



**PORTREE HIGH SCHOOL**  
***Àrd-sgoil Phort Rìgh***

## **S3 PERSONALISATION AND CHOICE**

**Taghadh Pearsanta - AS3  
2023/24**



*Striving for Excellence*

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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

## 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 should use this year as preparation for the Senior Phase, where they further reduce their options to seven N4/5 subjects, including English, Maths and a language option. S3 personalisation 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:** Computing Science, Technology, Graphic Communication, Na Meadhanan Cruthachail is Didseatach (Creative Digital Media GM)

They will also continue to work across the curricular areas and 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 choose one subject in each column and their final choices should reflect on their pathways for career progression, while trying to have a balance of subjects. There is also an opportunity for Wider Achievement through the Youth Philanthropy Initiative and the Personal Finance award.

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. These choices should be made with Pupil Support staff, and these choices should be made with parental support. We work closely with Skills Development Scotland, who are also available to help pupils with these important decisions.

As pupils progress in S3, subject teachers will build towards the Senior Phase curriculum, and start the level 4/5 work required for the SQA examinations in S4. Pupils will take forward **seven** subjects in S4- five from their S3 choices, together with English and Maths at National 4/5 level. Pupils should therefore think carefully about the choices they make in S3 as these choices are necessary in the preparation of level 4/5 learning for S4.

Detailed information about entry to courses in S4 is available in a separate booklet.



Our Senior Prefect team 2022/23

## Expressive Arts

**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.**

### 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 learners, 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, through the medium of drawing and painting.

#### Design

Involves pupils in solving a 2D graphic design problem or a 3D creative task and encourages them to use their creative and imaginative skills to produce ideas and present a final solution.

#### Art and Design Critical Activities:

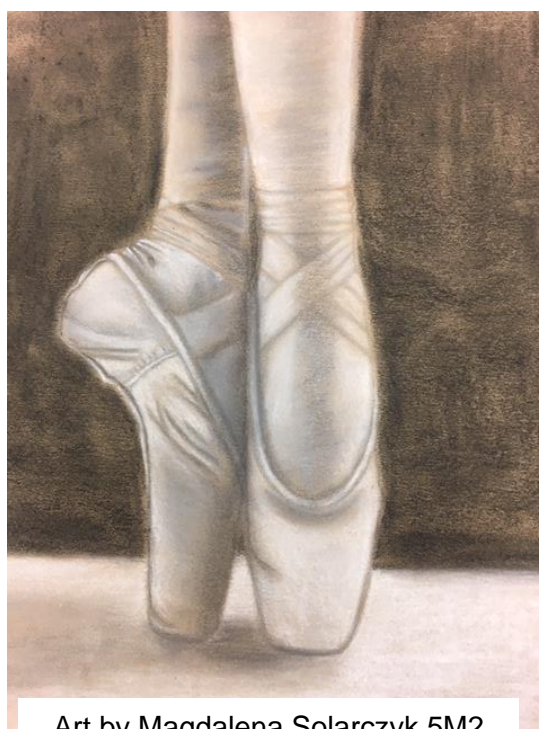
Pupils undertake research and critical study into artists and designers who inspire them in their design and expressive work. Pupils do a weekly lesson in critical work where they will study a number of artists and designers in depth preparing pupils to complete the written part of the exam and gain a wider appreciation of the history of art.

#### 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 general broad course leading to National 4 or National 5 in S4.



Art by Magdalena Solarczyk 5M2



## Drama (PROVISIONAL)

The S3 Drama course prepares pupils with the skills they will need to study at a higher level.

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?

Pupils 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.'

**Progression: National 4 > National 5 > Higher > Advanced Higher**



# Music

**There are three main elements within the Music course:**

**Performance** – pupils will work on two chosen instruments. In S3, pupils can choose to incorporate instruments they are learning outside of class or to continue with the instruments they have been taught in class in S2. At various points in the year, pupils will be asked to perform to the class and reflect on their performances.



**Understanding Music** – pupils will listen to music in different styles and learn about different musical concepts. These concepts will give pupils the language they need to discuss the music they are listening to. In addition, they will do some research into an area of music that interests them.

