

# **SIR E SCOTT SCHOOL**



**S2 TO S3  
PERSONALISATION  
CHOICES**

**2022 - 2023**



## **S3 SUBJECT CHOICE BOOKLET**

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## Introduction

S3 is the final year of the Broad General Education (BGE) phase of Curriculum for Excellence.

While still concentrating on maintaining a broad and balanced range of experiences pupils will have the opportunity to have personalisation and choice based around the curricular areas.

The main subjects available within each of the curricular areas are:

- **Languages and Literacy:** English, French, Gaelic/Gaidhlig
- **Mathematics and Numeracy:** Mathematics
- **Expressive Arts:** Art and Design, Music, Harris Tweed
- **Sciences:** Biology, Physics, Chemistry, Environmental Science
- **Social Studies:** Geography, History
- **Technologies:** Administration and IT, Construction Crafts, Design and Manufacture, Engineering Science, Engineering Skills, Graphic Communication, Practical Woodworking Skills
- **Health and Wellbeing:** Hospitality, Sport and Recreation, Physical Education
- **Religious and Moral Education:** not currently available as a main subject

In addition to the main subjects, there is also a programme of electives which provide further opportunities to cover the experiences and outcomes in a number of the curricular areas. The electives also offer opportunity for wider achievement and focus on developing employability skills as well as skills for learning and life. All pupils will continue in the core subjects of Physical Education (PE), Religious and Moral Education (RME) and Personal and Social Education (PSE).

The **S2 into S3 Choice Form** shows what choices are available. All pupils will study English and Mathematics. In addition, pupils choose six main course subjects plus four electives ensuring that each of the curricular areas is covered by either, a main subject, an elective or a core subject. Note that some curricular areas are already 'ticked'.

Subject teachers will guide pupils as to which are the best options for them and will give pupils detailed information about the content of the courses within their departments. Support staff and Skills Development Scotland are also available to help pupils with these important decisions.

During S3 pupils will have time to review their learning in the BGE and plan the courses they wish to take as certificate subjects within the Senior Phase. The Senior Phase covers S4, S5 and S6 and a wide variety of courses will be available. The expectation is that most pupils will take six certificate subjects (including Maths and English) in S4 – the first year of the Senior Phase.

## Sir E Scott School S2 - S3 Course Personalisation Form 2022 – 2023

Name..... Class..... Proposed

Job/Career.....

1 English	2 Mathematics	3 Science	4 Social Subjects	5 Languages	6 Technologies	7 Creative & Aesthetic	8 Choice
English	Mathematics	Biology	Geography	Gaelic	Administration & IT	Art & Design	Biology
		Chemistry	History	Gaidhlig	Health & Food Technology	Music	Chemistry
		Physics	Eachdraidh (GM)	French	Practical Cookery (N4)	Physical Education	Physics
					Graphic Communication		Environmental Science

Pupils will also receive the following seven additional periods:

- 2 periods of Core PE and 1 period for each of the following - RME, PSE and PD (Personal Development)
- 2 periods of Electives, as part of the wider achievement programme (page 33 Options Choices booklet)

This form must be returned to your Guidance Teacher by May 13<sup>th</sup>. Pupils making a late return cannot be guaranteed choices.

Parental signature ..... Date .....

Guidance Teacher signature ..... Date .....

### COMMENTS

Parents/carers - please take the opportunity to comment on any difficulties in achieving your child's desired options in the box below.

## FINALISING SUBJECT CHOICES

Pupils need to get as much information as possible before making their final subject choices. You should:

- read this booklet carefully
- ask subject teachers about the courses they are offering
- listen to advice given by teachers, parents, guidance staff and Skills Development Scotland.

In considering subject areas, pupils should ask themselves these questions:

- *What am I good at?*
- *What am I interested in?*
- *Which of the subjects I am currently studying would I like to take forward to further study in later years?*
- *Which subjects would be of benefit to me in following a specific career?*

It is highly recommended that pupils should keep their option choices as broad as possible at this stage. Balance must be maintained. Over-specialisation should be avoided.

# ADMINISTRATION AND IT

Every business (and home) requires good administration skills to ensure its smooth running. This course gives you practice of using industry standard hardware and software that will develop your administration and IT skills to a good standard.

Some skills you will develop in this course are:

- creating and editing business documents**
- events organisation**
- spreadsheets skills**
- database skills**
- budgeting skills**
- word processing skills**
- electronic research**
- communication (email, e-diary, presentations)**



Some knowledge you will gain from this course:

## S3

- the role of the administrator**
- corporate image**
- emerging technologies**

## S4

- file management**
- health and safety legislation**
- security of property, information and people**
- customer care**



## **National 4 & 5**

If you continue with this subject on S4 you will aim to pass either National 4 or National 5 Administration and IT at the end of S4.

## **Possible Career Paths**

The study of Administration and IT will provide you with useful skills which will prepare you for further education or employment, whichever career path you choose. Lots of careers require good administration skills. For example, travel & hospitality, legal services, accountancy services, entertainment and leisure industry.

# ART AND DESIGN

## Broad General Education

### Skills

- Making works of art and examples of design using a broad range of materials and technology  
Students will also explore a range of techniques and processes to bring their ideas to life.
- Expressing thoughts, feelings and ideas; developing creative problem solving and critical thinking skill; evaluating your own work and that of your peers.

