs and Pie Charts Box and Whisker Plots

Texts used: TeeJay Publishers N5 Applications of Maths; Zeta Maths N5 Applications of Maths; Achieve online portal

Nat 5 Mathematics course topics in S3:

Geometry	Algebra and relationships	Statistics	Trigonometry
Area and Volume of a cone, pyramid and sphere Circle – arc length, sector area and perpendicular bisector	Factorising quadratics Equations and Inequations Simultaneous Equations Gradient and equation of a straight Line	Charts and Tables – pie charts and scatter graphs Standard deviation Interquartile range	SOHCAHTOA

Texts used: TeeJay Publishers Intermediate 2/Credit Book 1 plus other resources

Media Studies

In S3 Media the pupils have been introduced to the key aspects of Media such as Categories, Narrative and Representation. They have linked this theory to several texts including ET, Indiana Jones, Back to the Future and Stand by Me. Along with this, the pupils had the chance to create practical content where they have learnt the basics of camera operation and editing. This has prepared them for the National 5 course in S4.

In S4 there will be many deadlines to keep track of. The pupils will be given this information at the beginning of the S4 on their course outline. This is to prepare the pupils for their exam and coursework and to help not overwhelm them with the work. Along with the course outline, these will be posted on Teams, on the noticeboard outside Media and explained in class. If there are any problems, or if a pupil can't meet a deadline, please email me katie.dunlop@boroughmuir.edin.sch.uk

Modern Languages (French and German)

The S3 course focuses on continuing the development of reading, writing, listening and speaking skills through the teaching of topics which fall under the headings of Society, Learning, Employability and Culture, as well as increasing pupils' understanding of the grammar underpinning the language they are learning. As well as ongoing assessments in speaking and writing over the course of the year, pupils have completed S3 assessments in reading and listening.

Modern Studies

Modern Studies at National 4/5 level comprises three units: Democracy in the UK; International Issues: World Powers – USA; Social Issues in the UK: Crime and the Law. The Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as 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 emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

Music

Throughout S3 music pupils will continue to build performing and listening skills. They will be working on an individual program of music that consists of performing varying styles of music on two instruments. This performance should last 8 minutes in total and is worth 50% of their overall grade. Pupils will build their knowledge of musical concepts for the Understanding Music component through listening to a variety of styles of music including popular music, vocal music, Scottish music and Baroque music. This will be assessed through a written paper and is worth 35% of their overall grade. Pupils will create their own composition and review of their composition that will be externally marked by the SQA and is worth 15% of the overall grade.

Music Technology

Throughout S3, pupils will gain knowledge of music technology through practical tasks, which will include the use of music software, Mixcraft and various hardware, including microphones and leads. They will apply these skills to a range of projects, including a foley task that will later be assessed by the SQA in addition to a second project. In the Music Technology curriculum, pupils also develop their knowledge of 20th and 21st century music styles and genres (rock and roll, jazz, pop) and gain an understanding of how music technology has developed through the years. Supported study is available to pupils on Tuesday lunchtimes and after school where support is available in both practical and listening elements of the course.

Personal and Social Education (PSE)

This report will be reviewed through an individual interview, where pupils will be encouraged to reflect on their learning throughout their broad general education and identify appropriate personal targets to work towards. This year in PSE have tried to cover Substance misuse, Stereotypes, SHARE, Pregnancy and Parenthood, Mental Health and Resilience, Study Skills. We continue to work with our Skills Development Scotland and Police Scotland partners to offer advice and support as pupils prepare for their senior phase in S4.

Physical Education (PE)

The National 4/5 course has enabled pupils to demonstrate and develop movement and performance skills in a variety of physical activities. Learners have developed an understanding of how mental, emotional, physical and social factors can impact performance whilst investigating various ways to develop performance. They have used various methods to collect data/information on performance, which have allowed them to identify performance strengths and areas requiring development. They have also gained knowledge of how to design, implement, record and monitor training programmes to successfully develop performance in variety of activities. The SQA confirmed that the current modifications to assessment in National Courses, which reflect the disruption to learning and teaching caused by the global pandemic, will remain in place for session 2022–23. This means that pupils will only be assessed in one activity for their Performance Assessment. Religious, Moral and Philosophical Studies (RMPS)

Physics

The S3 Physics course has consisted of 3 key topics, which cover the fundamentals of Physics. They look at Motion, Forces & Energy, Waves & the Electromagnetic Spectrum and Electricity. These were assessed in the S3 exam. Students will now go on to learn about Properties of Matter, through topics looking at Heat and the Gas Laws, and will develop their electricity knowledge by looking at Electronics. This leads up the S4 prelim around November where we will again assess all the work covered by this time. This will leave topics on Vectors, Projectiles, Space and Nuclear Physics before the final exam. The course award in National 5 Physics is dependent on their performance in the final exam as well as the Assignment, which will be complete in class time shortly after the November prelim.

