



PORTREE HIGH SCHOOL
Àrd-sgoil Phort Rìgh

S3 Broad General Education

Foghlam Farsaing Coitcheann - AS3

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Portree High School pupils on a trip to China – June 2013

INTRODUCTION

Broad General Education in S3 in Portree High School

S3 is the final year of the Broad General Education phase of Curriculum for Excellence.* While still concentrating on offering a broad range of experience pupils will have the opportunity to have some personalisation and choice. This will be within the curricular areas of:

- **Expressive Arts:** Art, Drama, Music
- **Languages and Literacy:** English, French, Gaelic
- **Health and Wellbeing:** Home Economics, PE
- **Mathematics and Numeracy:** Mathematics
- **Religious and Moral Education**
- **Sciences:** Biology, Chemistry, Physics
- **Social Subjects:** Geography, History, Modern Studies
- **Technologies:** Business, Construction, Design and Manufacture, Engineering Science

They will also continue to work across the curricular areas and continue to develop their skills and knowledge at the level which best suits their progress.

There will continue to be a strong focus on Literacy, Numeracy and Health and Well-Being across all aspects of learning and every teacher will support pupils with these skills.

Pupils must choose one subject in each column and their final choices must include at least one subject from each of the curricular areas. There is also an opportunity for wider achievement and pupils should choose two options from this column.

Subject teachers will guide pupils within their departments as to which are the best options for them. They will give pupils detailed information about the content of each of the courses within their departments e.g. the differences between design and manufacture and engineering science. Support Staff are also available to help pupils with these important decisions.

These choices do not necessarily mean that pupils will go on to study these subjects at National 4 and 5 levels in S4. In S4 pupils study English and Maths and choose **four** other subjects. However pupils should think carefully about the choices they make in S3 as these choices allow for some more in-depth learning and the normal expectation will be that pupils will choose the four subjects from the nine they have chosen in S3. Detailed information about entry to courses in S4 is available in a separate booklet.

*“The totality of all that is planned for children and young people throughout their education”.
Curriculum for Excellence

Business Education

What are the benefits of studying this course?

Business plays an important role in society. We rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The purpose of the course is to develop pupils' understanding of the way in which businesses operate in the current dynamic, changing competitive and economic environments and to encourage entrepreneurial attitudes.



- You will develop enterprising skills by participating in activities in practical and realistic business situations
- You will develop knowledge and understanding of business terms and concepts
- You will develop an awareness of how external influences impact on organisations, including economic impact

Could you be the next Alan Sugar or Karen Brady?

You will have a greater understanding of how people contribute positively to business success. As a result you will be better informed about business and be able to make effective contributions to society whether you are a consumer, an employee, an employer or are self-employed.

Skills Developed	Personal Qualities Developed
Enterprise	Team working
Employability	Decision making
Communication	Taking responsibility
ICT	Self-discipline
Interpreting, analysing and evaluating	Leadership

How will I learn? What are the activities and tasks I can expect?

- Discussion with teacher/pupils/in groups
- Research with feedback to group/class
- Interpreting, analysing and evaluating information from a variety of sources
- Use of IT to carry out research and prepare presentations

Contribution to life in and beyond school:

Skills for Learning	Skills for Work	Skills for Life
Group work	Citizenship	Working co-operatively
Understanding	Employability	Communication
Applying	ICT	Working independently
Analysing and evaluating	Enterprise	Being creative and resourceful

Choosing this option will prepare pupils who wish to study Business.

Expressive Arts

Art and Design

Our aim is to provide our pupils with a broad spectrum of valuable skills, in addition to the artistic skills traditionally associated with this subject, which will equip them well for life beyond school. We aspire to help our pupils develop the four capacities as successful pupils, confident individuals, effective contributors and responsible citizens:

- Foster creative thinking, an enterprising approach and the ability to be inventive, innovative and imaginative
- Enhance problem solving skills and the ability to develop and take ideas forward
- Encourage independence, personal responsibility and self-belief
- Develop communication skills and the ability to work with others
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our pupils can relate to
- Provide pupils with a context within which they can express and explore their beliefs and ideas



There are three main elements within the Art and Design course:

Expressive Activity:

Involves pupils in expressing their thoughts, ideas and responses to a subject or theme visually; this includes drawing, painting, and sculpture.

Design:

Involves pupils in solving a design problem and encourages them to use their creative and imaginative skills to produce ideas and present a final solution; this includes graphics and illustration.

