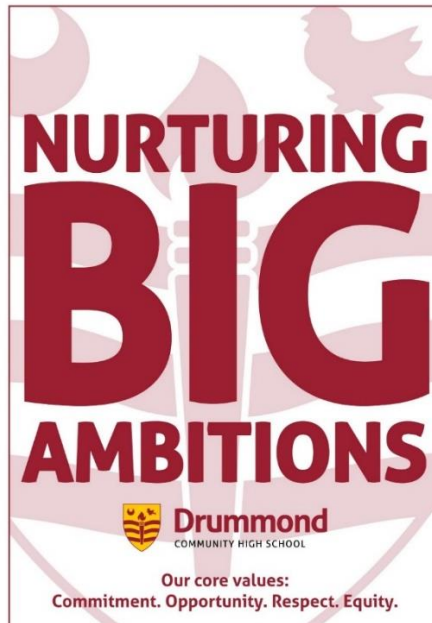


# Drummond Community High School



## Pathway Planning for S2 moving into S3 January 2026

**INFORMATION FOR STUDENTS AND  
PARENTS/CARERS**

# INTRODUCTION TO PATHWAY PLANNING

## *For Parents/Carers*

Students in S2 are now more than half-way through their Broad General Education (BGE) at Drummond Community High School. This is the point at which we encourage learners to reflect on their interests and strengths, and to review their progress in learning so far. This process informs the choices students make and enables them to follow a personalised curriculum in S3. This process is referred to as a “Review of Learning.”

There are a wide range of courses available in S3, some of which will be new. Details of all courses offered are provided within this booklet. It is important that students have a good understanding about all the courses offered before making choices. Students can access further information from their **subject teachers** and **Pupil Support Leaders**.

### **Our Rationale**

In S3 our ambition is to have a curricular experience that:

- Ensures the highest possible attainment in the Senior Phase through depth, challenge and pupil-led learning.
- Ensures the Health and Wellbeing of every young person through high quality relationships and effective implementation of GIRFEC by all staff.
- Is in line with our Core Vision and Values; our S3 curriculum is designed to encourage all pupils to be ambitious and provide commitment, opportunities, respect and equity for all.
- Ensures that our young people develop the employability skills that will lead to a sustained positive destination and a happy and fulfilled life beyond school.

### **What choices will learners make?**

All students study **eight** courses in S3. They will continue with English/ESOL and Literacy, Maths and Numeracy, Modern Languages, Physical Education, Religious and Moral Education (RME) and Personal and Social Education (PSE).

They will make choices within the following curricular areas:

- Science
- Social Subjects
- Expressive Arts
- Technologies

While booklets are useful for reference, they are obviously no substitute for direct advice from teachers and our knowledgeable Pupil Support team. All students will be provided with time during their PSE lessons to discuss options.

In January your child will have a one-to-one interview with their Pupil Support Leaders. Times and dates for appointments will be distributed in January via group call for parents and slips will be distributed by Pupil Support Leaders in PSE for students.

**It is vital that parents and carers discuss with their child the options available and what their individual strengths/interests are.**

Course choice forms will be issued in January and should be completed at home with parents/carers. Students should then bring completed (signed by parent/carer) course choice forms to the individual meeting with their Pupil Support Leader.

It is important that you make choices that interest you. For example, if you are interested in Science and Technology, you may wish to select courses which allow you to develop skills in these areas in S3. Choosing a course because your friends are doing it is not a good reason for a course choice! You will make lots of new friends in S3 in addition to keeping your old friends. This is an exciting part of starting S3.

It is also important that you know what the subject entry requirements are if you are considering a specific career choice and/or University entrance. The school library has information about all the Scottish Universities and Colleges, but you can also research online. Below, are some useful websites.

<http://myworldofwork.skillsdevelopmentscotland.co.uk/>  
<https://www.ucas.com/discover/advice-for-parents-guardians-and-carers>  
<https://www.npfs.org.uk/downloads/>

We would also advise you to make use of the SDS (Skills Development Scotland) Career Advice service available in school from Helen Irons who can be contacted at [Helen.Irons@sds.co.uk](mailto:Helen.Irons@sds.co.uk).

### Review of Learning Timeline

12th December 2025	Pupil Tracking 2 sent home to learners/Parents
W/B 15 <sup>th</sup> December 2025	Course choice forms issued to learners during PSE/Information issued to learners via Pupil Support Leaders. Course choice booklets sent home to parents/carers
8 <sup>th</sup> January 2026	5.00 – 6.00 pm Coursing Information Evening for Parents/carers in school
9 <sup>th</sup> January 2026	Coursing assembly for S2 led by S Sloan during registration and period 1
W/B 12 <sup>th</sup> January 2026	Coursing begins for S2 with Pupil Support Leaders

Parent/Carers - please do not hesitate to contact your child's Pupil Support Leader if you have any questions which you feel remain unanswered. It is essential that students start their courses in June with enthusiasm, commitment and the determination to succeed.

We will make every effort to accommodate student choices but please note **sometimes we are unable to meet every combination so reserve choices are very important.** Once your child's 8 subjects have been agreed a copy will be sent home.

## S3 Experience at Drummond Community High School

Below is a diagram outlining our S3 curriculum map.

Period allocation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
S3	English 5ppw					Maths 5ppw					Mod Languages 3ppw			Social Subjects choice 3ppw			Science choice 3ppw			Expressive Arts choice 3ppw			Technologi es choice 3ppw			Free choice 3ppw			HWB & Core PE x 2/ PSE x 1, RMPS x 1						

## How Many Courses Can I Choose?

The curriculum in S3 is structured around the following curricular areas:

- English/ESOL
- Maths
- Modern Languages
- Science
- Social Subjects
- Expressive Arts
- Health and Wellbeing
- Technologies



The **8 Courses** you choose in S3 will allow you to progress in 7 of them in S4.

