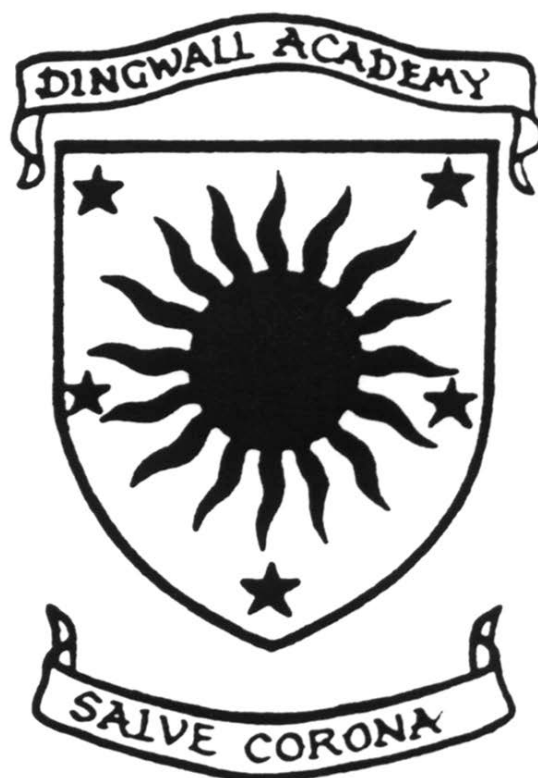


# DINGWALL ACADEMY



## Third Year Options

2019-2020

Dear Parent/Carer

Welcome to this option booklet which is designed to give you further information on the curriculum your child will undertake in S3.

As you will be aware, your child is following the Curriculum for Excellence and will sit national qualifications in 2021. Pupils in Dingwall Academy now make limited choices at the end of S2. Pupils will choose 9 subjects from within curriculum areas.

This broad general education will ensure that all pupils experience the range of outcomes and experiences detailed in the curriculum. It is also important that S3 continues to challenge pupils and prepare them for the new qualifications.

At the end of S3, pupils will choose 6 subjects for S4 as they enter the Senior Phase. Please do not hesitate to contact the school if you have any further questions.

Yours sincerely

Mrs K Cormack  
Head Teacher

## **CURRICULUM**

The school week is made up of 33 periods. In S3 this will be divided as follows

### **Core**

English	4 periods
Maths	4 periods
Physical Education	2 periods
Personal & Social Education	1 period
RMPS	1 period

**Pupils will then make choices from 7 columns each of which will be taught 3 periods per week. Pupils must choose at least one subject from each of the following curricular areas.**

Expressive Arts

Science

Social Subject

Technological Subject

Language

## 2019/2020 - Third Year Options Booklet – Contents

	<b>Page No.</b>
<b>Foreword</b>	<b>2</b>
<b>Core Curriculum</b>	<b>3</b>
<b>Option Booklet Contents</b>	<b>4</b>
<b>Course Descriptions</b>	
Administration and IT	<b>5</b>
Art and Design	<b>5</b>
ASN	<b>6</b>
Biology	<b>6</b>
British Sign Language	<b>6</b>
Business	<b>7</b>
Chemistry	<b>7</b>
Computing Science	<b>8</b>
Dance	<b>8</b>
Design & Manufacture	<b>9</b>
Drama	<b>9</b>
Environmental Science	<b>10</b>
Geography	<b>10</b>
Graphic Communication	<b>10</b>
History	<b>11</b>
Home Economics	<b>11</b>
Languages	<b>12</b>
Modern Studies	<b>13</b>
Music	<b>13</b>
Music Technology	<b>13</b>
Philosophy	<b>14</b>
Physics	<b>14</b>
Practical Metalworking	<b>15</b>
Practical Woodworking	<b>15</b>
RMPS	<b>16</b>
Sport Education	<b>16</b>
Tutorial	<b>17</b>
<b>Progression to National Qualifications</b>	<b>18</b>

## **Administration and IT**

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive applications not only in employment but also in other walks of life.

**The aims of this course are to further develop the four capacities by enabling learners to:**

- develop an understanding of administration in the workplace
- develop IT skills and use them to perform administrative tasks
- develop the ability to use basic functions of office software to carry out simple administrative tasks
- develop presentation and communication skills
- acquire organisational skills in the context of organising and supporting events

Throughout the course learners will use applications such as word processing, spreadsheets, desktop publishing and databases to create and edit business documents. They will use current or emerging technologies to gather and communicate administration-related information. Learners will interact and collaborate with others through the use of the internet, electronic diaries and email.