Art and Design Critical Activities:

Pupils undertake research and critical study into artists and designers who inspire them and their design and expressive work.

How will I be assessed?

Assessment is on-going.

Pupils will compile a folio or sketchbook with examples of their own work (this will be homework). Pupils will consider, discuss and write down ideas about their own work and that of well-known artists. Pupils will be asked to complete short pieces of written work at home which will be marked by the teacher.

Possible Progression Routes:

S1-3 follows a broad general course leading to National 4 or National 5 in S4.

Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.

Digital Media



Our aim is to provide our pupils with a broad spectrum of valuable computer skills, also the 'working group' situation.

We aspire to help our pupils develop the four capacities as successful pupils, confident individuals, effective contributors and responsible citizens:

- Foster creative thinking, an enterprising approach and the ability to be inventive, innovative and imaginative
- Enhance problem solving skills and the ability to develop and take ideas forward
- Encourage independence, personal responsibility and self-belief
- Develop communication skills and the ability to work with others
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our pupils can relate to
- Provide pupils with a context within which they can express and explore their beliefs and ideas.

These are the main elements within the Digital Media course:

- Introduction to Photoshop
- Introduction to Illustrator
- Introduction to Premiere

Combining these elements the pupils will work in teams to produce the following:

- A promotional poster
- A promotional video
- A website design



Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.

Possible Progression Routes:

S3 follow a broad general course leading to a skills for work National 4 or National 5 Creative Digital Media course in S4.

Drama

During the year pupils will use a range of stimuli to explore issues and social attitudes, the development of plot, characterisation, and how to portray emotional situations on stage. Throughout the course they will be challenged to use their imaginations and to take responsibility for the development of their own ideas. They will also reflect on their successes and learn to analyse how performances are put together. They will devise their own work and work from scripts.

Who would enjoy this course?

- Anyone with a positive attitude
- Anyone who is excited by the idea of challenging themselves to try something new
- Anyone who enjoys performing
- Anyone with a good imagination who is keen to share their ideas

Is it for me? Yes, if you want to

- Solve problems – creatively!
- Ask questions
- Explore the way other people think, feel and communicate
- Develop your imagination

Here's what some current pupils say:

- 'Drama helps build the confidence you need for later life'
- 'It involves a lot of work but is great fun'
- 'There are many opportunities to participate in extra-curricular activities'
- 'Drama is a comfortable place where you can be yourself whilst building character'

The S3 Drama course prepares pupils with the skills they will need to study at a higher level. It is fundamental to their learning.

Possible Progression Routes:

National 4 or National 5 leading to Higher in S5 or S6.



Music

Our aim is to provide our pupils with a broad spectrum of valuable skills, in addition to the musical skills traditionally associated with this subject, which will equip them well for life beyond school. We aspire to help our pupils develop the four capacities as successful pupils, confident individuals, effective contributors and responsible citizens:

- Foster creative thinking, an enterprising approach and the ability to be inventive, innovative and imaginative
- Enhance problem solving skills and the ability to develop and take ideas forward
- Encourage independence, personal responsibility and self-belief
- Develop communication skills and the ability to work with others
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our students can relate to
- Provide pupils with a context within which they can express and explore their beliefs and ideas



There are three main elements within the Music course:

Performance – involves pupils experiencing practical music-making and developing skills necessary for progression through the years.

Understanding Music – involves pupils learning about what they hear, gaining in experience using musical concepts and applying concepts to practical work.

Composition – involves pupils learning about the composition process whilst gaining in confidence using Sibelius software to invent and compose pieces of their own.

All of the above areas foster music notation reading skills which will stand pupils in good stead for further studies.

How will I be assessed?

Practical skills will be the main focus of your work. Assessment is on-going. Pupils will complete theory work which will be marked weekly.

Possible progression routes:

S1-3 follow a broad general course leading to National 4 or National 5 in S4.

Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.

Home Economics

The S3 course continues as part of the Broad General Education but the focus is on the practical skills element.

From August to January the priority is enhancement of practical skills acquired in previous years.

The theory covers:

- Hygiene and Safety
- Food Safety
- Healthy Eating
- Cookery Process and Techniques



From January to Easter all pupils will take part in Active Kids Get Cooking – 3 star chef. This is a project based topic based on a particular theme. If successful, pupils will receive a certificate.

During April and May Time Planning and Management will be taught.