Everyone must take:

- English or ESOL (*directed by PSL*)
- Maths
- Modern Languages

One of the following:

- Science
- Social Subjects
- Expressive Arts
- Technologies
- You also pick 1 from the Free Choice column, this allows you to pick two of any subject area above.

You will get 5 periods for English/ESOL and Maths, 3 periods for your other 6 courses, 2 core periods of Physical Education, 1 core period of Religious & Moral Education and 1 core period of Personal and Social Education. The table on the back of this sheet shows which options are available.

### **How do I make my choices?**

- All parents/carers will receive a letter in January 2026 which will indicate a date and time for learners to attend the Pathway Planning meeting.
- All students will receive a slip with the timings for their meeting from their Pupil Support Leader and they must attend the meeting with their PSL in school in the correct room (Pupil Support Leaders will indicate this on the slip they are issued)
- Interviews will begin on **Monday 12<sup>th</sup> January** and finish on **Friday 16<sup>th</sup> January**.
- Option Sheets will be distributed prior to the meetings taking place – please ensure your child brings this with them **completed** on the day of the meeting and signed by yourself.

**We will make every effort to accommodate your choices but sometimes we are unable to meet every combination. Once you have agreed your 8 courses your parents/carers will be sent home a copy of your choices via email.**

### **Making Good Choices**

Making good choices at this stage will help you progress on the right pathway into your qualifications in S4. Which courses to follow can be a challenging time for both pupils, parents and carers. However, by doing some research you can make informed choices:

- Look at Nationals/Highers in a Nutshell <https://www.npfs.org.uk/downloads/>
- Look at Edinburgh College's Career Coach <https://www.edinburghcollege.ac.uk/information-and-advice/career-planning/career-coach> designed to help you find a good career by providing the most current local data on wages, employment, job postings, and associated education and training.
- Look at the 'My World of Work' website: <http://www.myworldofwork.co.uk> for careers advice
- Make an appointment to see the Drummond CHS Careers Advisor Helen Irons at [Helen.Irons@sds.co.uk](mailto:Helen.Irons@sds.co.uk)

### **Pupil Support Leaders**

*Please do not hesitate to contact our Pupil Support Team for more information using the details below.*

Annandale – Mr Paley

[Michael.paley@drummond.edin.sch.uk](mailto:Michael.paley@drummond.edin.sch.uk)

Bellevue - Mr White

[Mark.white@drummond.edin.sch.uk](mailto:Mark.white@drummond.edin.sch.uk)

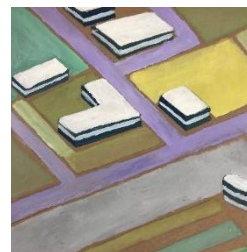
Claremont – Ms Rankin

[Leah.rankin@drummond.edin.sch.uk](mailto:Leah.rankin@drummond.edin.sch.uk)

# Art and Design

is for you if you enjoy:

- Working in creative ways, solving problems and using your imagination.
- Expressing your ideas visually
- Drawing, painting, printmaking, constructing and working in 3 dimensions.
- Experimenting with new techniques and materials
- Researching, investigating and talking about artists and designers



**You need to be enthusiastic about Art & Design and be keen to learn new creative skills**

## COURSE OUTLINE

There are three elements to the S3 course: Design, Expressive, and Art and Design Studies. You will produce a folio of practical work in both Expressive and Design as well as studying the work of designers and painters in Art and Design Studies. We will also work through industry led resources from <https://daydreambelievers.co.uk/> to develop your creativity, problem solving and critical thinking. The skills you develop in S3 will help to prepare you for senior courses in the department.

### Design

In S3 you will work on a series of mini design projects and become familiar with working to a design brief. You will work through a design process from research and investigation, developing ideas to creating a final outcome. You will also experiment with and use a range of materials, techniques and technology, and reflect on what makes a good outcome.

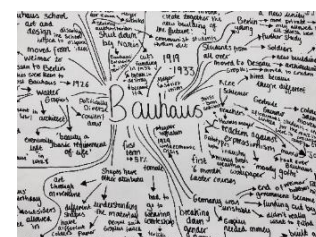


### Expressive

You will learn how to develop your drawing, painting and print-making skills through still life and landscape units. In addition to this, you will select stimuli and produce analytical drawings and studies, investigating a chosen theme and developing and refining expressive ideas.

### Art & Design Studies

You will study the work of important artists and designers from the past and present. You will learn how to analyse and write about their work, commenting on the social and cultural factors that have influenced their work and practice. The written work you do in S3 helps to prepare you for Art and Design Studies in the Senior phase.



## EMPLOYABILITY – What creative industries can I work in after studying Art and design?

Creativity is one of the key skills employers look for in the workplace today so the skills you learn will prepare you for a wide range of jobs and professions. Specific Art and Design roles include Architect, Animator, Art & Design teacher, Fine Artist, Furniture designer, User-Experience consultant, Graphic designer, Costume/Fashion designer, Stylist, Fashion journalist, Games designer, Jewellery designer, Interior designer, Illustrator, Medical illustrator, Photographer, Product designer, Set designer, Textile designer and many more.

### PROGRESSION

Students can later progress to the Senior Phase National Qualifications at National 4, 5 and Higher level. They can later choose to study Advanced Higher Art or Design in S5 & 6. Students can then apply to study at Foundation, HNC, HND or University level at Art College.

