



Determination Confidence
Teamwork Community
Encouragement Trust

Crieiff High School



Course Choice 2026-2027
S2 into S3



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

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The Broad General Education

This booklet has been designed to give you further information about Curriculum for Excellence and how it will be delivered in Crieff High School.

The curriculum at this stage is framed within eight curricular areas.

In Crieff High School, the option form, (following page) is designed to take into account the principles of curriculum design which are explained later in this document.

All pupils will study a core curriculum which includes Personal support, Citizenship and Religious and Moral education.

The Support for Pupils staff have a particularly important role to play in supporting individual pupils in making appropriate choices. You are welcome to contact your child's guidance teacher to discuss any aspect of the course choice process.

The Guidance team comprises:

Barwick House	Mrs A Walker
Kelty House	Mr S Davidson
Turret House	Ms R Paterson

All S3 pupils will study Maths, English, Physical Education, RE, Citizenship and PSE as well as 1 subject from each of the columns C-G and 2 subjects from the free choice columns H & I.

In the free choice column choose 5 subjects in order of preference.

Column C - Social Studies		
Geography		Select 1 Social Subject
History		
Modern Studies		
Column D – Modern Languages		
French		Select 1 Modern Language
Spanish		
Column E - Science		
Biology		Select 1 Science
Chemistry		
Physics		
Science		
Column F - Technologies		
Business Administration		Select 1 Technology
Computing Science		
Engineering Science		
Graphic Communication		
Home Economics: Practical Cookery/Hospitality		
Practical Woodworking		
Column G – Expressive Arts		
Art & Design		Select 1 Expressive Art
Drama		
Music		
Physical Education – Games & Sports		
Physical Education – Creative & Aesthetic		
Columns H & I – Free Choice		
Art & Design		Select 5 subjects in order of preference (please label 1 to 5)
Biology		
Business Administration		
Chemistry		
Computing Science		
Engineering Science		
French		
Geography		
Graphic Communication		
History		
Modern Studies		
Music		
Mythologies/Classical Studies		
Home Economics: Health & Food Technology		
Home Economics: Practical Cookery/Hospitality		
Physical Education – Games & Sports		
Physics		
Practical Woodworking		

Please complete this form by Monday 26th January and bring to your course choice interview with your guidance teacher.

My likely destination...

Please complete the following information, which gives an indication of your likely destination beyond school.

Planned year of leaving

End of S4 (2027)		End of S5 (2028)		End of S6 (2029)	
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Preferred Route beyond school

Full-time Employment	
Further Education - College	
Higher Education - University	
Modern Apprenticeship	
Other formal training	
Part Time Employment	
Self-employment	
Time out to travel	
Voluntary Work	

Preferred Occupation

Admin, Business & Management	
Alternative Therapies	
Animals, Land & Environment	
Computing & IT	
Construction & Building	
Design, Arts & Crafts	
Education & Training	
Engineering	
Facilities & Property Services	
Financial Services	
Garage Services	
Hairdressing & Beauty	
Healthcare	
Heritage, Culture & Libraries	
Hospitality, Catering & Tourism	
Languages	
Legal & Court Services	
Manufacture & Production	
Performing Arts & Media	
Print, Publishing, Marketing & Advertising	
Retail & Customer Services	
Science, Maths & Statistics	
Security, Uniformed & Protective Services	
Social Sciences & Religion	
Social Work & Caring Services	
Sport & Leisure	
Transport, Distribution & Logistic	

Pupil Signature	
Parent/Carer Signature	
Date	

Curriculum for Excellence

The **curriculum** is the totality of experiences which are planned for children and young people through their education.

The **purpose** of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework therefore puts the learner at the centre of the curriculum.

Experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum.

Children and young people are **entitled** to a curriculum that includes a range of features at the different stages. In summary children and young people are entitled to experience:

A curriculum which is **coherent** from 3 – 18

A **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3

A **senior phase** of education which after S3 provides opportunity to obtain qualifications as well as to continue to develop the four capacities.

Opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.

Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide support in moving into **positive and sustained destinations** beyond school.

It is therefore vital that teachers should ensure that the content of courses, the learning approaches employed, and the support given to learners reflect this.