### Knowledge

- How to investigate themes in art like, for example, Still Life, Landscape, Portraiture, and develop interesting and skilled works of art.
- How to develop ideas and produce effective solutions to design assignments in areas of design such as Graphic design, Product Design, Jewellery or Textile Design.
- Researching different areas of Fine Art and Design and how artists and designers make their work, looking at both historical and contemporary art and design.

### National 4 & National 5

Depending on their progress, pupils will be presented at either National 4 or National 5 in art and design which gives them opportunities to:

1. Work in an **expressive** way to communicate feelings and emotions through works of art. These could be paintings, sculptures, prints or works in mixed media. Genres studied include Landscape, Still Life and Portraiture. A folio of work is made which demonstrates the depth and quality of the student's work on a given theme.
2. Work creatively in **Design** contexts. Students are given a design brief to work to in order to design and make attractive and functional designs in contexts like Product, Jewellery, Textile or Graphic Design. Again, a folio is created which showcases the student's best work in the chosen design context
3. Study the history of art and design; analyse and appreciate works of art and examples of design and develop an understanding of the working methods and social and cultural influences on artists and designers.

### Possible Career Paths

- Fine Art – drawing and painting, public art, sculpture, printmaking
- Design – product, graphic, fashion and textiles, illustration
- Digital – graphic, website, computer games, animation, illustration
- Architecture – including Landscape Architecture
- Product Design engineering
- Teaching – Primary and Secondary
- Art Gallery, conservation and exhibition curating work
- Theatre, TV and Film – editing, set design, production design.

# **BIOLOGY**

## **Broad General Education**

Your broad general education in Biology in S3 will help you develop the following skills and knowledge:

### **Skills**

- Plan, design and evaluate experimental procedures to test biological concepts
- Select, interpret and present relevant information from a biological context
- Apply biological knowledge, interpreting information and solving problems

### **Knowledge**

- Develop an understanding of cell processes, systems and their uses in medicine and technology
- Describe the processes and systems required to sustain life in multi-cellular plants and animals
- Study biodiversity, ecological relationships and how living things are adapting through the process of evolution

In the S4 courses, you will:

- continue to investigate the living world and identify areas where modern biological technologies are developing.
- investigate the applications of biology in societies.
- develop informed ethical and moral views on topical biological issues from scientific literature and current events.

You will do this by completing the following topics:

Cell Biology  
Multi-Cellular Organisms  
Life on Earth

### **Possible Career Paths**

- Medicine, Vet medicine, Nursing
- Agriculture, Aquaculture, Horticulture, Gardening
- Zoologist, Marine Biologist, Botanist, Ecologist
- Biochemist, Pharmacist, Physiotherapist
- Forensic Scientist, Lab or Hospital Technician

# CHEMISTRY

## Broad General Education

Your broad general education in Chemistry in S3 will help you develop the following skills and knowledge: -

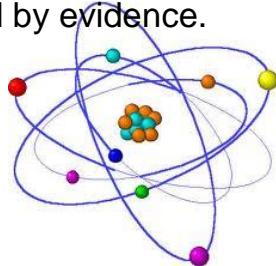


### Skills

- Scientific enquiry and investigation using various practical techniques.
- Accurate use of scientific language, formulae and equations.
- Drawing valid conclusions and giving explanations supported by evidence.

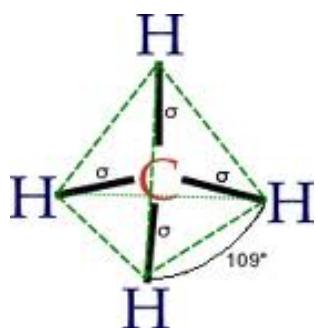
### Knowledge

- Understanding of main concepts in Chemistry.
- Understanding of the environment and the world around you.
- Understanding the responsible use of the Earth's resources.



### National 4 & National 5

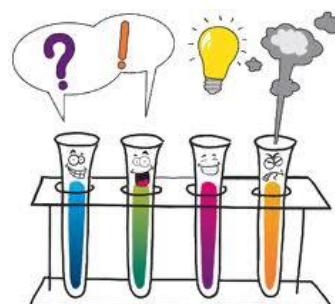
Depending on your progress, you will undertake - in S4 - either the National 4 or National 5 course. In those courses you will: -



- Continue to develop scientific and analytical skills in a chemistry context.
- Develop problem-solving skills within a chemistry context.
- Acquire and apply knowledge and understanding of chemistry concepts.
- Develop an understanding of relevant applications of chemistry in society.
- Develop an understanding of how chemical products are formed.

### You will achieve this by completing the following topics: -

- Chemical Changes and Structure.
- Nature's Chemistry
- Chemistry in Society



### Possible career Path

- Chemical Engineer
- Environmental Chemist / Lab Technician
- Forensic / Pharmaceutical Chemist.
- Teacher

## **EACHDRAIDH** **Broad General Education**

Your broad general education in History through the medium of Gaelic (Eachdraidh) in S3 will help you to develop the following skills and knowledge.



### **Skills**

- Evaluating a variety of historical sources including primary and secondary sources
- Studying and interpreting historical texts
- Developing literacy skills
- Investigating and coming to conclusions regarding a range of historical issues.