Possible Progression Routes:

National 4 Hospitality in S4 and National 5 in S5 and 6. There is no option to study Higher Hospitality in school.

Languages and Literacy

English

Throughout S3 pupils continue their broad general education in this subject.

In their **S2 English classes** pupils work towards achieving the **Level 3 Experiences and Outcomes** of the new Curriculum for Excellence and are given the support to develop their literacy skills and the opportunity to enjoy literature.

Throughout S3, your son or daughter's S3 English course continues covering a variety of skills involving Talking and Listening, Reading and Writing.

Talking and Listening gives pupils the opportunity to work together in pairs and small groups and we encourage everyone to build on their communication skills. Each pupil is also required to deliver two solo talks to their class.

Reading requires pupils to study a variety of texts from the four main genres: drama, media, poetry and prose. Time is allocated to Close Reading which involves answering questions on a short passage, which helps to develop knowledge, understanding and evaluative skills.

In Writing pupils are given the opportunity to write in a variety of genres: functional, imaginative, drama scripts and personal/reflective. Writing activities allow pupils to be creative and help to develop their knowledge of language.

In their **S3 English** classes, pupils will be working towards achieving the **Level 4 Experiences and Outcomes** of the new Curriculum for Excellence, further developing a sound basis for the National Qualification courses which they will follow in S4-6.

There is no focus on results or grades in either S2 or S3 – it is all about developing skills and making sure pupils have a wide variety of experiences which enable them to use and develop these skills.

Possible Progress Route

Which new course will my child follow in S4?

This all depends on the level of Reading, Writing, Talking and Listening skills that they have acquired by the end of S3.

- For example, if they are still working on achieving some of the Level 4 skills by the end of S3, then they may be better suited to sitting National 4 in S4 and going on to do National 5 in S5
- Or, if they are comfortably achieving the Level 4 skills by the end of S3, they can go on to sit National 5 in S4, with a view to sitting Higher in S5
- Whatever route your child takes through the new National Qualifications, there is flexibility with opportunity for movement between the new levels throughout S4, S5 and S6

French

Throughout S2 and S3, pupils continue their broad general education in this subject.

In their **S2 French classes**, pupils will be working towards achieving the **Level 3 Experiences and Outcomes** of the new Curriculum for Excellence.

The pupil develops confidence in listening and speaking, reading and writing French in a variety of contexts. The course is built around the following topics:

Holidays: destinations, accommodation, leisure activities, weather, giving opinions. Skills developed include research skills, presenting aloud and transactional dialogues.

Shopping: shops, food, buying clothes, money. Skills developed include presenting information and transactional role-play.

Hobbies: friends, hobbies/past-times, cinema. Skills developed include reading for information, discussion, compiling schedules.

Health: body parts, ailments, healthy eating, sports. Skills developed include expressing opinions, giving advice, using longer texts.

Paris: arranging a visit, at the tourist office, places of interest. Skills developed include diary entries, presenting facts making plans with a pen-pal.

Should your son or daughter choose to study French in S3, they will be working towards achieving the **Level 4 Experiences and Outcomes** of the new Curriculum for Excellence, further developing a sound basis for the National Qualification courses which they will follow in S4-6.

There is no focus on results or grades in either S2 or S3 – it is all about developing language skills and making sure pupils have a wide variety of experiences which enable them to use and develop these skills.

Which new course could my child follow in S4?

Possible Progress Routes:

This all depends on the level of Reading, Writing, Talking and Listening skills that they have acquired by the end of S3.

- For example, if they are still working on achieving some of the Level 4 skills by the end of S3, then they may be better suited to sitting National 4 in S4 and going on to do National 5 in S5
- Or, if they are comfortably achieving the Level 4 skills by the end of S3, they can go on to sit National 5 in S4, with a view to sitting Higher in S5
- Whatever route your child takes through the new National Qualifications, there is flexibility with opportunity for movement between the new levels throughout S4, S5 and S6

Gàidhlig/Gaelic

What are the benefits of studying this course?

Gaelic is the traditional community language of the Isle of Skye, indeed it is one of the national languages of Scotland.

Whether you approach it as a learner or a fluent speaker, Gaelic opens doors to really discovering the richness of our culture. It also builds your confidence to know you can master a language and that you are part of the community of Gaelic speakers.

The S3 stage of broad general education offers a very good preparation for Level 4 and 5 courses. These in turn provide a route to further study and the proficiency necessary to take advantage of opportunities in the world of work.