Health and wellbeing is seen as promoting confidence, emotional well-being, independent thinking and positive attitudes and dispositions. Literacy and numeracy are of fundamental personal, social and economic importance.

What Scotland's Curriculum for Excellence looks like in more detail

Level	All children from Early Learning and Childcare (ELC) up until the end of S3 learn in the BROAD GENERAL EDUCATION											From S4 to S6 young people learn in the SENIOR PHASE		
	Early level			First level			Second level			Third and fourth level		S4	S5	S6
There are five levels between ELC and S3														
School year*	ELC	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Age (years)	3-5	4½-5½	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
*P stands for primary / S stands for secondary	When children are in ELC and P1, they learn through play, inside and outside. That's the best way for developing children's language, creativity and coordination skills. There's also a big focus on developing their social skills: getting on with others and managing their feelings.	From then on, right up to S3, children are building on their skills, year on year, before they pick subjects to specialise in and move into the senior phase. They keep on learning through play and in the outdoors as well as in classrooms and other settings.	As well as the usual changes as children move from one school year to the next, there are some important transition (change) times. At each of these points, teaching staff pass information about your child on to the next set of teaching staff, and to universities, colleges and employers.	You can do a lot to support your child at each of these points: <ul style="list-style-type: none"> Encourage them to ask questions Help them to become familiar with the new setting and what's expected of them Help them think about the opportunities ahead, and what they can look forward to Encourage them to talk to you about anything they are worried about Speak to your school if you'd like information or help with any of the above 	Staying in learning after 16 gives young people the best chance of getting secure work for the long-term. CfE means all young people have choices about how they continue their learning when they reach 16.	Options include: <ul style="list-style-type: none"> Nationals 1-5 Highers Advanced Highers Foundation apprenticeships Skills for work Progression awards Wider achievement awards 								
Transition times	ELC to Primary	Primary to Secondary	Broad General Education to Senior Phase	Senior Phase to leaving school										

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Once young people move from the Broad General Education in S3 they enter the Senior Phase where they work towards qualifications in seven subject areas.

There is a level of qualification available for every ability level and young people can follow a pathway which best suits them and their learner profile.

The diagram shows the Scottish Credit and Qualifications Framework. More information is available at <http://scqf.org.uk/about-the-framework/>

Choices made should allow young people to focus on subject areas they like most which increases enjoyment and motivation while keeping their options broad enough to ensure that progression into S4 can be as open and flexible as possible.

Learning all the time

Children learn wherever they are, and all the time. All through the curriculum, they'll get the chance to learn in the classroom, outdoors, online, in workplaces and in the community.

Although children spend a lot of time in school, they spend much more time at home. So, CfE also stresses that parents are an important part of the picture. Nurseries and schools work closely with parents, carers, families and the community and welcome your involvement.

Your child should also have the chance to influence decisions about their learning and what happens in their school.

That's why it's good for you to know what CfE is all about, and why schools go about things the way they do.

When parents and teachers and children cooperate and work together, it brings out the best in children.

How you can support your child's learning



How the curriculum fits together



SKILLS

At all stages of CfE, across all subjects, children and young people learn skills such as literacy, numeracy and expressive arts, as well as how to think creatively, assess risks, make decisions, respect others and work in teams.

YOU CAN HELP YOUR CHILD ALL THE WAY ALONG

You are an important part of your child's education

There are all sorts of things you can do with your child to support what they are doing at school, at whatever stage they are at, and which don't cost anything: for example, reading with your child, playing games, taking them out and about

Literacy

At all stages, from age three to 18, children and young people learn grammar, spelling and speaking. This helps them to think critically and creatively, listen and talk, read and write. In doing so, they learn the skills which are so important in life and for future work.

Every teacher in each area of the curriculum encourages all children and young people to:

- Explain their thinking
- Debate their ideas
- Read and write at a level which will help them to develop their language skills further

PARENTS CAN ALSO ENCOURAGE THEIR CHILDREN TO DO THESE THINGS

Curriculum for Excellence and your child

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LEARNING AREA EXAMPLES

Learning areas

All children learn across eight areas:

- Expressive arts
- Health and wellbeing
- Languages including English, Gàidhlig, Gaelic learners and modern languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Health and wellbeing

This helps children and young people gain confidence, learn to think for themselves and develop positive attitudes. It includes aspects such as PE and food and diet. It helps young people develop 'life' skills, such as taking responsibility for their own health and fitness, decision making, working with other people, and communicating with others.