**Composition** – pupils will learn about the composition process, first through improvisation and later through planned pieces of work. They will also learn how to use Sibelius software to write and listen to their own compositions.

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?**

All skills will be regularly assessed by teachers so that pupil progress can be monitored. However pupils will also be asked to assess their own work and the work of others in the class.

In addition to the musical skills traditionally associated with this subject, we aim to provide pupils with valuable life skills. We aspire to help our pupils develop the four capacities as successful learners, confident individuals, effective contributors and responsible citizens through:

- Performing in school and in the wider community
- Working independently and in groups
- Taking responsibility for practising their instruments outside of class
- Taking part in extra-curricular activities relevant to their musical interests

## **Possible Progression Routes:**

S1-3 follow a broad general course leading to National 3, 4 or 5 in S4. S1-3 Music is offered through English and Gaelic Medium.

## **Photography**

The S3 Course is practical and experiential, serving as an introduction to allow pupils to develop practical skills in photography and use photography in visually imaginative ways. Pupils will develop their appreciation of photographic work and practice, understanding different photography genres and concepts

Progression from S3 will lead to the National Progression Award in Photography SCQF level 4 or 5. In S5/6, Higher Photography may be an option.



## Health & wellbeing

### Home Economics

The course is focused on the practical skills of practical cookery but still requires some written assessments to be undertaken.

The course consists of 3 units:

Cookery Skills, Techniques and Processes  
Understanding and Using Ingredients  
Organisational Skills for Cooking

Pupils will be expected to bring containers for each practical lesson.

**Progression route: N4/5 Practical Cookery**



### Physical Education

All pupils in S3 have three periods per week of core PE. Pupils take part in a wide variety of activities: individual, team, indoor and outdoor sports. Pupils will work to improve their fitness and practical performance in these activities focussing on the 'Significant Aspects of Learning' ([www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)). Pupils are expected to take part in **all** activities (including swimming).

Learning will be through practical and theory/written work in which pupils will participate in a variety of roles - e.g. as a player, coach, leader, observer, umpire/referee and performer.

At the end of S3 pupils will have the opportunity to opt into National 3/4/5 PE. A pupil's level of entry into certificate classes will be determined by their standard of work and participation in S1-3.

In S4 core pupils have two periods of PE. They can make a choice of what activities they would like to do completing a choice form at the start of the year. Full participation is encouraged to benefit all pupils' health and wellbeing.

**Possible Progression Route: National 3/4/5**



Badminton

## 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 the Young Workforce/Careers Education
- Subject Choice
- Study Skills
- Developing Relationships

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 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. Internet safety/social media is also covered, helping keep safe on-line and dealing with the possible pressures associated with the many forms of social media.

### Developing the Young Workforce/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.

### Subject Choice

In Term Three, time will be spent discussing pupil options for S4.

### Study Skills

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

### First Aid

Heartstart and First Aid Training is delivered by Lucky2BHere and experienced paramedic/medical staff.

### 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
- Equality and Diversity

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.





# Languages

*Pupils can study 1 or 2 languages in S3. Students are encouraged to continue with a language in S4.*

## French

Throughout S2 and S3, pupils continue their Broad General Education in French. In their **S2 French classes**, pupils will be working towards achieving the **Level 3 Experiences and Outcomes** of the *Curriculum for Excellence*. Pupils develop confidence in Listening, Speaking, Reading and Writing French in a variety of contexts.

**The S2 course is built around the following topics:**

**Media:** discussing opinions of TV programmes, film genres, reading habits and using the internet.

**My World of Work:** discovering how languages help with employability; career options

**Film project:** pupils watch a French film as a year group and participate in a storyboard competition

**Identity:** describing character, relationships, music, clothes and interests.

**At Home:** describing home area, houses and food; discovering French carnivals.

Should your son or daughter choose to study French in S3, they will continue developing Level 3 outcomes and may also start to achieve **Level 4 Experiences and Outcomes** of *Curriculum for Excellence*, which will provide a sound basis for the National Qualification courses which they will follow in S4-6.