# Biology

## WHAT WILL I LEARN?

You will gain knowledge and understanding of the Biology of both animals and plants and develop skills through a variety of approaches including practical activities. You will develop skills specific to Science, such as experimentation and investigation, and skills for learning, life and work. You will study 3 units:



### **Biology: Cell Biology**

In this unit, you will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells such as transport in and out of the cell, photosynthesis and respiration, as well as the study of DNA, proteins and biotechnology.

### **Biology: Multicellular Organisms**

In this unit, you will develop new skills and carry out practical learning activities related to the study of whole organisms. This will include a comparative approach to the study of plants and animals through areas such as reproduction and inheritance, the need for transport within organisms, digestion, control and communication and health.

### **Biology: Life on Earth**

You will carry out practical and other learning activities related to the study and investigation of life on earth. This includes ecosystems, and the study of their diversity, living and non-living factors, animal interactions, behaviours and adaptations as well as the processes of evolution and natural selection.

## PROGRESSION AND CAREERS

You can continue to study Biology at National 4 or 5, Higher and Advanced Higher levels. This course also provide progression into National 5 Laboratory Science.

### **Possible career-paths include:**

Dentist	Forensic Scientist	Vet	Conservationist
Psychologist	Molecular Biologist	Nurse	Zoo Keeper
Brewer	Geneticist	Hairdresser	Marine Biologist
Optician	Physiotherapist	Teacher	Biomedical Scientist
Pharmacist	Food Tester	Radiographer	Doctor
Horticulturist	Gardener	Beautician	Dietician



# CDT – Design Technology



In S3 we are offering our students the opportunity to focus their learning on particular aspects of Craft, Design & Technology. By offering specialised learning in S3 our aim is to provide students with experiences that better prepare them for the different National 4/5 CDT courses available in S4. We do this by offering two different CDT courses in S3:

- Design Technology
- Craft Technology

## COURSE DESCRIPTION – DESIGN TECHNOLOGY

This course has been designed to prepare students to study N5 Graphics and SCQF 5/6 Design Engineer Construct in S4. Students will learn about and use graphics techniques in line with N4/5 outcomes as well as undertaking the design of an eco-classroom using industry practices and software.

This course best suits students who like to work to deadlines, work independently and find their own ways of achieving outcomes using their creativity and existing skills while developing new ones.

## WHAT WILL I LEARN?

Some of the topics you will learn about and work through are:

The Design Process	Design Thinking	Complex problem solving
Critical thinking	Creativity	Building design
Sustainability	Industry job roles and skills	Practical Modelling and Manufacturing Skills
3D Computer Modelling (CAD)	Manual Graphic Skills	Graphic Design and Visual Communication

## EMPLOYABILITY

The World Economic Forum identify the top three employability skills needed **across all sectors** after 2020 as; complex problem solving, critical thinking and creativity.

In addition to developing these wider contemporary skills this course offers learning with direct links to the following career opportunities:

Architecture, Architectural engineering, Road, Rail, Infrastructure and global development. Graphic Design, Product Design, Creative Industries, Advertising & Marketing, Games Development, Engineering, Aerospace, purchasing and procurement, management, project management. Civil Engineering. Computer modelling & simulation. Computer animation.

## PROGRESSION

- National 4/5 Design and Manufacture
- National 4/5 Graphic Communication
- SCQF 5/6 Design Engineer Construct
- Progression to Higher and Adv. Higher in both subjects is offered in S5-6.
- Progression to DEC L3 (SCQF7) “DEC for the worlds Infrastructure” in the Connected Digital Academy.



# CDT – Craft Technology



## **COURSE DESCRIPTION - CRAFT & ENGINEERING**

Students will continue their CDT learning through a mainly practical experience.

Learning will focus on developing specialist knowledge, understanding and skills in the use of technology, tools, machines and materials, and their application in a variety of project based contexts. Students will engage with practical 'hands-on' projects that develop learning in aspects of craft, manufacturing and elements of design. Students will also develop and consolidate their learning through the completion of written record books and theory lessons. This course best suits students who prefer following set tasks, enjoy practical, independent working and can work within Health & Safety procedures and expectations.

## **WHAT WILL I LEARN?**

Some of the topics you will learn about, and work through in the course are:

- Safe and skilled use of tools, equipment and materials.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out.
- Safe working in workshop environment
- Knowledge of materials.
- Maintenance of tools and equipment.
- Design process
- Design thinking

## **EMPLOYABILITY**

The skills developed in this course offers learning with direct links to the following career opportunities:

Product design, Joiner, Plumber, Roofer, Painter & Decorator, Plasterer, Stone Mason, Mechanic, Building Services, Welding, Machining, Industrial Fabrication & Assembly.

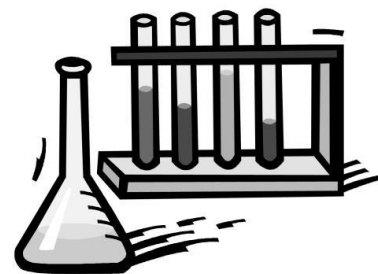
## **PROGRESSION**

Based on your progress throughout the year, you could continue in these subjects:

- National 4/5 Practical Woodwork
- National 4/5 Design & Manufacture

# Chemistry

Chemistry is involved with materials of every description. Their source can be the earth, the atmosphere or anything living there.