Learners may progress to Administration and IT at National 4 or National 5 level.

## **Art and Design**

In Art and Design S3 pupils get rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding of their Scottish heritage and the wider Art world.

Pupils in S3 further develop their knowledge, understanding and appreciation of Art and Design by working within structured Expressive and Design projects. Pupils begin both Expressive and Design units with a “skills busting” fortnight. Where they experience as wide a range of materials as possible and can experiment freely with new techniques.

### **Expressive activity**

Responding to given themes, titles, poems or lyrics pupils can create, for example a portrait, landscape, seascape or still life.

### **Design activity**

Pupils select from a range of Design briefs including for example, a new light for Eden Court Theatre, or a piece of body Adornment for a contemporary fashion designer, or a textile for a Scottish company.

## **Critical Activity**

Underpinning all practical activity is the investigation of historical and contemporary Artists and designers. Pupils have an opportunity to access online images from local galleries to works in National collections.

## **Progression**

Learners can progress to National levels in S4.

## **ASN and An Caladh**

Pupils who are part of An Caladh (ASD Provision/Unit) and pupils with significant learning needs can choose from mainstream and ASN subjects.

Pupils can choose subjects from mainstream options as a progression to work already done.

Pupils can choose subjects from the ASN/ASD options. These will be taught by an ASN teacher in the ASN Department. The subject in each column will be decided when the groupings for each column are known. The subjects will be planned to make sure that pupils engage in appropriate learning and their timetable reflects their needs and abilities.

## **Biology**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future, our individual health and wellbeing and as a society. Scotland has a long tradition of involvement in scientific discovery and application.

Through learning in science young people develop their interest in and understanding of the living, material and physical world.

As with other subjects, the Biology S3 course aims to maintain the development of the four capacities in pupils as well as continuing to progressively develop skills in thinking, analysing, learning, investigation and presentation of ideas. This development in S3 is essentially made through increasing the complexity of the scientific contexts and concepts studied.

Pupils will learn through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges.

The main areas of study are Cells Biology, Multicellular Organisms and Life on Earth

Learners may progress to Biology at National level 3, 4 or 5.

## **British Sign Language**

Pupils who have been studying BSL in S2 may wish to continue with this course. Pupils cannot opt into BSL if they have not already been studying BSL in S2.

Pupils will continue to expand their basic sign vocabulary to include more common everyday language for personal/social and transactional/vocational settings. There will now be an opportunity to develop their knowledge of sign linguistics; the structure, the grammar and the key components of a sign language. Fluency and flow of exchange will show less hesitancy and fewer inaccuracies leading to pupils being able to adapt to unknown settings. They will be encouraged to develop their receptive skills. Communication will be at or near normal conversational speed. The principle focus will centre on enhancing interactive communication with others, storytelling and playing games in social settings through BSL.

In order to link their BSL communication skills with everyday life experiences as a deaf person, the pupils will also learn about degrees and categories of loss, causes of deafness, specialist equipment used including the hearing dog for the deaf and some deaf history and culture.

Pupils will have to develop short videoed clips demonstrating their use of their sign vocabulary. Learners may progress to SQA BSL Award, credited at Nat 3, BSL Award 4 (currently in development), Working with Deaf Children Level 5 or the existing SQA units H3PA 10 / H3PA 11.

## **Business**

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. This course is designed to develop learners' understanding of the way in which businesses operate in the current dynamic, changing and economic environments, and to encourage enterprising attitudes. This will be achieved through combining practical and theoretical aspects of business.

**The aims of this course are to further develop the four capacities by enabling learners to:**

- develop entrepreneurial skills by providing them with opportunities to explore realistic business situations
- develop budgeting and financial awareness through both personal and business contexts
- become aware of globalisation and its impact on business
- identify factors which influence business decisions and how they contribute to success or failure
- explore ethical issues relating to business practice as part of an enterprise activity
- develop presentation and communication skills

Throughout the course learners will participate in activities that develop an awareness of the enterprising skills and personal attributes required to succeed in business. Learners will develop an awareness of the key functional activities that support business and will give them opportunities to demonstrate how the use of ICT supports these functional activities.

Learners may progress to Business at National 4 or Business Management at National 5 level.

## **Chemistry**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic

future, our individual health and wellbeing and as a society. Scotland has a long tradition of involvement in scientific discovery and application.

Through learning in science young people develop their interest in and understanding of the living, material and physical world.