**The S3 course is built around the following topics:**

**Poetry:** creative writing and looking at French poetry (culture).

**Paris:** talking about a fictional visit to the city and places of interest. In this topic, the past tense of regular and irregular verbs is introduced.

**Planning and Evaluating a Trip:** destinations, transport, activities; why Scotland is good for tourists; importance of travel and languages.

**Lifestyle:** learning body parts/maladies; discussing physical wellbeing, sports and effects of smoking and drugs.

**Family and friends:** what makes a good friend, personalities and relationships; household chores.

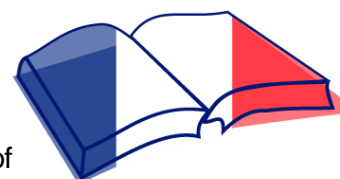
**There is no focus on results or grades in either S2 or S3 – it is all about developing language skills and making sure pupils have a wide variety of experiences which enable them to use and develop these skills.**

**Which new course could my son/daughter follow in S4?**

**Possible Progress Route:**

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 Level 3 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 some 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



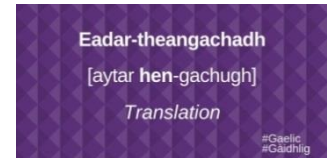
## Gàidhlig

### What will I study?

Fluent speakers follow a course which continues to build on the achievements of 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.



Tasks are based on themes such as the Media or Europe – subjects which 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.

## Gaelic Learners

### What will I study?

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 of Reading, Writing, Listening and Talking takes place throughout the year and pupils are offered several opportunities to achieve or improve outcomes.



## German

For pupils who wish to expand their range of experiences in Languages, this year we are able to offer an introduction to the German language as part of the S3 curriculum.

# Literacy

## English

Throughout S3, pupils continue their Broad General Education and the **S3 English course** continues to cover a variety of skills involving **Talking** and **Listening**, **Reading** and **Writing**. In their classes, pupils will be working towards achieving the **Level 4 Experiences and Outcomes** of the Curriculum for Excellence, further developing a sound basis for the National Qualification courses which they will follow in S4-6.

**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 a solo talk 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 Reading for Understanding Analysis and Evaluation (UAE) 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 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.

**There is no focus on results or grades in 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 National Qualifications, there is flexibility with opportunity for movement between levels throughout S4, S5 and S6



# Numeracy

## Mathematics

All pupils in S3 will continue to progress through the Broad General Education phase of their Maths learning from S1 and S2. Most pupils will be working towards a course either at National 5 Maths or National 4/5 Applications of Maths course in S4, depending on progress, while some other pupils will work towards a National 3/2 Applications of Maths course according to individual pupil needs.

### 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 evidence 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 3/2 Applications of Mathematics course in S4.

### Courses and Assessments

National 5 Mathematics is a course at SCQF 5.

National 4 Mathematics is at SCQF 4.

National 3/2 Applications of Mathematics is at SCQF 3/2.

Each of the courses contains three units. Units at N4 and LS3/2 are assessed internally. These are:

#### NATIONAL 5

Expressions & Formulae  
Relationships  
Applications

#### NATIONAL 4

Expressions & Formulae  
Relationships  
Numeracy

#### N3 Applications of Maths

Managing Money & Data  
Shape, Space & Measure  
Numeracy

#### N2 LIFESKILLS

Number & Number Processes  
Shape, Space & Data  
Money

The National 5 course has an external SQA 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 class at some time in S4.

### Possible Progression:

#### Progression into S5

Progression in Maths will depend on each individual pupil's progress throughout S4.

An A or B pass at National 5 will secure entry to the Higher Maths course.

A pass at National 4 would most likely lead to either N4/N5 Applications of Mathematics.

A National 3 Applications of Mathematics award could maybe lead to a National 4 Applications of Mathematics course.