All teachers are responsible for promoting learning in this area including:

- Developing young people's skills, knowledge and understanding about health and wellbeing
- Encouraging young people to promote their own health and wellbeing throughout their lives

Being involved

Schools are keen to see parents: you are an important part of the school community. It's also important for you to have the chance to link in with your child's learning.

Schools have changed a lot in recent years. If you'd like to know more about what happens in your child's school, or if there's anything you are not sure about, it's OK to ask. Lots of parents feel a bit out of touch – and your child may not give you the full picture.

You can speak to your child's teachers/headteacher any time about anything to do with your child or CfE. Parents often want to know more about what their child is learning and why, or about the level their child is at, or what they can do at home to support their child's learning. Feel free to ask your school for advice.

You can get involved directly in what the school does. By law, all schools have to support parents to take part.

The right to education

CfE is a whole approach to help children do their best at school, at home and, in time, in the adult world. It develops children's skills for learning, life and work and gives them the chance to develop in their own ways. Results and qualifications (attainment) and life and work skills that come from all kinds of activities (achievement) are equally important.

CfE gives every child and young person the right to:

- ✓ A consistent education from age three to 18
- ✓ A broad general education from age three (early years) to 16
- ✓ A senior phase after S3
- ✓ Opportunities to develop skills for learning, life and work
- ✓ Personal support so they can fulfil their potential
- ✓ Support to move into further learning, training and work after they leave school. CfE links directly into work-based, college and university courses, and qualifications

children • parents • teachers • families
• individuality • community • school • nursery • learn • play • choice • confidence
• happy • fun • home • inside • outdoors

Overall structure of the curriculum

The curriculum is more than the sum of the courses offered in formal classroom settings. Curriculum for Excellence suggests learning takes place in four contexts – two of these, curriculum areas and subjects, and interdisciplinary studies relate to the provision of courses of study in school.

The third context is the school itself and the part it plays in young peoples' social lives and the final context is in the outside world and the opportunities for wider achievement.

Curriculum areas provide a way of ensuring breadth in the curriculum and of grouping experiences and outcomes under recognisable titles.

The curriculum areas are:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Good interdisciplinary learning is also greater than the sum of its parts. The experiences and outcomes are the building blocks which enable the assembling of coherent and connected knowledge, skills and understanding from a range of curriculum areas.

Interdisciplinary learning in Crieff High School will be:

- Carefully planned around clear purposes and built into the curriculum in S1 – S3
- Based on experiences and outcomes drawn from different curriculum areas
- Directed towards depth of learning and understanding
- Effective in developing skills

Principles of Curriculum Design

Breadth is achieved through learning across all the experiences and outcomes in the eight curriculum areas.

The period from S1 to S3 is well planned to maintain **challenge and enjoyment** with activities designed to encourage young people to develop and demonstrate creativity and innovation.

It is important that young people experience a suitable, challenging gradient of **progression** maintaining their achievement from Primary School.

The curriculum is planned to provide opportunities for learning in **depth** with increasingly demanding concepts, development of more sophisticated cognitive and other skills and further developing their beliefs and values.

In Crieff High School there are **coherent** programmes of work where, for example, a team of teachers are working together to cover curriculum areas, each contributing as appropriate from their subject specialism, and by a collaborative approach to planning which enables young people to make connections between different areas of their learning.

Experiences which relate to the world of work will be provided to provide **relevance** to what young people are learning.

Personalisation and choice will continue to include choices within the classroom.



**Curricular Area:
Expressive Arts**

Art & Design



PT:Miss M Johnstone

Course Information

Art & Design provides pupils with the opportunity to develop creative and critical skills for learning, life and work.

In S3 our learners engage in skills-based learning. This approach is built upon the prior learning that takes place in S1/2. The main aim is to prepare learners for a smooth and successful transition into S4 qualifications.

Projects are designed to encourage pupils' creativity and provide platforms to express themselves. Learning through Art & Design helps pupils to develop an appreciation of aesthetics and cultural values, identities and ideas.