As with other subjects, the Chemistry S3 course aims to maintain the development of the four capacities in pupils as well as continuing to progressively develop skills in thinking, analysing, learning, investigation and presentation of ideas. This development in S3 is essentially made through increasing the complexity of the scientific contexts and concepts studied.

Pupils will learn through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges.

The main areas of study are 'Chemical Reactions', 'Rates of Reactions', 'Formulae', 'Fuels, Hydrocarbons and Carbohydrates' and 'Metals'.

Learners may progress to Chemistry at National level 3, 4 or 5.

## **Computing Science**

Using computers is vital to everyday life. They shape the world in which we live and its future. Our society requires young people to have an informed view of the IT industry and its contribution to the economy.

**The aims of this course are to further develop the four capacities by enabling learners to:**

- develop knowledge and understanding of key facts and ideas in Computing Science
- develop problem solving skills using an appropriate programming language in a range of contexts, such as games development
- develop skills in design and implementation of multimedia
- develop skills in graphic manipulation
- introduce and develop aspects of computational thinking
- explore the impact of emerging and innovative technologies on the environment and society

Throughout the course learners will analyse and solve appropriate challenging computing problems in various practical ways combining interaction and collaboration with others. They will become familiar with a range of applications, such as web page creation software, and use a range of web-based tools, such as blogs.

Learners may progress to Computing Science at National 4 or National 5 level or may choose to take the NPA Computer Games Development course at level 4 or 5.

## **Dance**

Throughout the year pupils will have a chance to experience a variety of dance styles such as: Broadway, jazz, street and contemporary. Pupils will also learn the basics of choreography and apply this knowledge in solo and group performances. This will be a very physically active course and will



promote many aspects of health and wellbeing. However, it will also focus on performance, music and social skills.

Pupils taking this course may have the opportunity to progress to National 5 Dance. Please note that Dance is not available at National 3 or National 4.

## Design & Manufacture

The S3 (Broad General Education) Design and Manufacture course offers pupils a practical insight into the worlds of designing and manufacturing. Pupils will learn basic principles considered in designing products effectively and in doing so will get the chance to be inventive and learn to communicate design ideas, through sketching, drawing and modelling.

Pupils will be able to demonstrate creativity in designs, while also taking into account the basic function of a product. During the course pupils will learn about materials, their properties and the manufacturing processes that are used in industry. Pupils will gain an understanding of product life cycles from design to disposal.

Skills in the following areas will be covered

- idea generation techniques
- the ability to communicate design ideas
- skills in evaluation and research
- the ability to devise, plan and develop practical solutions to design opportunities
- practical skills in the planning and development of models and prototypes
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

The study of this course will give an excellent introduction to S4 Design & Manufacture at National level with the opportunity of progressing through to Higher.

## Drama

As part of this course pupils will develop a basic understanding of the Drama Process and will have the opportunity to develop the skills required for Performance. Pupils will have the chance to gain or enhance their knowledge of how drama pieces are created through devising their own work and by looking at the factors that influence drama production including the use of the Theatre Arts.

The course will include will be both theoretical and practical in nature and pupils will cover the following content throughout the year;

- Stimulus and Conventions
- Voice and Movement
- Role Play & Characterisation
- Working with Scripts
- An Introduction to The Drama Process
- A Devised piece of work.

Pupils who take this course may have the opportunity to study Drama at National 4 or 5 in S4, through Eden Court out with school hours.

## Environmental Science

The Environmental Science Course enables learners to develop an understanding of environmental issues. Learners will investigate the living environment, the earth and its resources. Learners' will develop an understanding of environmental issues and sustainable practices, as well as developing their problem solving, investigative and experimental skills in a range of environmental contexts.

The first topic covers the areas of renewable energy sources including benefits and potential problems; formation, characteristics and uses of minerals; formation, characteristics and uses of common rocks; formation, characteristics and uses of soils; and useful substances which can be extracted from natural resources

The second topic covers the areas of sampling and identifying living things, from different habitats, to compare their diversity; factors influencing the distribution of living things; the process of photosynthesis and why plants are vital to sustaining life on Earth; the use of different types of chemicals in agriculture and their alternatives; and the potential impact of chemicals and their alternatives on the world's food production.

The third topic covers the areas of processes which may contribute to climate change; the possible impact of atmospheric change on the survival of living things; the causes and possible consequences of an environmental issue; and ways to manage the impact.