**Knowledge and Understanding – This will involve a combination of class choice and core topics. Possible topics covered include:**

- The Highland Clearances
- Jacobite rising
- The Act of Union
- The Darien Disaster
- The social, political and economic impact of the Industrial Revolution on 19<sup>th</sup> century Scotland
- The American Civil Rights movement of from Civil War Reconstruction to civil disobedience movements in the 1950s and 60s.
- The history of 20<sup>th</sup> century revolutionary ideological movements
- The history of totalitarianism and genocide: Hitler and Nazi Germany, Stalin and Soviet Russia, and Mao and Communist China
- Introduction to World War One 1914-1918: causes, course and consequence
- Introduction to British involvement in the Atlantic Slave Trade

## National 4 & National 5

Depending on your progress, on S4 you will take either the National 4 or National 5 course. In these courses you will further develop your skills, knowledge and understanding of History by studying the following units:

1. *Historical Study: Scottish Era of the Great War 1910-1928.* This unit will include the development of techniques to use, interpret and evaluate sources and to assess their usefulness and purpose.
2. *Historical Study: British Changing Britain 1760-1900.* This unit will include the development of techniques to explain and present information and draw conclusions about historical themes and events.
3. *Historical Study: European and World TBC.* A wide range of topics are available for this, and this will be agreed through class discussion. Recent options include: The Cross and the Crescent, the Crusades 1071–1192, 'Tea and Freedom', the American Revolution, 1774–83, USA 1850–1880, Hitler and Nazi Germany, 1919–39, WWII 199–1945, Red Flag: Lenin and the Russian Revolution, 1894–1921, Mussolini and Fascist Italy, 1919–1939, Free at Last? American Civil Rights 1918–1968, Appeasement and the Road to War, 1918–1939, The Cold War 1945–89
4. *Added Value Unit:* At National 4 students will apply the knowledge and skills acquired to produce a project on one of the topics studied in the course, or an area of personal interest.
5. *Assignment:* All National 5 students will choose an appropriate historical question, collect evidence, organise information, identify different perspectives and present a reasoned conclusion supported by evidence.

## Possible Career Paths

Apart from providing a life-long recreational interest, History is a subject which develops skills that are practically relevant to careers such as law, journalism, local government, broadcasting, teaching and social work as well as archaeology, museum and archive work.

There are also increasing career opportunities for people with good Gaelic skills. Doing History through Gaelic would be a good option for anyone wanting to pursue a career where Gaelic is an essential or desirable skill. Gaelic specialist opportunities include media and media research, museums and archives, translation services, academic research, and Gaelic Medium teaching.

# ENGLISH

## Broad General Education



In S3 pupils will continue the broad general course, consolidating and further developing their literacy and language skills while extending their knowledge and appreciation of literature. Opportunities for looking at literacy across the curriculum will help pupils to develop their skills and to see the relevance of transferable skills across all subjects.

The course elements of English in S3 include:

### **Reading**

Study of a range of texts, including traditional, multimedia and digital, supports learning in the digital world of the 21<sup>st</sup> century. Focus on research techniques and critical thinking skills in reading activities.

### **Writing**

Writing in S3 comprises a wide range of activities and outcomes including creative / expressive writing, personal reflection, writing for information, report writing and discursive writing. Writing activities will include traditional pen and paper activities as well as the use of digital media to make presentations. Pupils may create e-portfolios of exemplar writing pieces.

### **Listening and Talking**

Pupils will continue to develop and strengthen confidence and skills in listening and talking through a range of activities including: interactions with teachers; individual talks and presentations to a peer audience; paired interviews and group discussions; whole class discussions; recitation, drama, debating activities and competitions.

### **National 4 & 5**

Assessment of pupil performance in S3 will determine whether pupils will move on to National 4 or National 5 in S4 and beyond.

### **Possible Career Paths**

Good communication skills are essential in all walks of life and a qualification in English is required for entrance to many courses in further and higher education. Careers that require an English qualification include teaching, journalism, publishing and law.



# ENVIRONMENTAL SCIENCE

## Broad General Education

Your broad general education in Environmental Science in S3 will help you develop the following skills and knowledge: -



### Skills

- Plan, design and evaluate experimental procedures to test scientific concepts.
- Select, interpret and present relevant information from a scientific context.
- Apply scientific knowledge, interpreting information and solving problems.
- Develop practical fieldwork skills in an environmental science context.

### Knowledge

- Develop an understanding of biodiversity and interdependence of living things.
- Describe the processes and systems involved in the formation of rocks and soils.
- Examine the environmental impact of human activities within a local, national and global context.

### National 3 & National 4

Depending on your progress, you will undertake - in S4 –either the National 3 or National 4 course. There will be the possibility of progression to a National 5 or higher qualification in the future. In those courses you will:

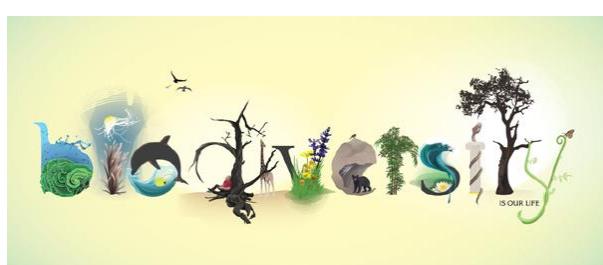
- Develop and apply knowledge and understanding of environmental science
- Develop an understanding of environmental science's role in scientific issues and relevant applications of environmental science in society and the environment.
- Develop problem solving and analytical skills in an environmental science context.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues.