Pupils will have opportunities to broaden their skills using a variety of media, materials and techniques. Pupils will also further develop their independent thinking, interpersonal skills, ability to work as part of a team, communication skills, creative and critical thinking.

There are a number of opportunities for pupils to improve their academic drawing skills as well as realising their design aspirations in 2 and 3D. This can lead to a career in the creative arts and design industries as well as many other creative, engineering and aesthetic professions.

The course is structured to ensure a mix of expressive, design, 2D, 3D, print-making and photography opportunities.

Homework

Homework is set at regular times throughout the year and is designed to enhance and support the classroom learning. Pupils often have a choice of activities and can regularly interpret these tasks in a way that demonstrates individual creativity.

Tasks will be both practical and written.

Progression

National 4 / National 5 Art & Design and/or any

Level 4/5 NPA course:

- Drawing Skills
- Print & Illustration
- Digital Photography

Career Options

Architect
Graphic design
Fashion
Photography
Advertising
Fine Art
Illustration
Interior Design
Art Therapy
Animation
Set Design
Curator
Visual Effects
Urban Planner
Photojournalism
Textile design



Music

PT: Mr T Sutherland

Course Information

The Music Course is designed to give pupils the experience and opportunity to:

- develop an understanding of music and musical literacy
- to create original music using basic compositional methods and music concepts
- to perform on their own, or in groups
- use technology to capture and/or enhance performances

At Crieff High School, we strive to ensure that pupils enjoy their lessons and have fun making music alongside other musicians. Learning is through performance, composition, listening and theory which are skills required to help pupils become more rounded musicians.

Pupils opt for two instruments/voice of their choice and develop solo performance skills through a selection of level 3 and eventually level 4 pieces. Instruments will be played both solo and in a group with performance and music making being the main focus of the course. There are regular concerts and opportunities created for pupils to perform to audiences, as they gain in confidence and ability.

Pupils will evaluate and analyse music listened to from a variety of musical styles, identifying features and concepts heard with a knowledge of social/cultural and emotional influences.

Music in CHS embraces the use of new technology. In addition to the instrumental, understanding and composing work of S1 & S2, pupils are introduced to Music Technology in S3. There is scope to learn and develop recording skills through the use of software such as Garageband as well as the skills needed in using a simple PA with within a band or group.

Pupil Commitment

Pupils are required to practise regularly on their chosen instruments and keep a practice log of their progress. Pupils may have the opportunity to receive instrumental instruction on their chosen instrument.

Progression

All skills and learning lead towards the National 4 and National 5 Music course.

Career Options

Music Therapist
Musician
Music/instrumental teacher
Arts administrator
Event manager
Radio producer
Artist agent

Drama



PT: Mr T Sutherland

Course Options: Drama

In S3 Pupils work at level three and four. In S3 students will work on longer projects as part of a team. S3 Students will learn about:

Form, Structure, Genre and Conventions

Using Production Areas with a Script. Pupils will interpret a script and take on production roles in a long project culminating in a final performance.

Devising Drama: Plot, Target Audience, Message, and Purpose. Students will devise their own drama from a stimulus.

The Drama Lexicon – a list of Drama vocabulary and definitions which they will need to know in order to succeed in National 5 Drama.

Revising for an S3 theory exam.

Progression

National 4 Drama
National 5 Drama
National 5 Creative Industries

Career Options

Actor
Director
Designer
Stage Manager
Technician
Teacher
Lawyer
Events Manager

Homework

Pupils will receive homework as part of topic knowledge revision, research and learning lines for performance.



**Curricular Area:
Health & Wellbeing**



Physical Education

PT: G Aitken

Pupils should choose one of the following options

Option 1 Course Information

Games and Sports

Pupils will have the opportunity to participate and study in-depth a range of sports and activities which may include: Badminton, Football, Hockey, Basketball, Swimming, Volleyball, Table Tennis, Fitness and Handball.

This course offers pupils a variety of practical and theoretical learning experiences both indoor and outdoor providing learners with a platform from which they can build physical competence, improve aspects of fitness and develop personal and inter-personal skills through games. Pupils will carry out an investigation on an aspect of performance and will be expected to analyse and develop this through testing and development during a training programme.