With the effects of the Gaelic Language Act, increasing output by the Gaelic Media and a growing demand for Gaelic in Education, employment prospects for young people fluent and literate in the language are very favourable.

What will I study?

Gaelic learners in S3 classes progress to the next stage of our new course. It is based on the excellent 'Ceumannan' books and includes a wide range of learning experiences, including an element of personal study. Course materials are complemented by a growing number of online resources which help pupils succeed at examination level.

Assessment

At both level 3 and 4, assessment takes place throughout the year and pupils are offered several opportunities to achieve or improve outcomes.

Gàidhlig Fluent Speakers follow a course which continues to build on the language development achieved in S1/2. Progress to this level really brings pupils on in confidence and fluency. They study a wide range of texts from novels to poetry, short stories and factual writing and reporting. The greatly improved availability of audio and video materials through BBC Alba also allows us to incorporate these into the course.

What will I study?

Topics studied include Literature, Europe and the Language of Advertising - subjects that allow pupils to further explore cross curricular issues through the medium of Gàidhlig. They are now much better served by up to date books, extension materials and online resources which help them progress to a regularly high level of achievement in this subject.

Assessment

At both Level 3 and 4, assessment takes place throughout the year and pupils are offered several opportunities to achieve or improve outcomes.

Possible Progression Routes:

National 3, 4 or 5 in S4.

Mathematics

All pupils in S3 will continue to progress through the broad general education phase of their maths learning from S1 and S2. Initially, the first 2 classes will be working towards the National 5 course and the remaining sections will largely be working towards the National 4 course. One of the sections will also offer the flexibility for some pupils to work towards a National 3 Life Skills Mathematics course.

What We Will Learn

Throughout S3 pupils will further develop skills enabling them to select and apply mathematical techniques in a variety of mathematical and real-life contexts. Learning about Information Handling will equip pupils with the skills needed to interpret and analyse information, simplify and solve problems and make informed decisions.

By the end of S3, using information arising from the December and May block tests, as well as reviewing pupil performance throughout the session, we will know whether each pupil will follow either a National 5, National 4 or National 3 Life Skills Mathematics course in S4.

Possible Progress Route:

Courses and Assessments

National 5 Mathematics is a course at SCQF 5 (replacing Intermediate 2/Standard Grade Credit).

National 4 Mathematics is at SCQF 4 (replacing Intermediate 1/Standard Grade General).

National 3 Life skills Mathematics is at SCQF 3 (replacing Access 3/Standard Grade Foundation).

Each of the courses contains 3 units each of which will be internally assessed using SQA Assessments and Marking Criteria. These are:

NATIONAL 5

Expressions & Formulae
Relationships
Applications

NATIONAL 4

Expressions & Formulae
Relationships
Numeracy

NATIONAL 3 LIFESKILLS

Managing Money & Data
Shape, Space & Measure
Numeracy

The National 5 course has an external exam which pupils will sit in May of S4. The National 4 course also has an end-of-course exam; this is an SQA exam which will be internally assessed. This assessment will take place in the weeks leading up to the SQA exam period.

Progression into S5

Progression in maths will depend on each individual pupil's progress throughout S4. A good pass at National 5 will secure entry to the Higher Maths course. A pass at National 4 would lead to either National 5/National 5 Life skills Mathematics. A National 3 Life skills Mathematics award would lead to a National 4 Life Skills Mathematics course.

Physical Education

Core Physical Education

All pupils in S3 take part in 3 periods per week of Core Physical Education. In S3 pupils take part in a wide variety of activities: individual, team, indoor and outdoor sports. Pupils work to improve their practical performance in these areas. Written work will consolidate understanding of some aspects of the course e.g. Fitness, Skills Learning.

All pupils in S4 will have 2 periods of Core Physical Education. The emphasis is on pupil choice of activities in which they will work hard to improve their performance. Pupils will choose their activities at the start of S4

In S4 pupils who are interested in improving their practical performance and interested in learning about “Factors Impacting on their Performance” can opt into the National 4/5 Physical Education Course.

Possible Progression Routes:

Pupils may study National 4 or National 5 PE in S4.