Throughout each topic learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

## Geography

Pupils in S3 Geography will follow a broad general curriculum, studying people, place and environment. They will establish a firm foundation for further learning by developing their skills of literacy, numeracy and learning geographical methods and techniques including the use of maps. They will experience opportunities for fieldwork as appropriate. Geography is taught by a subject specialist and pupils will develop their knowledge and understanding of the syllabus by learning about topics such as:

- Natural Regions of the World: a study of the landscape and peoples' interaction with natural regions - desert, rainforest and tundra
- Physical Geography :  
Rivers – a study of processes, landscapes and flooding potential  
Limestone – a study of formation and land use
- Our Local Area - a study of the growth and development of Inverness and the rural communities of the Highlands
- Climate Change - a study of the causes, the global and local effects and what we can do to try and slow down global warming

## Graphic Communication

Graphic Communication in all its forms is vital in today's modern world. The course focuses on the international use of 2D and 3D graphics which can be used to communicate in career areas such as Architecture, Engineering, Construction, Manufacturing, Product Design, Interior Design, Fashion and Graphic Design.

The course is practical in nature and combines elements of manual and electronic graphic communication techniques.

The following elements are studied:

- Knowledge and interpretation of drawings, diagrams, charts, graphs and computer systems
- Drawing abilities including sketching and pictorial drawings of everyday items
- Computer graphic skills producing 3D modelling, technical drawings, graphic illustration and desk-top publishing

The course allows learners to engage with technologies and to consider the impact that graphic communication has on our modern environment and society.

The study of this course will give an excellent introduction to Graphic Communication at National 4/5 level in S4.

## **History**

Pupils in S3 History will follow a broad general curriculum, studying people, past events and societies. They will establish a firm foundation for further learning by developing skills of extended writing and source evaluation. They will be encouraged to engage in discussion and informed debate to develop reasoned and justified points of view. History is taught by a subject specialist and pupils will develop their knowledge and understanding of the syllabus by learning about topics such as:

- Changing Life in the Nineteenth Century Britain- Population and Agriculture, Health and Housing, Railways ,Coalmining
- World War One – causes, trench warfare, end of the war
- Women and the struggle for the right to vote
- Tsarist Russia and the Revolutions in 1917
- Individual Research Project

## **Home Economics**

The S3 Home Economics course continues to give pupils a broad general education, ensuring that the foundations are laid for smooth transition for pupils to go on to study Hospitality at National 4 or 5 or Health and Food Technology at National 5.

Areas to be covered in units include:

- Healthy eating- current dietary advice, nutrition and diet related disorders
- Food product development - recipe development and sensory testing
- Safe and hygienic practices – safe storage, preparation and cooking of food.
- Contemporary food issues – sustainability of food
- Practical cake craft – Christmas cake project

Home Economics will include two practical cookery and one theory lesson per week which will help to develop basic practical food preparation skills. Dishes will become more challenging and complex as skills are improved throughout the year. The course will have a significant focus on organisational and time management skills required for successful performance in the kitchen as well as developing a range of invaluable life skills.

## Languages

In column 2 pupils are required to choose the language they have been studying in S1 and S2.

### **French**

This course is aimed at those pupils interested in studying a second language. Pupils do not require any previous knowledge of the language and topics covered will include:

- Personal information
- Nationality
- Numbers
- Family Time
- Leisure Activities
- Home
- School
- Holidays
- Food and Drink

At the end of S3 pupils may progress to National 3, National 4 or National 5.

### **German**

This course is aimed at those pupils interested in studying a second language. Pupils do not require any previous knowledge of the language and topics covered will include:

- Personal information
- Nationality
- Numbers
- Family Time
- Leisure Activities
- Home
- School
- Holidays
- Food and Drink

At the end of S3 pupils may progress to National 4 or National 5.

### **Spanish**

This course is aimed at those pupils interested in studying a second language. Pupils do not require any previous knowledge of the language and topics covered will include:

- Personal information
- Nationality
- Numbers
- Family Time
- Leisure Activities
- Home
- School
- Holidays
- Food and Drink

At the end of S3 pupils may progress to National 4 or National 5.