**You will achieve this by completing the following topics: -**

- Living Environment
- Earth's Resources
- Sustainability



### Possible career Paths



- Agricultural engineer
- Botanist
- Environmental health officer
- Town planner
- Zoologist
- Landscape scientist
- Teacher

# FRENCH

## Broad General Education



Modern Languages are very important for a variety of reasons – going on holiday, making new friends, future employment and further study. Learning a language can be lots of fun and can be useful in finding a job, especially one where you have to deal with people from other countries. Languages other than English are increasingly being used on the Internet, and knowing another language can open up lots of new possibilities. Your broad general education in French is very important because it will help you to develop the following skills and knowledge:

### Skills

You will have the opportunity to develop skills in listening and talking, reading and writing by:

- building on the skills that you have already developed in S1 and S2
- working on a wide range of topic based activities
- learning more about grammar and how it relates to your own language
- working on your independent learning skills



### Knowledge

As well as developing your language skills, you will also learn more about your own and other cultures by:

- finding out more about different countries where French is spoken.
- gaining an insight into other ways of thinking which will help you to become good global citizens

### National 4 & National 5

Depending on your progress, in S4 you will take either the National 4 or National 5 course.

In these courses you will:

1. Develop the different skills in a wider variety of topics and for different purposes e.g. delivering confident presentations, writing using more extended language.
2. Be able to use French to communicate what you want to say in both speaking and writing, giving your own views and opinions on a variety of topics.



### Possible Career Paths:

- Law or engineering with other countries
- Multi-national organisation with branches in a French-speaking company
- Tourist trade: hotel receptionist, tour guide or on a cruise ship
- Modern Languages teacher in the UK or abroad
- Translator/interpreter e.g. in the European Parliament
- Scientific research with other countries



Your broad general education in Gaelic in S3 will help you develop the following skills and knowledge:

### Skills

- Listening and talking, reading and writing will be developed through a variety of games, class activities and projects.

### Knowledge

- You will learn to understand and to speak Gaelic and gain an appreciation of Celtic culture including music, song and appreciate aspects of your local culture.

### National 4 & National 5

Depending on your progress, in S4 you can undertake either the National 4 or National 5 course in S4.

In these courses you will:

- Develop the different language skills in a wider range of topics
- learn to use language for different purposes e.g. be able to understand and use everyday language and phrases
- write job applications and describe holidays.

### Possible Career Paths

Many organisations are looking to recruit employees with a knowledge of Gaelic since the Gaelic Language Act came into force. This includes nearly all public bodies such as:

- National Health Service, Police and Local Authorities
- Media Companies

In addition – It can be easier to get into teaching and secure a teaching post with a Gaelic qualification.

### Gaelic Experiences

We seek to provide all pupils studying Gaelic (Learners) with positive opportunities to use the language. In the recent past this has included: Gaelic trips to Donegal to visit our partner school, Spòrs Gàidhlig activities in Harris, Scaladale trips and trips to Sabhal Mòr Ostaig in Skye.



# GAIDHLIG

## Broad General Education

### Skills

- Improve performance in reading, writing, listening and speaking
- Plan and research various topics of interest
- Develop presentation and delivery skills in a range of media



### Knowledge

- Gain a deeper appreciation of Gaelic culture and language
- Improve knowledge of how to apply key language skills, including grammar, in a range of oral and written tasks
- Develop the ability to enjoy Gaelic as a living, useful language

### National 4 & National 5

Depending on your progress, in S4 you will follow either the National 4 or National 5 course. In these courses, you will:



1. Improve your performance in all aspects of language
2. Choose aspects of Gaelic language and culture to study
3. Become involved in activities which will develop your confidence and skills
  - Debating
  - Oral and literary competitions
  - Cultural events (e.g. Mod)
  - Work experience with Gaelic organisations



### Possible Career Paths

- Teaching
- Media
- Gaelic organisations
- Music instructors
- Care
- Many local and national organisations are looking to recruit Gaelic speaking employees since the Gaelic Language Act came into force. This includes nearly all public bodies.

### Gaelic Experiences

- We seek to provide all pupils studying Gaelic with positive opportunities to use the language. In the recent past this has included: Gaelic trips to Donegal to visit our partner school, Spòrs Gàidhlig activities in Harris, Scaladale trips and trips to Sabhal Mòr Ostaig in Skye; taking part in a Gaelic School Debate.



# **GEOGRAPHY**

## **Broad General Education**



### **Skills**

- 
- Interpreting synoptic weather charts
- Using Ordnance Survey maps at a variety of Scales
- Using geographical fieldwork techniques to gather information
- Processing data using a variety of maps and graphs.

### **Knowledge**

In S3 pupils will learn about:

- Climate Change
- Britain's Changing Economy
- Physical landscapes and land use issues associated with them
- Geographies of Health

### **National 4 & National 5**

Depending on your progress, in S4 you will take either the National 4 or National 5 courses. In these courses you will further develop your skills, knowledge and understanding of Geography by studying the following units:

1. Physical Geography – studying the processes and interactions at work in a variety of landscapes in a British context.
2. Human Environments – studying and comparing aspects of developed and developing countries in a global context.
3. Global issues – studying a range of global geographical/environmental issues such as climate change, development and health, environmental hazards and tourism.

### **Possible Career Paths**

Geography's broad base makes students of the subject attractive for employers in a wide variety of employment sectors. It has been described as one of "ten recession-proof degree subjects" (Daily Telegraph) and graduates in geography are "least likely to be unemployed" (The Guardian)

Careers in geography include employment in sectors such as:

Travel, leisure & culture, environment and sustainability, urban and rural planning, GIS/ICT, renewable energy, education, hydrology, estate agency, surveying and much more!