# Sciences

In S3 pupils will choose to study Biology, Chemistry or Physics 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 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:

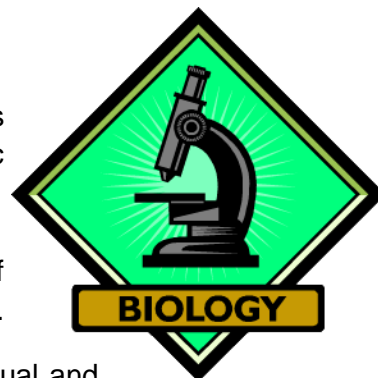
- Develop and apply knowledge and understanding
- Develop an understanding of their chosen science's role in scientific issues and relevant applications, including the impact these could make in society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills
- Develop the safe use of technology, equipment and materials, 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 three 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 and 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 and 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 and 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 of Chemistry 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

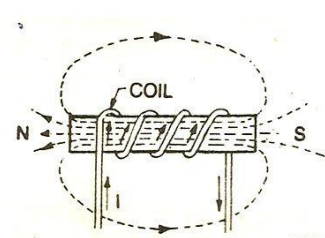
## Physics

### 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 to further study of Physics in S4.



During their final year in BGE, Physics students will study waves, sound, light, ionising radiation, nuclear power and the electromagnetic spectrum. They will undertake a project on earthquakes where they will answer some research questions, plan and carry out two associated experiments and report on their findings. Pupils will perform a series of short experiments on electromagnetism culminating in building a very basic loud speaker. Throughout the year emphasis will be placed on the topical issues surrounding the course content. In addition, pupils will be encouraged to think of their school subjects being 'joined up' in particular the links between Physics and English and Maths. Important skills for work will be addressed by having visiting speakers and workplace visits at key times throughout the course. Last year pupils had a visit from a paramedic, a policeman and a forensics expert. They also visited the opticians in Portree.



### Progression in Sciences

Pupils may progress on to National 3/4 or 5 in each relevant science. The levels will be determined by their performance and attainment in the Sciences in S3. Pupils should progress with the science or sciences they took in S3.



# Humanities

## 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 activities. Topics have been chosen to broaden their understanding of geographical issues and, at the same time, lay a foundation for their N4/N5 course. Topics will be used to assess the standard of pupils at N3, N4 or N5 level and potential achievement in S4.

Topics covered include:

### Geographical Skills

- Map skills
- Land cross sections, heights, contours

### 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

### Globalisation

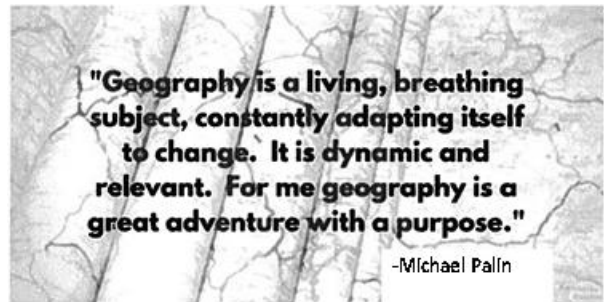
- World clothing trade
- Nike story
- Problems of clothing industry

### Natural Hazards

- Hurricanes
- Volcanoes
- Earthquakes

### Tourism

- Features of tourism
- Impact of tourism
- Solutions
- Fieldwork in Portree
- N4 Value Added Unit Practice



## 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:

#### Britain 1750-1900

Pupils will discover the reasons why Britain became the first industrial nation in the world. Topics covered in this unit of work include the following:

- Why was there an Industrial Revolution?
- How did Britain change between 1750 and 1900?
- Factory conditions
- Public Health
- Living and working conditions in towns
- The development of the coal industry
- The Agricultural and Transport Revolutions



#### 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, to 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 20<sup>th</sup> century.

## Modern Studies

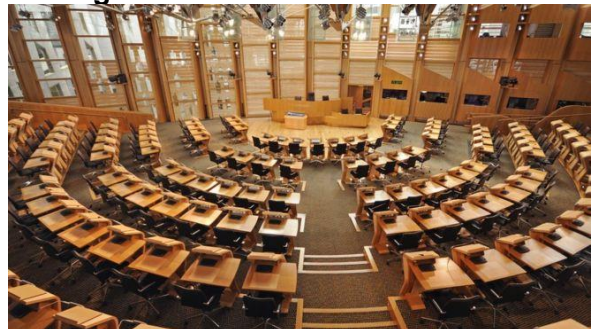
### Social Issues in the United Kingdom

#### Knowledge and Understanding:

Pupils will consider contemporary issues such as terrorism, crime, international development, inequality and participation in the political process.