## Modern Studies

Pupils in S3 Modern Studies will follow a broad general curriculum, studying people in society and the economy. They will establish a firm foundation for further learning by developing their skills of literacy, numeracy and decision making exercises. They will develop their capacity for critical thinking through accessing, analysing and using information from a wide variety of sources. Modern Studies is taught by a subject specialist and pupils will develop their knowledge and understanding of the syllabus by learning about topics such as:

- Terrorism in the modern world
- China – social, political and economic issues
- Health Inequalities in the UK
- Child Labour
- Individual Research Project
- Malawi

## Music

Pupils in S3 continue to explore the three elements of Performing, Composition and Understanding Music. Across these elements, pupils progress their performing ability on two instruments or one instrument and voice; chosen in consultation with the Music Department staff. Pupils will also look at pieces of music from existing composers and use these to develop and create their own original music. As well as this, they will have the opportunity to build on existing understanding skills by exploring a range of styles including Scottish, Musicals, Jazz, Rock & Pop.

### **Performing Skills:**

Pupils will develop their musical and technical skills on two instruments and reflect on the quality and accuracy of their playing and performing. Pupils will have regular assessments on these pieces and will take part in short class performances.

### **Composition Skills:**

Pupils explore their creative ideas to produce a musical composition.

### **Understanding Music:**

Pupils listen to and learn about concepts relating to a variety of musical styles from all around the world. They will also take a more in depth look at musical notation, signs and symbols.

## Music Technology

Pupils in S3 will develop their knowledge and understanding of music performance, music technology and of music concepts, particularly those relevant to 20th and 21st century music, and to engage in the development of technical and creative skills through practical learning.

The course aims to enable pupils to:

- develop basic skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in straightforward contexts
- develop understanding of a range of 20th and 21st century musical styles and genres

- reflect on their own work and that of others

### **Music Performing Skills**

Pupils will develop their musical and technical skills on one instrument or voice and reflect on the quality and accuracy of their playing and performing. It is important that pupils continue to study one instrument or voice so that they are able to use this to aid with the recording and production process.

### **Music Technology Skills**

Pupils will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Pupils will explore a range of uses of this technology through practical activities.

### **Understanding 20th and 21st Century Music**

Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

### **Music Technology in Context**

Pupils will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

### **Music Technology Project**

Pupils will need to apply and integrate skills, knowledge and understanding from the other parts of the course to plan and carry out a short creative production using music technology.

## **Philosophy**

Philosophy involves learners in exploring issues about knowledge, morality and the world we live in, and enables them to analyse and develop philosophical questions and arguments. These skills will in turn help them to develop in all four capacities.

The Course contributes to personal and social development as learners engage with a range of important questions and issues that will inform their own ideas and opinions. The thinking skills used in the Course will help learners to order their thinking and express themselves confidently, while also helping them to appreciate the values and beliefs of others.

This will enable learners to become more effective contributors and responsible citizens.

Philosophy not only enables learners to develop a broader understanding of different views — it also helps them to develop confidence in their own reasoning and in their ability to make informed decisions.

Throughout this Course learners develop basic philosophical skills and techniques in one of the following three areas -

- Arguments in Action
- Knowledge and Doubt
- Moral Philosophy

## **Physics**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic

future, our individual health and wellbeing and as a society. Scotland has a long tradition of involvement in scientific discovery and application.

Through learning in science young people develop their interest in and understanding of the living, material and physical world.

As with other subjects, the Physics S3 course aims to maintain the development of the four capacities in pupils as well as continuing to progressively develop skills in thinking, analysing, learning, investigation and presentation of ideas. This development in S3 is essentially made through increasing the complexity of the scientific contexts and concepts studied.

Pupils will learn through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges.

The main areas of study are Waves and Radiation, Electricity and Energy and Dynamics and Space. In S4 Learners may progress to Physics at National level 3, 4 or 5.

## **Practical Metalworking**

The course is workshop-based. It provides a broad introduction to practical metalworking. The course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact.

The Course is practical, exploratory and experimental in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity. The Course provides opportunities for learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials.

The aims of the Course are to enable learners to develop:

- skills in metalworking techniques
- skills in measuring and marking out metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- knowledge of sustainability issues in a practical metalworking context

The skills that learners acquire by successfully completing this Course will be an excellent introduction to the study of metalworking at National 4/5 level in S4.

## **Practical Woodworking**

The Course is largely workshop-based. It provides a broad introduction to practical woodworking. The Course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact. The Course allows learners to engage with technologies. Learners will use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy.

The aims of the Course are to enable learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in working environments
- practical creativity and problem solving skills
- knowledge of sustainability issues in a practical woodworking context

The skills that learners acquire by successfully completing this Course will be an excellent introduction to the study of woodworking at National 4/5 level in S4 and also prove valuable for life and for the world of work.

## **Religious, Moral and Philosophical Studies**

The Course contributes to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious viewpoints, and personal experience.