Option 2 Course Information

Creative and Aesthetic

Pupils will have the opportunity to participate and study in-depth a range of sports and activities which may include: Dance (various genres), Trampolining, Gymnastics, Cheerleading, Netball, Fitness.

This course offers pupils a variety of practical and theoretical learning experiences providing learners with a platform from which they can build physical competence, improve aspects of fitness and develop personal and inter-personal skills through creative activities. Pupils will carry out an investigation on an aspect of performance and will be expected to analyse and develop this through testing and development during a training programme.

Homework

Pupils will receive homework linked to specific Factors being learned in class that impact performance. This will take the form of written tasks in their jotter or on Microsoft Teams.

Progression

National 4 PE
National 5 PE
NPA Level 5 Sport and Team Fitness Volleyball

Career Options

Primary/Secondary School Teaching
College/University
Lecturer
Sports Science
Professional Sport
Leisure Industry/Sports
Assistant/Manager
Fitness Instructor
Outdoor Pursuits Instructor
Sports Coaching
Dance Teacher
Professional dancer
Drama/Acting
Uniformed and Emergency Services:
Physiotherapist,
Paramedic, Police, Fire Service, Army, Navy, RAF

Home Economics: Practical Cookery



PT:Miss S McCully

Course Information

This course is an insight into the national 5 Practical Cookery award and the Skills for Work: Hospitality award and would be a good starting point for anyone wanting to pursue a career in hospitality. The course covers a range of life skills from cookery to hygiene and safety as well as sustainability.

Course Content

Food Hygiene and Safety

Understanding the importance of food hygiene and safety in relation to bacteria, food storage and preventing food poisoning.

Sustainability

Understanding where food comes from and the benefits of sourcing local and seasonal produce.

Burger Design and Make

Utilising food safety and sustainability knowledge to create a recipe.

Hospitality Skills Builder

Beginning to understand the national 5 Practical Cookery and Skills for Work Hospitality courses.

Homework

Homework will be issued twice a term to support the consolidation of knowledge learned in class.

Homework will be in an online format through Teams

Progression

National 4 PC
National 5 PC
SfW Level 5 –
Hospitality

Career Options

Baker
Butcher
Cake Decorator
Catering Manager
Careers in Education
Environmental Health Officer
Consumer Organizations e.g. Food Standards Agency
Restaurant Manager
Sommelier
Line Cook
Sous Chef
Executive Chef
Pastry Chef



PT:Miss S McCully

Course Information

The S3 HFT course is taught through practical and theory work. It is an excellent start towards the National 5 course in S4. The course covers a variety of food related issues and learning takes place in a variety of different methods such as group research tasks, practical activities and individual work.

Course Content

Summer Project

Learning about the stages of food product development in the food industry and putting these stages into practice.

Functional Properties of Food

Beginning to develop an understanding of the food science related to the functions of different ingredients.

Nutritional Needs of Individuals

Learning about different nutrients and their functions. Using this information to discuss the dietary needs of groups of individuals.

Dietary Diseases

Developing an understanding of a variety of different diet related diseases and how a balanced diet reduces the risk of these. Learning about the Scottish Dietary Goals.

Technological Developments in Food

Learning about technological advances in the food industry and how these can impact food choice.

Homework

Homework will be issued twice a term to support the consolidation of knowledge learned in class.
Homework will be in an online format through Teams.

Progression

National 4 HFT
National 5 HFT
National 4 PC
National 5 PC
Sfw Level 5 –
Hospitality

Career Options

Primary/Secondary
School Teaching
College/University
Lecturer
Quality Control
Technician
Flavour Chemist
Food Technologist
Health Promotion
Dietetics
Food Product
Development
Catering Consultant



Curricular Area: Languages

English



PT: Mrs S Rennie

Course Information -

In S3 English, pupils will continue to develop their literacy and English skills, building upon the foundations established in previous years. The development of literacy skills plays an important role in all learning. Skills in reading, writing, talking and listening are developed through links with other curricular areas and through a wide range of activities and texts. Pupils also develop their English language skills by engaging with literature and develop an appreciation of language patterns and text structures.