Search: "**RGS careers in geography**" for more information.

# HISTORY

## Broad General Education

Your broad general education in History in S3 will help you to develop the following skills and knowledge.



### Skills

- Studying and interpreting historical texts
- Developing literacy skills
- Investigating and analysing a range of historical issues
- Debating root causes and relative significance of historical events

### Knowledge

- The social, political and economic impact of the Industrial Revolution on 19<sup>th</sup> century Scotland
- The American Civil Rights movement from Civil War Reconstruction to civil disobedience movements in the 1950s and 60s.
- The history of 20<sup>th</sup> century revolutionary ideological movements
- The history of totalitarianism and genocide: Hitler and Nazi Germany, Stalin and Soviet Russia, and Mao and Communist China
- Introduction to World War One 1914-1918: causes, course and consequence
- Introduction to British involvement in the Atlantic Slave Trade

### National 4 & National 5

Depending on your progress, on S4 you will take either the National 4 or National 5 course. In these courses you will further develop your skills, knowledge and understanding of History by studying the following units:

1. *Scottish Historical Study: Era of the Great War 1910-1928.* A study of the experiences of Scots in the Great War and its impact on life in Scotland; including expansion of democracy, women in the workplace, and economic reform.
2. *British Historical Study: The Atlantic Slave Trade, 1770-1807.* A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain, and the pressures that led to its abolition.
3. *World Historical Study: USA, 1850-1880.* A study of the reasons which led American settlers to move West and the impact of that westward expansion on the Native American population; the Civil War and attempts at post war reconstruction in America and the legacy of race relations.
4. *Added Value Unit:* National 4 students will apply the knowledge and skills acquired to produce a project on one of the topics studied in the course.
5. *Assignment:* National 5 students will choose an appropriate historical question, collect evidence, organise information, identify different perspectives and present a reasoned conclusion supported by evidence.

### Possible Career Paths

Apart from improving one's understanding of the world we live in, history is a subject which develops skills that are practically relevant to careers such as law, journalism, local government, broadcasting, teaching, social work, archaeology, museum and archive work.



# **HOSPITALITY PRACTICAL COOKERY**

## **Broad General Education**

The main purpose of Hospitality courses is to develop your cookery skills, knowledge and understanding of ingredients and to provide a set of foundation skills for those who wish to progress to professional hospitality courses or work in the Food Industry. These courses contain a significant amount of practical cookery which is supported by related theory topics. Real life Hospitality contexts are used and this makes it relevant to the world of work.

**The National 3 units are: (S4)**

1. Cookery skills, Techniques and Processes.
2. Understanding and Using Ingredients.
3. Organisational Skills for Cooking.



**National 4 units are: (S4)**

1. Cookery skills: Techniques and Processes.
2. Understanding and Using Ingredients.
3. Organisational Skills for Cooking.
4. Added Value Unit: Produce a two course meal using a number of preparation techniques and cookery processes.

**National 5 (S4)**

Units are the same as above but they involve producing more complex dishes than at National 4 level. Assessment involves a Practical Activity - Plan, produce and present a three course meal for four people to a given brief. There is also a written exam worth 30 marks.

**Possible career paths might be:**

Hotel and Catering trade  
Food Industry  
Retail outlets



# MATHEMATICS

## Broad General Education

### Skills

Mathematics equips you with many of the skills required for everyday life, learning and work; Mathematics is in use all around us.

The Mathematics you study in school helps you to describe, tackle and solve problems which require the use of Mathematical knowledge, understanding and skills. Problems are, where possible, set in real life situations so that you can see where the Mathematics is of use in the real world and across the curriculum.

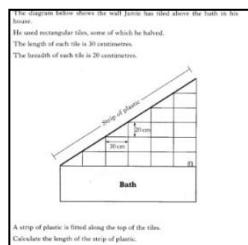


### Knowledge

On entering S3 you will follow a course which provides a broad Mathematical education which will help you gain knowledge, understanding and skills which will develop your ability to solve problems in the following areas: Numeracy

Financial Education      Data Analysis      Geometry      Algebra  
Trigonometry      Patterns and Relationships

Work in S3 will build on the maths completed in S1 and S2. At the end of the S3 year, pupils will be in a position to begin their National qualifications at a level appropriate to them.



### National 3, National 4 and National 5

Towards the end of S3 a recommendation will be made for you to follow a course leading to a qualification at National 3, National 4 or National 5.

The courses are designed to give you breadth and challenge at your own level of ability and to allow you progression through the levels as you move up through the school.

**The National 4 and National 5 courses are split up into separate units as follows:**

#### 1 Expressions and Formulae

This includes simplifying algebraic expressions and calculating areas and volumes.

#### 2 Relationships

This includes the straight line and triangle geometry.

#### 3 Numeracy (National 4 only)

This includes whole numbers, decimals, percentages and fractions.

#### 4 Applications (National 5 only)

This includes Trigonometry, vectors and statistics.