#### Evaluation Skills:

Pupils 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 their S4 Assignment.

**Possible Progress Route for Social subjects:** Pupils may progress on to National 3/4 or 5 in each social subject. The levels will be determined by their performance and attainment in S3. Pupils should progress with the subject they took in S3.

**NB-**We also offer Nuadh Eòlas –Gaelic Medium Modern Studies in S4.

# RME

## RME studies give pupils the opportunity to:

- Appreciate the importance of respect for the beliefs, values and traditions of others and be able to demonstrate this
- Engage in a process of personal reflection leading to an increasing understanding of personal beliefs and ideas about meaning, value and purpose in life

In addition in S3 pupils will be following three main units from SQA National Courses in RMPS. The units will include aspects of achievement which build on the experiences and outcomes for Religious and Moral Education (RME):

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

## Skills, Knowledge and Understanding covered in the S3 course:

### Skills

- Understanding and commenting on the meaning of sources related to world religions
- Expressing views about contemporary moral questions and responses
- Outlining religious and philosophical questions and responses

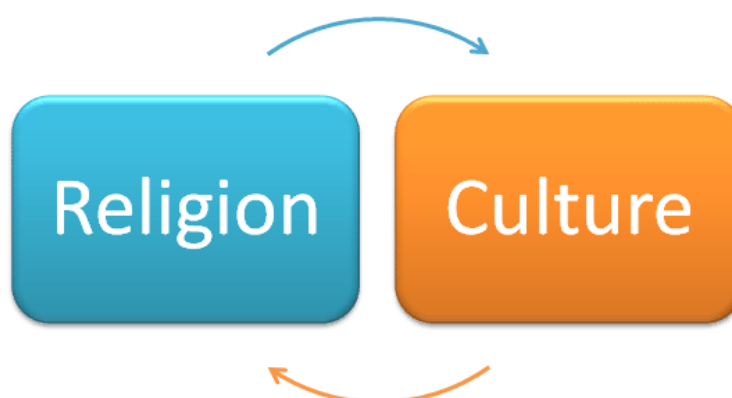
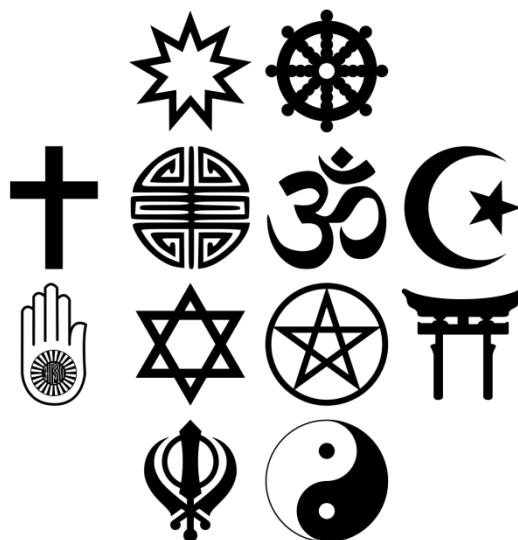
### Knowledge and Understanding

- Knowledge and understanding of the impact and significance of religion today through studying some beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers
- Knowledge and understanding of contemporary moral issues and responses to them
- Knowledge and understanding of religious and philosophical questions and responses

### Progression

#### This course or its units may provide progression to:

- National 4/5 Religious, Moral and Philosophical Study Course or its units
- Further study and/or training