Through the Course, learners are enabled to develop the four capacities. The Course will do this by developing knowledge, understanding and skills; developing understanding of human beliefs, values and behaviour; and examining how religion, morality and philosophy can help people find meaning and purpose in life.

In developing these four capacities of Curriculum for Excellence, this Course will also provide opportunities for learners to develop skills for learning, skills for life and skills for work. These include literacy, personal learning and thinking skills.

Developing understanding and respect for different views can develop a sense of responsible citizenship.

This Course allows learners to develop values and beliefs and learn to express these. This will allow learners to make informed moral decisions.

The Course encourages learners to develop an understanding and respect for different beliefs, values and viewpoints, and to put their values or beliefs into action in ways which benefit others.

Throughout this Course learners develop basic skills and techniques in one of the following three areas -

- World Religion
- Morality and Belief
- Religious and Philosophical Questions

## **Sport Education**

Sport Education continues to give pupils a broad general education, ensuring that the foundations are laid for smooth transition for pupils to go onto study Physical Education at National 4 or 5.

The course will have a significant focus on developing practical ability across a number of activities so that pupils are well prepared for the vigours of certificated PE in the senior phase. The course will explore many aspects of sport in greater depth such as performance related training, mind sets, current issues and physiology. There will be a clear focus on developing responsibility within pupils as well as ensuring that they experience challenge in both the physical and social contexts of sport.

The course will be mainly practical in nature with content being delivered through a range of activities over the year. The following content will be covered:-

- Skill refinement
- Current issues in sport



- Basic sports physiology
- Fixed and growth mind-set in Sport
- Factors that impact on performance
- Fuelling sport
- Feedback and Analysis

## **Tutorial**

Tutorial is available for pupils with an identified learning need.

Pupils in Tutorial work towards targets in Literacy, Numeracy, Health and Well-Being and ICT to support learning, which includes using apps such as screen readers to help pupils become more independent in their learning. Homework and classwork are also supported in Tutorial.

### Progression to National Qualifications

<b>S3 Subject</b>	<b>Possible Progression</b>	<b>N3</b>	<b>N4</b>	<b>N5</b>	<b>Higher</b>
Administration and IT	<b>Administration &amp; IT</b>		✓	✓	✓
Art and Design	<b>Art &amp; Design</b>	✓	✓	✓	✓
Biology	<b>Biology</b>	✓	✓	✓	✓
British Sign Language	<b>British Sign Language</b>	✓	✓		
Business	<b>Business Business Management</b>				
Chemistry	<b>Chemistry</b>			✓	✓
Computing Science	<b>Computing Science</b>		✓	✓	✓
Dance	<b>Dance</b>			✓	✓ Eden Court
Design and Manufacture	<b>Design and Manufacture</b>		✓	✓	✓
Drama	<b>Drama</b>				✓ Eden Court
English	<b>English</b>	✓	✓	✓	✓
Environmental Science	<b>Environmental Science</b>	✓	✓	✓	✓ College
French	<b>French</b>	✓	✓	✓	✓
Gaelic	<b>Gaelic</b>	✓	✓	✓	✓
Gaidhlig	<b>Gaidhlig</b>	✓	✓	✓	✓
Geography	<b>Geography</b>	✓	✓	✓	✓
German	<b>German</b>		✓	✓	✓
Graphic Communication	<b>Graphic Communication</b>		✓	✓	✓
History	<b>History</b>	✓	✓	✓	✓

Home Economics	<b>Hospitality Health &amp; Food Technology</b>		✓	✓ ✓	✓
Maths	<b>Maths Applications of Maths</b>	✓	✓	✓ ✓	✓
Modern Studies	<b>Modern Studies</b>		✓	✓	✓
Music	<b>Music</b>	✓	✓	✓	✓
<b>S3 Subject</b>	<b>Possible Progression</b>	<b>N3</b>	<b>N4</b>	<b>N5</b>	<b>Higher</b>
Philosophy	<b>Philosophy</b>			✓	✓
Physics	<b>Physics</b>		✓	✓	✓
Practical Metalworking	<b>Practical Metalworking</b>		✓	✓	
Practical Woodworking	<b>Practical Woodworking</b>		✓	✓	
RMPS	<b>Religious, Moral and Philosophical Studies</b>	✓	✓	✓	✓
Spanish	<b>Spanish</b>		✓	✓	✓
Sport Education	<b>Physical Education</b>	✓	✓	✓	✓