Personal and Social Education (PSE)

All pupils in S3 will have one period a week of PSE. The PSE programme will have the following core areas:

- Health Education
- Citizenship
- Understanding Yourself
- Developing Relationships
- Careers Education
- Study Skills
- Internet Safety



The following will be covered within these core areas:

Health Education/Developing Relationships/Understanding Yourself

The accent is on healthy living and making informed choices. A large part of the S3 programme is spent on Sexual Education covering physical and emotional development of teenagers, relationships, risk taking, sexually transmitted infections, contraception, pregnancy and abortion. Alcohol use and abuse, smoking and drugs are other topics covered within this area. The medical services have an input into this programme.

Careers Education

In S3 Careers lessons are used in PSE to highlight information about career choices, to discuss work and to identify current individual needs in career planning and decision making.

Study Skills

Pupils will acquire study skills and practise them. Subject departments will also teach pupils the study skills specific for their subject.



Citizenship

Across the curriculum, the following content topics are identified:

- Rules, Rights and Responsibilities
- Race and Gender Issues
- Environment Care
- Community Links
- Money Management
- Leisure Education

From the core programme and cross curricular inserts, pupils are encouraged to develop the skills of self-awareness, self-reliance, self-confidence and decision making.

Religious, Moral and Philosophical Studies

In S3 pupils will be working towards the new Religion, Belief and Values Award. This new award will:

- Be available at National 3, National 4 and National 5 in S4
- Accredite aspects of achievement which build on the experiences and outcomes for Religious and Moral Education (RME)
- Involve investigating a topic to do with religion or belief
- Have an emphasis on skills development and the application of those skills

Investigating Religion or Belief Unit

In this unit, pupils will investigate and reflect on a chosen topic involving religion or a viewpoint independent of religious belief. They will develop knowledge and understanding of the topic, by reflecting on religious or other viewpoints and their personal faith and/or values. They will have the opportunity to discuss and debate the topic they are investigating.

The pupils will be required to provide evidence of:

- Investigating and reflecting on a chosen topic involving religious belief or a viewpoint independent of religious belief
- Identification of some issues of faith and/or values related to the topic
- Reflection on their individual learning journey and response to the topic



Sciences

In S3 pupils will choose to study Biology, Chemistry, Physics or Science based on the recommendations made by their teacher. Pupils who consider it likely that they will go on to study their chosen sciences in S4 are encouraged to opt for two or three of the discrete sciences in S3. This will allow pupils to secure a good understanding of the basic key areas before moving into S4.

The aims of the course are to enable pupils to:

- Develop and apply knowledge and understanding
- Develop an understanding of their chosen science's role in scientific issues and relevant applications, including the impact these could make in society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills
- Develop the use of technology, equipment and materials, (safely) in practical scientific activities
- Develop planning skills
- Develop problem solving skills
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning
- Develop skills of independent working

Biology

What will I study?

The course consists of 3 units:

Cell Biology - The key areas covered in this unit are: cell division and its role in growth and repair; DNA, genes and chromosomes; genetic inheritance; the therapeutic use of cells; the properties of enzymes and their use in industries; the properties of microorganisms and their use in industries; the limiting factors of photosynthesis; the commercial uses of cells; factors affecting respiration; controversial biological procedures.

Multicellular Organisms - The key areas covered in this unit are: sexual and asexual reproduction and their importance for survival of species; propagating plants; growth and development of different organisms; biological actions and responses to maintain stable body conditions.

Life on Earth - The key areas covered in this unit are: how animal and plants species depend on each other; the impact of population growth and natural hazards on biodiversity; the nitrogen cycle; fertiliser design and the environmental impact of fertilisers; adaptations for survival; behavioural adaptations; learned behaviour in response to stimuli linked to species survival.

Chemistry

What will I study?

The course in S3 builds on the pupil's previous experience in S1 and S2 while developing the knowledge and skills required to move on to further study if Chemistry is taken in S4.

Chemical Changes and Structure - the unit covers the key areas of: rates of reaction; atomic structure and bonding related to properties of materials; energy changes of chemical reactions; formulae; reaction quantities and acids and bases. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics

What will I study?

The course in S3 builds on the pupil's previous experience in S1 and S2 while developing the knowledge and skills required to move on the further study of Physics in S4.

Waves and Radiation - the unit covers the key areas of: wave characteristics; sound; electromagnetic spectrum and nuclear radiation. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Progression

Pupils will progress on to National 3, 4 or 5 in their chosen science. The levels will be determined by their performance and attainment in that science in S3.