### Possible Career Paths



Mathematics in one form or another is required for almost any career you may choose. Some of these are:

**Finance, Construction, Business, Computing, Engineering, Nursing, Primary and Secondary Teaching, Royal/Merchant Navy, Surveying.**



# MUSIC

## Broad General Education

### Skills

- Instrumental, vocal and performance skills
- Appreciation and appraisal of different genres of music
- Composing techniques
- Use of technology



### Knowledge

- Knowledge and understanding of music and its constituent concepts with a range of genres
- Self-knowledge in relation to music in order to fulfil your potential
- Knowledge of the social and cultural importance of music locally, nationally and internationally.

### National 3, 4 & National 5

Depending on your progress in S4 you will take either the National 3, 4 or National 5 course.

### Units



**Composing Skills:** In this unit you will explore and experiment with a range of compositional techniques and apply your understanding of musical styles.

**Understanding Music:** You will develop knowledge and understanding of music, musical concepts and basic musical literacy. You will also gain an understanding of social and cultural factors in music.

**Performance:** You will develop performing skills in two instruments or one instrument and voice. This unit will help you communicate thoughts, meaning and ideas through performance. You will develop and identify personal musical strengths and be able to make improvements

### Optional Units

**Technology Skills:** Those who wish to will develop and produce original music using technology and software in a recording studio.

**Possible Career Paths:** Music offers many job opportunities including solo and group performing, teaching or instrumental instructor, music therapy, sound engineering, recording and broadcast, motion picture industry, music librarianship, marketing or concert promoter, record retail or record label. The active listening, critical, organisational and self-evaluation skills developed in music are highly transferable.





## PHYSICAL EDUCATION Broad General Education



In S3 all pupils have two periods per week of timetabled Core PE. In addition to this entitlement, students who undertake this course will have an extra 3 periods of PE in a week.

You will be given the opportunity to develop your practical performance and the knowledge and skills required to progress on to the National 4/5 PE course in S4.

### Skills you will learn and develop

- **Develop and improve Physical Competencies** from a wide range of activities
- **Develop and improve Physical Fitness** - Stamina, Speed, Strength, Flexibility
- **Develop and improve Cognitive Skills**- Decision Making, Focus & Concentration, Problem Solving, Sequential Thinking and Creativity
- **Develop and improve Personal Qualities**- Motivation, Communication, Confidence & Self-esteem, Responsibility & Leadership, Respect & Tolerance and Determination & Resilience.

Activities					
Aesthetic	Water Based	Adventure	Individual	Team Games (Indoor)	Team Games (Outdoor)
Aerobics	Canoeing	Cycling	Athletics	BasketBall	Football
Gymnastics	Swimming	Hillwalking	Fitness	VolleyBall	Rugby
Dance	Kayaking	Orienteering	Badminton	Unihoc	

### National Qualifications

At the end of S3 pupils can decide to study Physical Education as a National Qualification at levels 4 or 5, depending on ability. This course comprises 2 main units: Practical Performance and Impacts on Performance. Pupils will be assessed on both units and for N5 a pupil portfolio is required.

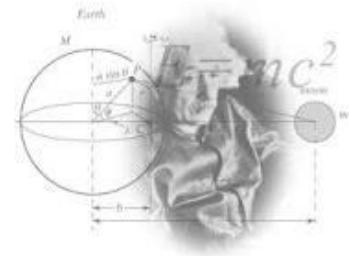
**To summarise, alongside Core PE in S3, pupils can also choose the Physical Education Course which will lead on to studying National 4/5 PE in S4.**

### Careers in Sport

The Sport and Leisure Industry is well developed and there are numerous career opportunities associated with PE, Adventure Sport and Recreation eg. Teaching, Sports Coaching, Fitness Instruction, Sports Science, Health & Leisure Promotion, Armed Services, Sports Medicine and Outdoor Pursuits.

# PHYSICS

## Broad General Education



Your broad general education in Physics in S3 will help you develop the following skills and knowledge:

### Skills

- Apply your knowledge of Physics to new situations to solve problems
- Plan, design and carry out experiments to test or show physical effects
- Provide explanations of situations based on your knowledge of Physics
- Drawing valid conclusions and giving explanations supported by evidence.

### Knowledge

- Understand the relationships between forces and motion.
- Describe the use of sound and radiation in medicine and communications.
- Understand the basic concepts in electrical and electronic systems.

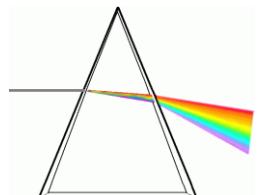


### National 4 & National 5

Depending on your progress, in S4 you will take either the National 4 or National 5 course.

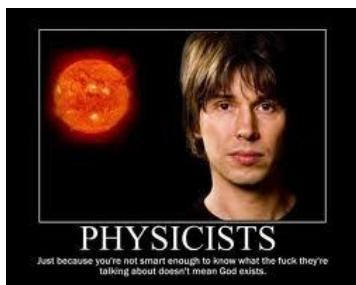
In those courses you will:

- Through experiments and investigations develop your knowledge and understanding of Physics concepts and relationships.
- Apply these relationships to gain understanding of modern technology.
- Gain an insight into the underlying nature of our world and its place in the universe.
- Describe, interpret and predict physical situations. Using mathematical skills



### You will achieve this by completing the following topics:

- Waves and Radiation
- Dynamics and Space.
- Electricity and Energy.



**Possible career Paths:** Oil and gas industry, Merchant Navy, electrician, Heating Engineer.

- Electrical, aeronautical, civil, mechanical, sound or communications engineer.
- Medical imaging physicist, physiotherapist,
- bio-mechanical engineer, medicine.
- Weather forecaster, renewable energy development, financial data modeller, rocket scientist.