# Technologies

## Fabrication

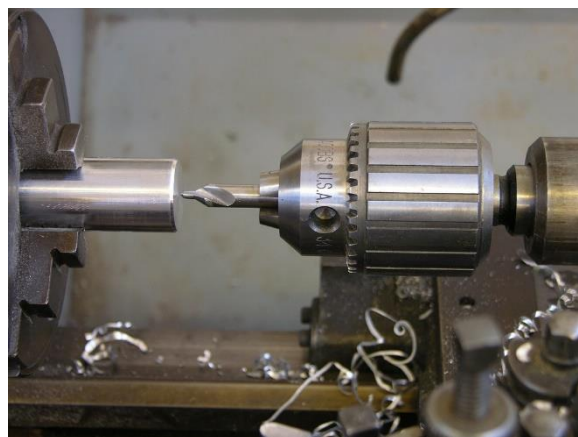
The Technology course develops skills in fabricating using wood, metal and plastic. This course prepares pupils for studying National 5 Practical Woodwork and National 5 Skills for Work Engineering.

### The areas of study are:

- Woodworking – pupils make a picture frame and a small seat
- Metalworking – pupils will make a toffee hammer using the lathe
- Working with CAD Software to create 3D models that can be 3D Printed or Laser cut

### Experience is gained in:

- Completing a number of common woodworking joints
- Assembling and finishing projects
- Lathe work and cutting threads
- Generating 3D models that can be 3D printed to help create other projects
- Recognising key terminology and processes used in the workshop and graphics suite



**Possible Progress Route:** N5 Practical Wood Working, Skills for Work Engineering.

## Graphic Communication

The Graphic Communication course develops skills and knowledge of sketching objects, creating CAD models and Desktop Publishing. This course prepares pupils for further study at National 5 and Higher.

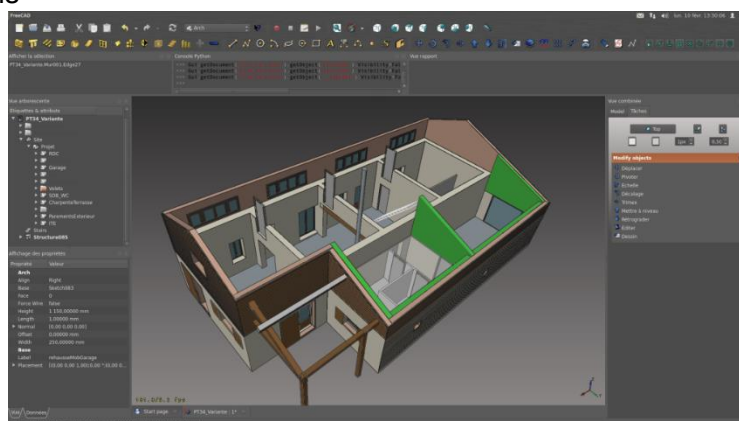
### There are three main areas of study:

- Sketching: 2D and 3D
- Desktop Publishing: designing labels, brochures and posters
- CAD: creating 3D models using computer software

### Pupils will be able to:

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

**Possible Progress Route:** National 5 and Higher Graphic Communication



## Sgilean – Obrach : Na Meadhanan Cruthachail is Didseatach

Cùrsa a bheir dhut èolas agus sgilean bunaiteach anns na Meadhanan Cruthachail is Didseatach. Thèid a libhrigeadh uile tro mheadhan na Gàidhlig. Tha teisteanas aig Ìre Nàiseanta 4 na chois.

A-bharrachd air ionnsachadh mun ghnìomhachas agus na cothroman-obrach ann gheibh thu treanadh anns na sgilean practigeach a bhios a dhìth ann.

Thèid thu an sàs ann am pròiseact far am bi thu ag ullachadh taisbeanadh.

Bidh fiolm, aithris rèidio, meadhanan sòisealta agus foillseachadh air larach-lìn mar phàirt dhe.

Feumaidh tu a dhearbhadh an tois each gu bheil miann agad adhartas a dhèanamh air a'chuspair seo. Bidh agallamh goirid ann far an innis thu dhuinn mun èolas, sgilean agus feartan pearsanta a bhios gu feum dhan bhuidheann.

Tha an teisteanas seo na dheagh ullachadh airson a' Bhun Phreantasachd as urrainn dhut a dhèanamh aig ceann shuas na sgoile agus nas fhaide air adhart airson saoghal na h-obrach.