Social Subjects

Geography

The S3 course develops a range of geographical skills to prepare pupils for N4 or N5 Geography in S4. This will include map work, graphing, interpretation of information, co-operative learning and research tasks, and, at the end of the year, fieldwork activities. Topics have been chosen to broaden pupils' understanding of geographical issues and, at the same time, lay a foundation for their N4/N5 course. Topics will be used to access the standard of pupils at N3, N4 or N5 level and some of this work could be used as evidence for achievement in S4.



Topics covered include:

Globalisation:

- World clothing trade
- Nike story
- Problems of clothing industry

Population:

- World population and distribution
- Migration issues
- World mega cities, problems and solutions for growing urban areas

Rivers:

- Mapping
- Features along a river
- Land uses along a river
- Reasons for flooding and case study

Water Supplies:

- Hydrological cycle
- Where is all the water?
- Issues of water supply

Tourism:

- Features of tourism
- Impact of tourism
- Solutions

Fieldwork:

- Based on Skye
- Will include a number of days or part days out of school
- Will cover both physical and human geography.

Possible Progress Routes:

National 4 or National 5 in S4.

History

Purpose and aims of the Broad General Education Courses in S3

History opens up the world of the past for the pupils. The purpose of History is to provide pupils with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of Study which cover Scottish, British, European and World contexts in a variety of time periods. The units of study will help to lay a foundation for progression to National 4 and 5 courses in S4.

Topics covered include:

The Native Peoples of America

This unit focuses on the everyday life and culture of the tribes of the North American Plains. Pupils will be given the opportunity to discover the background to the arrival of white people in the early 17th century and how this impacted on the lives of the native people.

World War One 1914-1918

Pupils initially study the causes of the war before finding out about early battles, such as Mons and the Marne, and discover the reasons why trench warfare came about. Pupils then research everyday life in the trenches and key battles including Loos, Festubert, Verdun the Somme and Amiens. New technology is also an important area of study in this unit and pupils will investigate the crucial part this played in the allied victory in 1918.

The Campaign for Women's Suffrage

This unit involves a study of key suffrage campaigners and the methods used to achieve votes for women in Britain in the early 20th century.

Possible Progress Routes:

National 4 or National 5 in S4

Modern Studies

Social Issues in the United Kingdom

Knowledge and Understanding:

The course is structured around a detailed study of the extent of and evidence for social inequalities in the United Kingdom, the causes of and factors affecting social inequalities and the nature and effectiveness of government responses to social inequalities.

Evaluation Skills:

Pupils also develop key enquiry skills including recognising bias and exaggeration, comparing and contrasting sources of evidence and drawing conclusions and making decisions based on multiple sources of evidence.

Research Skills:

A major element of the course is to develop skills by using a variety of methods of investigation including textbooks, taking notes from TV/radio, Internet, interviewing an expert and conducting an attitude survey in preparation for Added Value Assignment in S4.

Possible Progress Route:

National 4 or 5 in S4.

Technologies

Construction

The third year Skills for Work Construction Course is designed to develop employability skills. The course will develop skills and understanding in employability through the medium of the construction industry. The course is aimed at pupils who would enter the world of work directly from school. The course is almost entirely practical in content although pupils are encouraged to learn the relevant theory.

Pupils will learn employability skills such as:

- Timekeeping
- Attendance
- Following instructions
- Working cooperatively with others
- Health and safety
- Attitude
- Taking advice and dealing with constructive feedback
- Maintaining a tidy work area
- Planning and preparation

Whilst learning the employability skills pupils will complete construction tasks in:

- Brickwork
- Plumbing
- Painting
- Bench Joinery
- Electrics
- Roof tiling

Possible Progress Routes:

The course will prepare pupils for the world of work and progression into National 4 and National 5 Skills for Work Construction or other National 5 Skills for Work courses such as Engineering and Energy.

Design and Manufacture

The third year Design and Manufacture Course is designed to develop skills in designing and manufacturing products. The course will develop skills and understanding gained in S2 and prepares pupils for further study at National 4 and National 5 Higher and Advanced Higher. It provides further opportunity for pupils to enhance their creative and practical skills, building on their previous skills in working with wood, metal and plastics gained in S1-S2, also enhancing their design skills.

There are two main areas of study:

- Design and Manufacture – Design
- Design and Manufacture – Materials and Manufacturing

Students will be able to:

- Identify factors that influence the design of a product
- Develop and communicate design concepts for a simple design task
- Evaluate an existing product
- Investigate materials for manufacturing in a workshop context
- Prepare for manufacturing tasks in a workshop context
- Plan and implement a manufacturing sequence for a prototype
- Review a manufacturing process and a finished prototype

During the course pupils will complete a number of design manufacture projects resulting in the manufacture of production prototypes and models.