## WHAT WILL I LEARN?

You will develop important and relevant skills, attitudes and attributes related to Chemistry including: developing scientific and analytical thinking skills, developing an understanding of Chemistry's role in scientific issues, acquiring and applying knowledge of Chemistry concepts, developing understanding of chemical products and how they are formed and applied in society. There are 3 units:

### Atoms, Acids and Alkalis

You will build on detailed chemical concepts and use these in analytical applications. You will develop skills and awareness of ethical and environmental issues in a local and international context.

### Nature's Chemistry

You will build on the understanding of natural resources and associated products to gain knowledge and develop skills. You will apply these skills when considering ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

### Chemistry in Society

You will be introduced to important chemical concepts and apply skills in areas such as the development and use of novel and new materials, including forms of energy generation and the reactions and applications of metals.

## PROGRESSION AND POSSIBLE CAREER PATHS

You can progress to National 4 or 5, Higher or AH Chemistry. This course also provides progression to National 5 Laboratory Science.



A chemistry certificate or degree can be a useful entry to non-scientific pursuits. Success in this subject also shows an ability to assimilate information, to reason clearly and to present a coherent solution to a theoretical or practical problem.

Possible careers paths include but are not limited to:

Analytical Chemist	Biotechnologist	Chemical Engineer
Healthcare Scientist	Clinical Biochemistry	Forensic Scientist
Nanotechnologist	Pharmacologist	Research Scientist (Physical Sciences)
Scientific Laboratory Technician	Toxicologist	

# Computing Science



Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

In S3, pupils will experience a wide range of activities that will prepare them for the certificate courses we offer. These activities provide opportunities for pupils to enhance transferable skills in planning and organising, working independently and in groups, critical thinking, problem solving and decision making, research, communication and self-and peer-evaluation, in a range of contexts. The Cyber Security aspect of the course allows pupils to develop their knowledge and skills in data security, digital forensics and ethical hacking. They will also gain practical skills in a range of software applications and tools.

## WHAT WILL I LEARN?

There will be an emphasis on skills development and the application of those skills

- Computational thinking
- Computer Architecture
- Software Development Process
- Programming (Scratch, LiveCode, HTML)
- Databases
- Web Design
- Cyber Security
- Internet Safety

## PROGRESSION

- National 4 and 5 Computing Science
- Level 5 National Progression Award (NPA) in Cyber Security

## EMPLOYABILITY

In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result students with STEM qualifications may expect to have a wide choice of careers.

# DRAMA



Drama is for anyone who wants to develop **their communication, confidence and ability to work with others**. You don't have to be aiming for an acting career! Drama is an exciting, enjoyable and rewarding course which prepares you for life after school. You learn to **be organised, plan, review and turn your ideas into action**. Drama is an excellent choice of course for anyone interested in working with people in the future.

## WHAT YOU WILL LEARN

You will learn experientially (this means you will experience what you are learning: you will actually 'do' it). You will **respond, create, present and evaluate pieces of drama**. You will learn about the **key categories** and **write about your ideas** in relation to this. You will explore the **production areas: sound, lighting, costume, props, set design and acting**. You will begin to understand the creative process. Choices, alternatives, failures and doubt: The creative person works all of them out!

## EMPLOYABILITY

Choosing Drama is an excellent way to build confidence and develop personal and social skills, including working in a group. You will learn essential skills for life as well as developing your writing skills.

### A few examples of jobs directly linked with Drama:

- Scenographer
- Make Up Artist
- Costume Designer
- Stage Manager
- Arts Administrator
- Drama Teacher
- Drama Therapist
- Television Production Assistant
- Radio Presenter
- Theatre Director
- Playwright/Writer/Author
- Sound/Lighting Technician

### Types of work where Drama would be useful:

- Nursery Assistant
- Primary/Secondary Teacher
- Youth & Community Worker
- Management/Leadership Roles
- Social Worker
- Customer Service Roles
- Journalist
- Nurse/Doctor
- Lawyer/Solicitor
- Politician
- Marketing, HR and sales
- Retail/Catering

## PROGRESSION

In S4: National 3, 4 or 5 Drama.  
In S5: Level 6 (Higher)  
In S6: Level 7 (Advanced Higher)

*'The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life.'* Stella Adler

# S3 ESOL (English for Speakers of Other Languages)

## What will I Learn?

The ESOL course develops communication skills of reading, writing, listening and speaking. For learners whose first language is not English, this course allows them to apply their language skills in practical and relevant situations. The aims of the course are to enable learners to develop the ability to understand and use English language, as appropriate to purpose, audience and context. Learners will also develop their confidence with communication through the study of a variety of topics.

## Topics covered in S3:

- Leisure activities
- World festivals
- Technology and social media
- Relationships
- Travel
- School life

## Progression

You can study National 3, National 4 or National 5 in S4 depending on which level suits you best. There is also the option to study Higher ESOL in S5/6.

## Employability

English language skills are vital for all further study and career options. ESOL is based around your communication skills so it is the perfect course to make sure you feel confident in your language ability.



# Film and Screen Education

Film and Screen Education develops understanding of key film elements and the practical application of this knowledge in creating short film products. The course focuses on learning the craft of the technical aspects of filmmaking and provides opportunities for learners to create and share their own short films. Film and Screen Education is an excellent choice for young people with an interest in expressive arts and practical learning.



## WHAT WILL I LEARN?

### Creative Knowledge and Skills

Learners will watch screen texts and will use knowledge of screen language to create their own film products. As a progression from S2, this will include practical filmmaking activities with defined crew roles.

### Critical Knowledge and Skills

Learners will analyse and evaluate screen texts using film literacy knowledge. As a progression from S2, this will include questioning the choices that filmmakers make and the themes that are being explored.