Throughout the year the Physics department works hard to support its students, both in and out of the classroom. Class Teams pages keep pupils up to date on learning, lessons and homework. Study support sessions run every Tuesday, at lunch and after school, providing support throughout the year for anyone who is looking to get any additional help in the subject. In addition to this, students are always welcome to drop into the department for any additional help. The school also runs a Maths and Physics breakfast club before school on a Thursday on the lower ground floor and there is a homework club held in the Library, after school on Wednesday. Students should use their experience and feedback from

the S3 exam, as well as this report, to look ahead into their preparation for the S4 prelim. It will be at that time that conversations will begin on the suitability of continuing to work towards completing the course at a National 5 or National 4 level.

Practical Cookery

We have been consolidating and building on our knowledge of equipment, techniques, cooking processes, organisational skills, and the assembly of dishes during our practical lesson to prepare pupils for more challenging dishes in S4. We have focused our learning on the following areas: N4/ N5 Cookery Process and Understanding and Using Ingredients Units; N5 Theory on Understanding and Using Ingredients; SQA Question Paper Techniques and knowledge for the S3 assessment. The S3 assessment had two components a question paper worth 30 marks and two N4 recipe from the Cookery Process Unit – where pupils were assessed on several practical outcomes as well as safe and hygienic working practices. The final SQA assessment comprises three components: 1 – Planning and Service Details Assessment set by the SQA: 14 % of final grade (this assessment is in early March 2025); 2 – Question Paper set by the SQA 24% of final grade (SQA Exam Diet); 3- Practical Assessment set by the SQA: 62% of final grade (end of –March 2026). Learners should use the feedback in this report to develop their skills and knowledge to help them prepare for a written and practical prelim, the results of which will be used to support learners to a positive outcome at the appropriate level.

Practical Woodworking

Practical Woodworking is a skills-based course designed to develop pupils' hands-on woodworking abilities, ensuring they can successfully meet the demands of projects in S4.

The S3 course focuses on building practical skills that will prepare pupils for more advanced work in the following year. Throughout S3, pupils have completed several projects that have strengthened their knowledge, understanding, and technical abilities in woodworking. One of the key projects is the Pencil Box, which helps pupils develop skills in using woodworking tools and creating woodworking joints and assemblies commonly used in carcass construction. The Trivet and iPad Stand projects introduce pupils to woodworking tools and techniques involved in making joints and assemblies used in flat frame construction. In addition, pupils have completed the Tic-Tac-Toe, Cube in a Cube, Spurtle, and Toy Truck projects. These activities have allowed them to develop skills in using machine and power tools effectively. They have also gained experience in a variety of surface preparation and finishing techniques.

Over the course of S3, pupils will have improved their manual dexterity and control while learning safe working practices. They will become proactive in health and safety matters and will understand how to use a range of tools, equipment, and materials safely and correctly. Furthermore, pupils will develop skills in reading technical drawings and diagrams, measuring and marking out materials, and cutting, shaping, and finishing materials effectively within a shared workshop environment. The S3 Practical Woodworking course serves as a strong foundation for pupils, equipping them with both the skills and theoretical knowledge required for success in the S4 National Level course assessments.

Assessment in S3 consists of a Trinket Box project, which integrates three key areas of study: carcass construction, flat frame assembly, and machining and finishing techniques. Pupils are also required to complete an associated logbook and a case study as part of their assessment.

RMPS

In S3 RMPS, we are working through three units: world religion, morality and philosophical questions. We are investigating the world religion of Hinduism, analysing beliefs and practices and how they impact the lives Hindus today. Medical ethics / conflict/relationships are the focuses of the morality unit (depending on the class). Medical ethics includes sensitive topics such as embryo research and euthanasia. Conflict looks at "just war theory" plus religious and non-religious ideas on warfare and lastly, within the relationship's topic, we explore gender roles and stereotypes. More recently, we have been analysing the question "Does God exist?" within our philosophical question unit. Through each of these units, pupils have developed skills of discussion, critical thinking and essay writing. Pupils are expected to display analysis and evaluation skills in conjunction with their knowledge and understanding of the course content. Each class has been working their way through National 4-unit assessments including an added value unit where they are to choose a religious, moral or philosophical topic and write an essay, including a range of sources related to their question.

Spanish

The S3 Spanish course is a fast-paced beginners course which develops reading, writing, listening and speaking skills through the teaching of topics which fall under the headings of Society, Learning, Employability and Culture, as well as increasing pupils' understanding of the grammar underpinning the language they are learning. The basics of the language are covered at the beginning of the course ahead of covering the main course content which prepares them for national assessments. As well as ongoing assessments in speaking and writing over the course of the year, pupils have completed S3 assessments in reading and listening.

Science

The National Science course covers 3 main themes materials, human health, and electronics. Pupils have been working through the topics with plenty of opportunities for practical exploration, problem solving and research. Each topic is assessed with an end of unit assessment which will lead to a course award of either National 3 or National 4. In addition to our Science award the pupils also have the opportunity to complete a qualification in Personal Development and Employability' in partnership with the Prince's Trust. This award has opened up lots of exciting vocational opportunities as well as chances for self reflection and mentor support.