Possible progress routes

National 4 or 5 in S4.

Engineering Science

The third year Engineering Science Course enables pupils to develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials and skills in evaluating products and systems within an engineering context. The course also enables pupils to develop knowledge and understanding of key engineering concepts and processes, the ability to apply these to a variety of problems and an awareness of the impact of engineering on society and the environment. These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering including mechanical, pneumatic, structural and electronic systems.

There are three main areas of study:

- Engineering Contexts and Challenges
- Electronics and Control
- Mechanisms and Structures

Pupils will develop skills in:

- Analysing engineering problems
- Designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts
- Investigating and evaluating existing and emerging technologies
- Communicating engineering concepts clearly and concisely, using appropriate terminology
- Knowledge of the many types of engineering
- Knowledge of the wide role and impact of engineering on society and the environment
- Knowledge of the workings of a range of engineered objects
- Knowledge and understanding of key concepts related to electronic and microcontroller-based systems and their application
- Knowledge and understanding of key concepts related to mechanical, structural and pneumatic systems and their application
- Knowledge of the relevance of energy, efficiency and sustainability to engineering problems and solutions
- Applying engineering knowledge and skills in a range of contexts

The course will prepare pupils for the world of work and progression into Higher and Advanced Higher Engineering Science.

Graphic Communication

The third year Graphic Communication Course is designed to develop skills in communicating through graphics techniques. The course will develop skills and understanding gained in S2 and prepares them for further study at National 4 and National 5 Higher and Advanced Higher.

There are two main areas of study:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Pupils will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and understanding in CADD (Computer Aided Drawing and Design), CAG (Computer Aided Graphics) and DTP (Desktop Publishing). This will involve the use of industry standard software such as Autocad, Autodesk Inventor and Publisher.

Pupils will be able to:

- Produce 2D sketches and drawings
- Produce 2D designs and illustrations for promotional displays
- Create 2D promotional graphic layouts
- Produce and interpret pictorial sketches, drawings and 3D models
- Produce pictorial and 3D illustrations
- Produce 3DX promotional displays

Possible Progression Routes:

National 4 or 5 in S4

Wider Achievement

We want pupils to have the skills needed to go beyond subject knowledge and to develop a wide range of other abilities that will help in the world of work and in everyday life.

These qualifications will provide opportunities for pupils to:

- Develop self-confidence and self-belief in what they can achieve
- Improve the 'soft skills' involved in communication and team-working
- Gain transferable employability skills

Health Award

Our Wellbeing Award helps pupils to explore factors that influence personal wellbeing and to make decisions that contribute to improving personal wellbeing.

The award encourages pupils to look at connections between mental, emotional, social and physical health and to look at different ideas of health and wellbeing at a personal, community, societal or global level.

John Muir Award

The John Muir Award is an environmental award scheme focused on wild places. It encourages awareness and responsibility for the natural environment in a spirit of fun, adventure and exploration. Four Challenges are at the heart of each John Muir Award: discover - explore - conserve - share.

Labskills Crest Award

CREST is a UK award scheme recognising success, building skills and demonstrating personal achievement in STEM (science, technology, engineering and maths) project work.

Modern Languages for Life and Work Award

Our Modern Languages for Life and Work Award develop pupils' language and employability skills, through studying French in practical and relevant contexts for life and work.

Personal Finance Award

What are the benefits of studying this course?

The importance of financial education in schools is now widely recognised as an important and necessary life skill for young people.

The Personal Finance Award will equip pupils with the skills to cope confidently and effectively with basic financial encounters as well as managing money.



The course consists of the following two units:

- Money Management - SCQF Level 4
- The Principles of Money - SCQF Level 4

The Personal Finance Award has been designed for on-line testing via SOLAR, SQA's platform for e-assessment. The assessments are automatically marked and results given to pupils immediately. The Personal Finance Award at SCQF Level 4 is jointly awarded by the Scottish Qualifications Authority (SQA) and the **ifs** School of Finance. It equips candidates with skills to understand and manage money throughout their lives.

Scottish Studies Award

This award provides opportunities for pupils to develop their skills, knowledge and understanding of Scotland — in terms of its people, languages (for example Scots and Gaelic), society, culture, natural environment and heritage — and to make connections across the curriculum.

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.