### Cultural Knowledge and Skills

Learners will consider how film products are used to explore different cultures and representations. As a progression from S2, this will include discussing and debating how filmmakers represent different groups of people, and the impact this has on the audience.

### Understanding and Knowledge of Self and Community

Learners will create their own film products as an expressive art, which includes building resilience and empathy while being part of their emotional experience.

## PROGRESSION

S3 Film and Screen Education develops skills and knowledge from the S2 course. The S3 course builds skills in preparation for Level 5 Film and Screen Education in S4. Learners can then progress to Level 6 in S5 or S6.

## EMPLOYABILITY

Film and Screen Education includes a focus on industry and crew. Learners will develop an understanding of crew roles and use industry standards when filmmaking, all of which builds skills and experience. The course gives young people opportunities to build confidence and develop personal and social skills, including working as a team. Learners will develop essential skills for life including creativity, collaboration, communication, negotiation and problem solving.

# Food Consumer Technology

## WHAT WILL I LEARN?

You will gain skills and understanding related to the Hospitality and Food and Health Technology Industries. The course will be delivered through a combination of practical activities and project-based work and will be split into Practical Cookery and Health and Food Technology Units. In these units, you can expect:

### Practical Cookery:

- To develop practical skills
- To learn about food ingredients
- To produce and present food
- To learn how to manage time throughout practical work

### Health and Food Technology:

- Develop practical skills when looking at functional properties of food
- Develop an understanding of Contemporary Food Issues
- Develop an understanding of Food for Health
- Develop an understanding of Food Product Development

Pupils must be committed to completing all the practical activities and managing their time in order to be successful in this course.

## PROGRESSION

Pupils can progress from this course into National 4/5 Practical Cookery or National 4 and National 5 Health and Food Technology. There is an opportunity to study Health and Food at Higher level in S5/6

## EMPLOYABILITY

Choosing this course will allow you develop skills and knowledge in a growth industry. Possible career options include Chef, Catering, Event Planning, Nutritionist, Food technologist, Dietician.





# Geography



## COURSE DESCRIPTION

Geography is the study of the world and everything within it, including ourselves. As Geography students you will learn about other cultures and societies, the environment, important issues facing us and how landscapes are formed and altered.

Geography is relevant to every part of humanity. It teaches us about the physical environment and the ways in which people interact with their environment. The study of Geography develops a sense of responsibility to the world. By studying Geography, you will not just ask what, but why by developing a knowledge and understanding of current events locally to the global perspective. It will provide you with a range of skills such as critical thinking, map reading, ICT, research and problem solving as well as practical data collection. The course develops active learning, teamwork and the ability to think critically about the world. You will develop skills which will appear in many different subjects around the school and prepare you for everyday life and further study.



## WHAT WILL I LEARN?

S3 will be split into 5 topics, each focusing on a physical, human or environmental aspect of Geography, entitled 'The Why? Series':

**Why don't we have hurricanes?** A study into the extreme side of weather and the physical elements that cause this weather. Alongside this, delving into the human impacts these events have.

**Why are people moving around the world?** A look into the reasons for migration around the world and the impacts that this movement has on countries and areas. This focuses on topical examples and real-life stories.

**Why do we explore the oceans?** Exploring the oceans through Geography by looking at the natural life around the world and how humans are impacting these marine environments.

**Why are people living longer?** Examining the reasons for longer lives across the world in the social and economic spheres and the setbacks that can happen to limit the lives of humans in developed and developing countries.

**Why is the climate changing?** Discussing the role of humans in climate change and what impacts natural and human climate change is having on the Earth, as well as identifying what can be done to respond.

## PROGRESSION AND CAREERS

This course will prepare you to further study Geography at National 4/5 and Higher. However, the skills we develop will be useful in other subjects, particularly other Social Subjects and all three Sciences.

Through Geography you are required to explore complicated issues, allowing you to develop useful argument and critical thinking skills. Aside from the skills you develop, a Geography qualification is of immediate relevance to many careers including Energy and Power Supply, City Planning, Surveying and Map Making, Architecture, Education, Transportation, Tourism, International Aid and Charity work, Armed Forces, Environmental Expert and even Law or Government. It is a subject which combines and integrates well with a wide range of other study areas which can be seen in the courses and options available at Universities and Further Education Colleges. If you have any questions speak to Mr Tuft.

# History

## COURSE DESCRIPTION

In S3 History, young people develop their understanding of the world by learning about people, events and values. Young people will learn about the past and develop an appreciation and understanding of the forces which have shaped the world. It is hoped that students who study History leave the class with a greater sense of curiosity and ability to think critically about the world today.



## WHAT WILL I LEARN?

You will continue to develop techniques to explain and present information and draw conclusions about important historical themes and events. You will also develop crucial skills in History to help you to become confident in examining sources at Level 4 and then Level 5. This can lead you to achieve success in this subject from S3 into S4 and beyond.

### Topics

Our Broad General Education (BGE) Level 4 content in History starts with *Empires or The Trade in Enslaved African People*, followed by *Co-Operation & Conflict* which examines the Causes of WW1 and Peace Settlement, and finally the *Impact of WW1* which focuses on the experience for soldiers, and social, political and industrial impact on Scotland.

## PROGRESSION

It is hoped that young people can continue to study History to achieve success at National 4, National 5, Higher and AH History. They may also follow other Social Subjects at National 4, 5 or Higher.

### Skills

Researching, reading, writing, listening, presenting, analysing, evaluating, understanding.