# **TECHNICAL EDUCATION**

## **National Course Choices**

### **Broad General Education**

In S3, you will have the opportunity to choose from a variety of Technical Education subjects which can be followed to National level in S4. The available subjects reflect your experiences of Technical subjects in S1 and S2 but become more specialised.

#### **Designing and Practical Skills**

The S1/2 Design and Graphics unit becomes **Design & Manufacture** in S3. This can be followed to National 5 in S4 and progresses to Higher and Advanced Higher in S5 and S6.

#### **Graphic Communication**

The S1/2 Design & Graphics units continue but as the more focussed **Graphic Communication** which teaches manual and computer graphics using Product Design as its basis.

#### **Engineering Science**

The stand-alone S1/2 Engineering units develop into **Engineering Science** which can also be followed to National, Higher and Advanced Higher levels

# TECHNICAL EDUCATION

## Design and Manufacture

### Broad General Education



Your broad general education in Design and Manufacturing in S3 will help you develop the following skills and knowledge:

- Design and Manufacturing will develop your practical skills in working with wood, metal and plastic and enhance your knowledge in the following areas:
  - Design
  - Industry
  - Sustainability
  - Manufacture
  - Material Properties
  - Manufacture

### Nationals

Depending on your progress, in S4 you will take either the National 4 or National 5 course. The following units will be studied:

1. **Design** – In this unit you will: further your knowledge of the design process, identify factors that influence design and apply them in a design task, develop and communicate design proposals that are suitable for manufacture and learn how to evaluate an existing product.
2. **Materials and Manufacturing** – In this unit you will: learn about materials, their properties and their impact on the environment and society, plan manufacturing sequences for artefacts and manufacture these using the correct tools and machinery.
3. **Design and Manufacture (Project Based)** – For this project, you will: develop design ideas from a given brief, select and use the correct materials, tools and machinery to manufacture a prototype of your chosen idea and test and evaluate the prototype.

### Possible Career Paths

This subject can lead to careers in the following:

- Product Design
- Designer
- Technician
- Jewellery
- Interior Design
- Construction
- Inventor
- Manufacturing
- Joiner
- Design Engineering
- Furniture Making
- Fashion
- Teacher of Technology
- Carpenter
- Automotive Design

# TECHNICAL EDUCATION

## ENGINEERING SCIENCE

### Broad General Education



**Engineering** is vital to everyday life and shapes our world. The Engineering Science course is an ideal choice if you are considering Engineering as a profession. Following the course at school will benefit you if you choose Engineering at university or college or if you gain employment in a related profession.

**Course Content:** The course allows you to develop skills in and Knowledge & Understanding in the following areas:

- **Engineering Contexts and Challenges:** This unit allows you understand engineering and its role and impact upon the environment and society. You will explore a range of engineered items, engineering problems and engineered solutions. You will also explore some existing and emerging technologies and challenges.
- **Electrical and Electronic Systems:** You will learn about the concepts and devices used in analogue and digital electrical and electronic systems. In addition, you will learn to programme and operate Programmable Systems (Robotics).
- **Mechanical Systems:** You will investigate the concepts and use of gears, levers, structures and pneumatics. Scientific and mathematical concepts of forces, energy and efficiency will be covered.
- **Engineering Project:** You will be asked to solve a challenging engineering problem by applying the skills and Knowledge & Understanding which you developed during the course.

**Problem-solving and evaluation skills** will be developed by using computer-simulation software, by building practical projects and by carrying-out investigative tasks.

**National 4&5:** Your progress in S3 and early S4 will determine whether you complete the course at N4 or N5 level.

#### Possible Career Paths:

• Graduate engineer	• Electrician	• Materials Scientist
• Naval Engineer	• Oil & Gas Engineer	• Robotics Engineer
• CAM Engineer	• Technician	• Teacher

Please note all technical subjects are offered subject to staff availability and pupil uptake

# TECHNICAL EDUCATION

## GRAPHIC COMMUNICATION

### Broad General Education



**Graphic Communication** is the universal language of communicating practical information. Topics covered range from simple pencil sketching to advanced Computer Aided solid models and computer simulation. In S3 you will develop skills and knowledge in:

- 2D and 3D sketching and Technical Drawing.
- Illustration and Presentation rendering techniques.
- Computer Aided Graphics (CAG).
- Promotional Graphics, including posters, magazines and leaflets.
- Designing – from sketches to the final product.

**Graphic Communication** makes full use of a wide range of modern ICT techniques, from professional CAG, Desktop Publishing (DTP) and Illustration programs.

**Knowledge and Understanding** of each of these topics will be learned and used during the development of a series of small Design Projects which culminate in the main 'Graphic Communication Project' in S4.

**The Project** is to allow you to apply the skills and knowledge which you developed between S1 and S4 to a 'real-life' graphics task. This will take the form of a Graphics Folio. You will cover the following:

- Research the requirements of the Brief.
- Produce initial Concept Sketches.
- Develop them into Production and Promotional Graphics.
- Use a wide range of Technical Drawing techniques.
- Use graphics techniques to enhance visual impact.

**National 4 & 5:** Your progress in S3 and early S4 will determine whether you complete the course at N4 or N5 level.

#### Possible career paths:

• Computer Graphics	• Architecture	• Magazine Publishing
• Typography	• Web Designer	• Interior Design
• Teacher	• Draughtsman	• Packaging Design

Please note all technical subjects are offered subject to staff availability and pupil uptake

## **CORE SUBJECTS**

The following pages give details of the three core subjects that all pupils will study in addition to the subjects they have selected from the choice form.