## Textiles

The purpose of this course is to develop practical skills, construction techniques and knowledge which supports the development and manufacture of fashion and textile items. Pupils will learn a range of hand and machine sewing skills. Although the subject is largely practical, there will be theory work relating to safety, fabric properties and sustainability in the fashion industry.

Students will develop:

- Knowledge of textile properties and characteristics
- Textile construction techniques
- Understanding of factors that influence fashion/textile choices
- Understanding of fashion/textile trends
- The ability to plan and make detailed fashion/textile items to meet given design briefs
- The ability to evaluate their own work and progression



Progression:

- Pupils will be able to progress on to National 4/ National 5 Fashion and Textiles
- Pupils who successfully complete the National 5 course can progress into Higher Fashion and Textiles.



# Computing Science

Our lives are mediated by a large variety of computational devices ranging from servers to mobile phones and even WIFI connected light bulbs! Computing science is the study of how to design and realise digital solutions to real world problems through computation. Many of these solutions require students to design web pages, create mobile phone apps and even experiment with autonomous robots. Through these projects students start to understand the science behind the devices and software they use daily. This empowers our students to fully engage in our digitally connected world providing a vast variety of potential future careers.



```
<!DOCTYPE html PUBLIC "-//W3C//DTD
<html dir="ltr" xmlns="http://www.
</head>
<title>Hello World</title>
<meta http-equiv="Content-Type
<meta name="keywords" content
<meta name="description" con
<meta name="content-language
<link rel="stylesheet" type
</head>
<body>
<div class="banner">
<div style="margin:0 au
```

The S3 Computing Science course is focused on providing a variety of experiences so that students gain a broad appreciation for the subject. Currently S3 students learn how to program small robotic cars, design and implement websites and learn some basic computation graphics and physics for games. The course is always evolving and student suggestions for projects are encouraged. S3 Computing Science prepares students for the National 5 and Higher Computing Science courses in the senior phase.

## 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

Further to the Key Steps awards that pupils take in S1 /S2, students in S3 will be taking SCQF level 3/4 in Personal Finance and take part in the Youth Philanthropy initiative.

## Support for Learning

The Support for Learning Department works alongside colleagues in subject areas, to support pupils with their classwork.

As pupils move into S3 they will be supported by the department in a variety of ways. This could be through interventions in class led by the teacher through highly differentiated

learning materials and resources. Occasionally Pupil Support Assistants will work with highlighted pupils either within or outside the classroom on a 1-1 or small group basis.

Pupils who are highlighted by departments as needing further input into literacy and numeracy outside of English and Maths lessons will have the opportunity to take part in additional sessions each week delivered by specialist teachers within the Support for Learning Department.





## Portree High School

## S3 Personalisation Form 2023

CORE SUBJECTS				1 <sup>st</sup> Language	Choice	Science & Technology	Choose 2
4 periods (4 each)	3 periods	1 period each					
A	B	C	D	Gaelic		Biology	
				Gàidhlig		Chemistry	
ENGLISH	MATHS	PE (choose CORE or SQA)	Tutor time, PSE, RME, Leadership?	French		Physics	
						Fabrication	
						Home Economics	

Social Subjects	Choose 2	Elective 1	Choose 2	Elective 2	Choose 2	Elective 3	Choose 2
History		Fabrication		Art		Art	
Geography		Home Economics		Music (EM/GM)		MEDIA (GM)	
Modern studies		Graphic Communication		German		Computing Science	
Nuadh Eòlas (Modern St GM)		MEDIA (GM)		Chemistry		Textiles	
		Photography		Physics		Biology	
		History				Geography	

1. In consultation with your Pupil Support teacher, you should make your choices on the online form.
2. Choose one language in the first column. If you wish to do two languages, choose Gaelic/ Gàidhlig in the first column and French in "Elective 2". For each option column, indicate your first and second choice on the google form.
3. As part of the Broad General Education, all pupils should try to have a balanced curriculum containing a range of curricular areas (Sciences, Languages, Humanities, Creative, Technical).