## EMPLOYABILITY

History is seen as desirable for jobs such as: archaeologists; archivists; broadcast journalists; conservation officers; curators; human resource managers; print and digital journalists; lawyers; lecturers; market researchers; politicians; public relations officers; teachers; tour guides, police officers.

# Media

## **COURSE DESCRIPTION**

If you love watching or making films, then Media is the course for you!

You're exposed to the Media every day through TV, film, computer games, advertising, social media and so on. Studying Media will help you to understand how and why the makers of media construct meaning in their texts. You will also deepen your understanding by doing and will have an opportunity to work as part of a team to create a short film. You don't have to be aiming for a career in the film industry (although if you are this is the course for you!) as Media is an enjoyable subject in its own right and is an excellent choice for anyone interested in working with people or working in the creative industries.

## **WHAT YOU WILL LEARN**

### **Analysis Skills**

Through studying of a range of media texts (including print ads, moving image adverts, short films and feature-length films) you will learn to analyse HOW and WHY meaning is created, using the Key Aspects of Media Literacy. You will also learn the terminology used in the film industry and how the industry works, as well as learning about the role of the media in society.

## **EMPLOYABILITY**

Scotland has a thriving film and media industry with a vast range of employment opportunities, including apprenticeships, for those with an interest in a career in this sector. There is also a wide range of further and higher education courses available in the field, offering both academic and practical options. For those considering alternative career paths, choosing Media is an excellent way to develop analysis, personal and social skills, including problem solving and working as part of a team. You will also learn essential skills for life including creativity, collaboration, communication, negotiation and problem solving.

## **PROGRESSION**

S4: National 4 or 5 Media

S5/6: National 5 or Higher Media

# Modern Languages



**French**



**Spanish**

## **COURSE DESCRIPTION**

Pupils entering S3 will continue to study French and Spanish. All students will have studied these languages during the course S1 and S2 and will be able to build on the skills they have already developed.

## **WHAT WILL I LEARN?**

This course expands what has been learned S1 and S2, increasing the range of topics studied whilst also increasing the depth and level of expertise. Students will have the opportunity to bank level 3/level 4 employability SQA units.

## **SKILLS**

Speaking, writing, reading and listening. Students will also consolidate their literacy skills as well as interpersonal and communication skills.

## **PROGRESSION**

Students will be offered the opportunity to continue their language learning at National 4, National 5 and Higher in either French or Spanish or both.

## **EMPLOYABILITY**

People who can speak one or more European/World languages are in great demand on the job market both nationally and internationally.

Many careers and Higher Education courses now require a qualification in a Modern Language. The number of universities offering a joint degree in STEM and humanities with a language is increasing rapidly in the UK.

The S3 Modern Studies course is focused on developing pupils' knowledge and understanding of some decisive contemporary issues that have occurred within the last ten years by examining our key themes of **People, Power and Politics**. We begin by exploring **Crime and the Law in Scotland and the UK** before moving on to explore **Social Inequalities**. We then broaden our horizons by looking at these thematic approaches internationally, by exploring the **United States of America**. Finally, we investigate the role of the media in a democracy and look at the impact of **social media** of our lives in a contemporary society.

## Social Issues – Crime and Law and Social inequalities

## International Issues – World power: USA

## Political issues – The Role of Media in a Democracy

## PROGRESSION

## EMPLOYABILITY

Skills	Career Opportunities
Literacy skills	Journalism
Problem solving	Civil service
Analysing	Human resources
Evaluating	Lawyer
Teamwork	Marketing and media
Communication	Police
Leadership	Teaching

# Music



Music is a practical-based course that develops your skills in three areas; Performing music, Understanding/ Listening to music and Creating music. This course may appeal to you if you:

- Enjoy performing music on two or more instruments
- Want to develop your skills in reading and understanding music
- Want to explore creating your own music.



## COURSE OUTLINE

There are three elements to this course. All three are learned throughout the year

- Developing your performing skills on 2 or more instruments
- Learning how to listen to music and identify what you hear/ discuss what is happening in music
- Creating your own music

### Performing

You will select two instruments to focus and develop your skills on. You can choose from: keyboard, tuned percussion, voice or ukulele. If you receive instrumental lessons in or out of school these instruments can be included; guitar (acoustic, lead or bass), woodwind, brass or string instrument. You will build on the skills that you learned during S1 and S2 BGE Music and use them to perform.

### Understanding

You will learn the meaning of key music concepts and develop your listening skills to identify these when listening to a wide range of music. You will develop your skills in music literacy and understanding how to read music notation.

### Composing

You will explore musical ideas, solve problems and make personal decisions about style and the use of compositional techniques. By composing your own music you will develop creativity and express individuality.

## PROGRESSION

Progress to Senior Phase National Qualifications at National 3/4/5 and Higher level Music. Students can then apply to study music at College, University, or gain employment as a musician.

## EMPLOYABILITY

Performer, DJ, Composer/Lyricist, working in the gaming industry creating soundtracks, Sound Technician, Music Teacher, Concert Promoter, working in a music venue, Sound Recording Engineer, Community Arts worker.

# Pathways Programme



## COURSE DESCRIPTION

Within this course, you will complete two Units related to National 1 PE. These units will provide you with an opportunity to take part in individual and group activities and by doing so you will improve your performance and physical and emotional wellbeing. In addition to this you will improve your personal and social skills such as communication, listening and talking and cooperating with others, therefore building your confidence.

Physical Education: Taking Part in an Individual Activity (National 1)	Physical Education: Improving Performance (National 1)
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## WHAT YOU WILL LEARN AND DEVELOP:

- Physical skills
- Interpersonal skills
- Self-motivation
- The importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.