These subjects are:

**Personal and Social Education**

**Physical Education**

**Religious and Moral Education**

## **PERSONAL AND SOCIAL EDUCATION**

### **Broad General Education**

All pupils in S3 have one period of Personal and Social Education (PSE) per week. PSE is taught by a number of teachers who have volunteered to become involved in the overall personal development of pupils in addition to teaching their specialist subjects.

In PSE you will continue to experience challenge and enjoyment and learn to apply your mental, emotional and social skills to pursue a healthy lifestyle. The S3 PSE programme is interesting and varied and include issues such as citizenship, healthy lifestyles, healthy relationships and money management.

At the end of S3 you will prepare for a 5-day **work experience** placement with a local employer, which takes place at the end of the school year. Associated skills such as letter writing, interview techniques and work-related health and safety issues are developed during your PSE lesson. Satisfactory completion of this placement will earn you a National Qualification.

**Careers Education** forms an important part of PSE in S3 and we are fortunate to have some very good, up-to-date resources:

- Pupils are encouraged to access the My World of Work online resource either at school or at home. This is an excellent website providing profiles on many job titles and including job descriptions, pay and opportunities, entry rates and training and qualifications. There is also help in writing your own CV.
- PlanIT Plus is another of Scotland's most accurate and up-to-date resources of careers, learning and school information. Pupils can sign in to their personal portfolio, or sign up for free to create a CV, plan a career, get access to interactive guides and self -assessment questionnaires and much more.
- The Careers Library has a selection of up-to-date university and college prospectuses, as well as topical student-orientated careers magazines.

The school is also fortunate to have the expert services of careers officers who are based in the Skills Development Scotland offices in Stornoway. The Careers Officers with whom you will have most contact are regular visitors to the school and know the school well.

### **Guidance Interviews**

All pupils have a guidance interview with the PT Pupil Support following the S3 assessments. This enables your progress towards targets to be reviewed and provides an opportunity to raise any concerns you may have. However, you are encouraged to drop in to see Mr. Johnson, PT Pupil Support at any time if there are any issues you wish to discuss.

# PHYSICAL EDUCATION

## Broad General Education

In S3 all pupils have two periods per week of timetabled Core PE.  
You will be given the opportunity to develop the key significant aspects of learning:

### Skills

- **Improve Physical Competencies** in a wide range of activities (see below)
- **Improve Physical Fitness** - Stamina, Speed, Strength, Flexibility
- **Develop Cognitive Skills** - Decision Making, Focus, Concentration, Creativity
- **Develop Personal Qualities** - Motivation, Confidence, Leadership, Respect etc.

Activities					
Aesthetic	Water Based	Adventure	Individual	Team Games (Indoor)	Team Games (Outdoor)
Aerobics	Canoeing	Sea Kayaking	Athletics	BasketBall	Football
Gymnastics	Swimming	Hillwalking	Fitness	VolleyBall	Rugby
Dance	Kayaking	Orienteering	Badminton	Unihoc	Lacrosse
Yoga	Lifesaving	Mountain Biking	Golf	Table Tennis	SoftBall



### SES PHYSICAL EDUCATION



## **RELIGIOUS AND MORAL EDUCATION**

### **Broad General Education**

In S3 all pupils have one period per week of timetabled core RME. In S3 you are given the opportunity to study some of the basics of morality and other selected topics such as:

- Poverty
- War and Peace
- Evil and Suffering
- The Environment.

#### **Skills**

- You will develop the ability to stand in someone else's shoes
- You will learn to respect and listen to others
- You will be encouraged to reflect, to become self-aware and to make relevant contributions
- You will learn to evaluate, to be 'critical' of a variety of viewpoints, to recognise differences, develop respect for others and to develop your own standpoint

#### **Knowledge**

- You will be learning about the beliefs, values, practices and traditions of Christianity, a variety of other world religions and viewpoints independent of religious belief
- You will explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- You will investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life

## **ELECTIVES/WIDER ACHIEVEMENT**

A programme of skills electives will be on offer. Pupils will choose four electives throughout the year. The electives will be studied in blocks of up to eight weeks. The electives offer opportunity for wider achievement and focus on developing employability skills as well as skills for learning and life. The elective options, which vary from year to year, depending on staffing could include:

Harris Tweed: Weaving

Radio programme making

Drama

Energy

Personal Fitness

Harris Tweed: Product Making

National Navigation Award

Duke of Edinburgh Award

'Heart Start' First Aid

Music

Local History

Leadership Award (Sport)

Modern Studies

Admin & IT

Art

Sustainability

Forensics

## **SUPPORT FOR LEARNING**

The Support for Learning department works alongside colleagues in subject areas to support pupils with their coursework. The type of support on offer varies and depends on individual needs.

This support can include: teaching, alternative resources, additional materials, readers, scribes, assistive technology or general advice. Any pupil requiring support is closely monitored from S1.

Pupils identified as having additional support needs will be offered flexibility in the number of courses that they follow in S3. Some pupils will be considered for Tutorial Support, which will be delivered within the department.

Tutorial time is used to support other subjects; pupils will be given time to revise for examinations/assessments and to develop core skills for numeracy and literacy.