## WHERE WILL YOU DO THIS:

Most of the learning will take place in the indoor and outdoor PE facilities onsite. You will get the opportunity to experience learning in the fitness suite developing your Personal Fitness, the games hall for activities like Badminton and Basketball and the gym for activities like Table tennis and Gymnastics. There may also be opportunities to learn offsite at local sports facilities.

## PROGRESSION:

This course may provide progression to:

- Other Units in Physical Education at SCQF Level 1
- Other Units in Physical Education at SCQF Level 2



# Physical Education



## WHAT WILL I LEARN?

You will gain knowledge and understanding of the factors that impact on Sports Performance. The course will involve learning through practical experience and theoretical understanding. The course is largely practical in nature but will involve classroom lessons to develop theoretical knowledge. Activities in the course may include activities such as Football, Badminton, Volleyball, Basketball, Table Tennis, Swimming, Fitness, Dance and Gymnastics.

### The main aims of the course are to enable learners to:

- Develop a range of movement and performance skills in a variety of different activities and situations.
- Develop decision making and problem-solving thinking skills in a performance setting.
- Develop physical fitness and understanding of the theory of physical fitness.
- Develop an understanding of how Mental, Social, Emotional and Physical factors Impact on Sports Performance.
- Lead their own learning in monitoring, planning and evaluating their own performance improvement.

Pupils must be prepared to bring appropriate PE kit for every lesson and must be prepared to take part in every activity in order to complete this course

## PROGRESSION

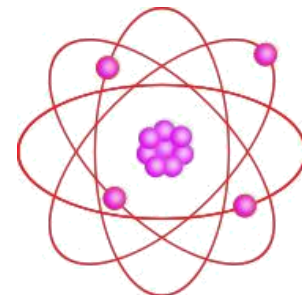
The most common route for progression is into National 3, 4 or 5 in S4 and on to Higher or Advanced Higher PE in S5/6. In addition to the above, PE offers an NPA in Exercise & Fitness Leadership at Level 6 in S5/6 and Sport & Recreation skills for work course at Level 4 & 5 in S4-S6.

## EMPLOYABILITY

Choosing Physical Education is an excellent way to build confidence and develop personal and social skills, including working in a group or as a team. You will learn essential skills for life including creativity, collaboration, communication, negotiation and problem solving. In the Senior Phase there are many opportunities to link with and gain experiences in conjunction with industry partners. Possible career options include Sport Scientist, PE teacher, Sports Coaching, Recreation Manager, Physiotherapy, Fitness manager, Personal trainer, Police Officer, Fire Service.



# Physics



## COURSE DESCRIPTION

You will develop important and relevant skills, attitudes and attributes related to Physics, including: scientific and analytical thinking skills in a Physics context; an understanding of the role of Physics in scientific issues; the ability to apply knowledge and understanding of concepts in Physics; and an understanding of relevant applications of Physics in society.

### Dynamics and Space

The Unit covers key areas of: speed and acceleration; relationships between forces; motion and energy; Newton's Laws of Motion; satellites and cosmology.

### Electricity and Energy

The Unit covers the key areas of: electrical current and electric fields; potential difference (voltage); Ohm's law; practical electrical and electronic circuits; electrical power.

### Waves and Radiation

The Unit covers the key areas of: Wave parameters and behaviours; sound; light; and electromagnetic spectrum.

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

## EMPLOYABILITY

Possible careers from studying physics are:

Acoustics	Audio Engineer	Designer
Aeronautical Engineer	Broadcasting	Doctor
Agricultural Engineer	Cartographer	Electrical Engineer
Air Traffic Controller	Chartered Surveyor	Energy
Airline Pilot	Civil Engineer	Engineering
Archaeologist	Climatologist	Environment
Architect	Clinical Scientist	Environmental Scientist
Astronomer	Computing	Forensic Scientist
Gas Engineer	Marine Engineering	Naval Architect
Geologist	Mathematician	Naval Career
Health Services	Mechanical Engineer	Nuclear Scientist
Journalist	Medical Physicist	Oceanographer
Laboratory Technician	Meteorologist	Operational Research
Patent Agent	Scientific Officer (Government)	Water Management
Patent Examiner	Space and Remote Sensing	
Pharmacist	Teacher	
Radiation Protection	Transport	
Radiographer		

## PROGRESSION

- National 4, National 5, Higher Physics, Advanced Higher Physics.
- National 5 Laboratory Science.

# Personal and Social Education (PSE)



## COURSE OUTLINE

Pupils receive one period of PSE per week with their own Pupil Support Leader (Curriculum Teacher).

PSE delivers aspects of Curriculum for Excellence Health and Well Being through the following topics:

- Planning for Choices and Change
- Drug and Substance misuse
- Sexual Health and Relationship Education (SHARE)
- Careers Education
- Study and Revision techniques
- Respecting others
- Goal Setting and Aiming High

The key areas that we focus on in S3 include:

- Making course choices for S4
- Examining future opportunities and careers using My World of Work website
- The impact of drug use on long term physical and mental health
- Building resilience
- Youth Philanthropy Initiative (YPI) where pupils will work & compete in teams to secure funding for a local charity
- What makes healthy & positive relationships with a focus on aspects of sexual health
- What is needed to build positive relationships with peers and future partners.

We aim to ensure all pupils receive accurate, up-to-date information on each of these topics. Our PSE lessons give pupils the chance to develop their own values through class discussion, group work and individual activities.

Where appropriate relevant partnership agencies are invited in to support and help us deliver a stimulating programme.

# RME (Core)



## COURSE OUTLINE

IN S3 all pupils continue with their legal entitlement to one period a week of RME (Religious and Moral Education), with the option to choose RMPS (Religious, Moral and Philosophical Studies) as one of their National subjects when they take their S4 course choices.

RMPS is the academic study and critical analysis of religious and non-religious viewpoints. Pupils have the opportunity to debate concerning important moral issues of our time. Philosophical thinking develops important academic and life skills.

S3 RME develops pupils' skills to allow them to succeed in Senior Phase RME and RMPS.

## WHAT WILL I LEARN?

### World Religion

#### **Buddhism**

- The story of The Buddha
- Suffering and Karma
- The Eightfold Path

### Moral Issue

#### **Climate and the Environment**

- Global goals
- Religious and non-religious responses
- Environmental racism

### Philosophical Issue

#### **Does God Exist?**

- Philosophical arguments for the Existence of God
- Philosophical arguments against the Existence of God
- Scientific arguments

### Non-religious views

- Utilitarianism
- Humanism

## PROGRESSION

All pupils progress to S4 Core RME, to complete the SQA Religion, Belief and Values Award. Students can also progress to National 4, National 5, and Higher RMPS.

## EMPLOYABILITY

Skills		Career Opportunities	
<ul style="list-style-type: none"><li>• Analysing</li><li>• Evaluating</li><li>• Literacy skills</li><li>• Problem solving</li></ul>	<ul style="list-style-type: none"><li>• Teamwork</li><li>• Communication</li><li>• Leadership</li></ul>	<ul style="list-style-type: none"><li>• Advocate</li><li>• Community Development Worker</li><li>• Forensic Psychologist</li><li>• Government/Local Government</li></ul>	<ul style="list-style-type: none"><li>• Health Care</li><li>• Psychotherapist</li><li>• School Teacher</li><li>• Social Care</li><li>• Solicitor</li></ul>

# RMPS



## COURSE OUTLINE

In our world different people make sense of life in very different ways. Religious, Moral and Philosophical Studies (RMPS) will help you to understand the views of others, even if you strongly disagree with them. RMPS will also help you to develop the skills to explain your own views to others, in an articulate and reasoned way.

Our S3 RMPS option runs alongside your core RME lessons to develop the skills and knowledge you will need to succeed in Senior Phase RMPS. This subject is a great choice if you are thinking about a career where you will be working with people, or a course of study that requires critical thinking skills. Pupils who have taken RMPS in the Senior Phase at Drummond have gone on to a whole range of careers and further studies including Law, hairdressing, and medical professions.

In the S3 RMPS option we will undertake an in-depth study of justice as a moral issue, as well as considering different explanations for the origins of life and the universe.

## WHAT WILL I LEARN?

### Moral Issue

#### **Morality and Justice**

- The purposes of punishment: retribution, deterrence, reformation, protection
- Causes of crime: poverty, environment, psychological factors
- UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
- Capital punishment and life tariffs: humaneness, human rights

### Religious and Philosophical Issue

#### **Origins**

- Origins of the universe
  - The Big Bang
  - Literal and non-literal interpretation of creation stories
- Origins of life
  - Evolution
  - Literal and non-literal interpretation of creation stories

## PROGRESSION

Students can progress to National 4, National 5, and Higher RMPS. They may also follow another Social Subject at National 4, 5 or Higher.

Skills		Career Opportunities	
<ul style="list-style-type: none"><li>• Analysing</li><li>• Evaluating</li><li>• Literacy skills</li><li>• Problem solving</li></ul>	<ul style="list-style-type: none"><li>• Team work</li><li>• Communication</li><li>• Leadership</li><li>• Study Skills</li></ul>	<ul style="list-style-type: none"><li>• Advocate</li><li>• Community Development Worker</li><li>• Forensic Psychologist</li><li>• Government/Local Government</li></ul>	<ul style="list-style-type: none"><li>• Health Care</li><li>• Psychotherapist</li><li>• School Teacher</li><li>• Social Care</li><li>• Solicitor</li></ul>

The Course consists of three mandatory Units. Each of the component Units is designed to provide progression to the related Unit in S4.

- energy
- metal
- water
- food

**Science: Human Health** In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of human health. Learners will develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

## PROGRESSION AND CAREERS

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## Drummond Community High School S3 Pathway Planning Sheet – Session 2026/27

<b>Name:</b>		<b>TG:</b>		<b>Date:</b>	
<b>Career Choice (if known)</b>					
<b>Modern Languages</b>	<b>Science</b>	<b>Social Subjects</b>	<b>Expressive Arts</b>	<b>Technologies</b>	<b>Free Choice</b>
Languages (French & Spanish)	Biology	Geography	Art and Design	Design & Technology	Biology, Chemistry and Physics
	Chemistry	History	Drama	Food & Consumer Technology	Geography, History, Modern Studies, RMPS
	Physics	Modern Studies	Music	Craft & Technology	Art, Drama, Music, Screen Education
	Combined Science	RMPS	Screen Education	Business/Computing	Physical Education
		Pathways			Media
					Design & Tech, FCT, Craft & Tech, Business/Comp

**Please indicate your 1<sup>st</sup> and 2<sup>nd</sup> choice in each curricular area and in the Free Choice column**

	Modern Languages	Science	Social Subjects	Expressive Arts	Technologies	Free Choice
<b>1<sup>st</sup> Choice</b>						
<b>2<sup>nd</sup> Choice</b>						
<b>Signed (parent/carer)</b>			<b>Signed (SFP Leader)</b>			<b>Date</b>