We will explore a diverse range of texts, including novels, short stories, poetry, drama, and media, engaging with different literary genres and cultural perspectives.

Pupils will refine their reading comprehension skills, learn to analyse texts critically, and develop their own creative writing abilities. They will learn to express themselves effectively through a variety of forms, including essays, discussions and presentations.

The course will emphasise the importance of communication, both written and oral. The course shall support pupils in developing skills for the senior phase and beyond.

Course Aims

- To develop confident and independent learners.
- To foster a love of literature and language.
- To equip pupils with essential communication skills for success in further education and the workplace.

Homework

Pupils will receive homework via Teams that will develop their reading comprehension skills.

In addition, we encourage personal reading at home through fortnightly visits to the Campus Library.

Progression

National 4 English
National 5 English
Higher English
Advanced Higher English

Career Options

Journalist/Reporter
Digital Content Creator
Lawyer
Editor
Publisher
Communications
Manager
Media
Public Relations
Teacher
Marketing
Researcher
Librarian
Speechwriter
International Relations
Copywriter
Technical Writer
Human Resources
Screenwriter

Modern Languages



PT: Mrs C Mendez

Pupils should choose one of the following options

Course Information

(1) French

Pupils will have the opportunity to develop enhanced communication skills by improving their capabilities in speaking, reading, writing and listening in the foreign language.

The course covers a wide variety of interesting & real-world topics including Media & Film, Employability & Careers, Home Area & Environment and Holidays & Foreign Travel. In addition, pupils will learn about French speaking countries & their different cultural traditions. They will also have the chance to watch & analyse a French film.

Course Information

(2) Spanish

Pupils will have the opportunity to develop enhanced communication skills by improving their capabilities in speaking, reading, writing and listening in the foreign language.

The course covers a wide variety of interesting & real-world topics including Media & Film, Employability & Careers, Home Area & Environment and Holidays & Foreign Travel. In addition, pupils will learn about Spanish speaking countries & their different cultural traditions. They will also have the chance to watch & analyse a Spanish film.

Homework

Pupils will receive weekly homework to reinforce and remember key vocabulary. This will take the form of mainly written tasks in their jotter or on Microsoft Teams.

Progression

National 4 French or Spanish

National 5 French or Spanish

Career Options

Diplomatic Service
Foreign Intelligence
International Business
Global Marketing
Export Consultancy
International Sales
Global Brand
Management
Translator
Interpreter
Travel & Tourism
Hospitality
Primary/Secondary School Teaching
College/University Lecturer



**Curricular Area:
Mathematics**

Mathematics

PT: Mrs J Knak

Course Information

The course focuses on the Mathematics experiences and outcomes mainly at level three and level four, with topics coming under three main organisers, each of which contains subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

Information handling

- Data and analysis
- Ideas of chance and uncertainty

Experiences and Outcomes

Learning in Mathematics enables pupils to: develop a secure understanding of the concepts, principles and processes of Mathematics and apply these in different contexts, including the world of work. It continues to support them to develop essential numeracy skills which will allow individuals to participate fully in society and make reasoned evaluations and informed decisions; apply skills and understanding creatively and logically to solve problems, all within a variety of contexts.

Pupils in S3 will also begin to explore some content specific to their projected pathway in S4 with a focus on some skills required either for Mathematics or Applications of Mathematics.

Homework

Homework will be set at the discretion of the class teacher but the majority of students would be expected to complete at least one homework task at least once a fortnight – sometimes more regularly than this.

Progression

National 4 Applications of Mathematics
National 5 Applications of Mathematics
National 5 Mathematics AND National 5 Applications of Mathematics

Career Options

Accountant
Actuary
Architect
Bookmaker
Civil/Diplomatic Service Worker
Economist
Engineer
Finance Worker
Insurance Risk Surveyor
Investment Banker
Management Consultant
Radiographer
Software Engineer and Development
Statistician
Stockbroker
Surveyor
System Analyst
Teacher



**Curricular Area:
Religious & Moral Education**

Mythologies/ Classical Studies



PT: Mrs J Petrie

Course Information

This course will be taught through a variety of methods including using iPads and other digital technologies. Pupils will lead their own learning and be able choose from a variety of topics depending on their interests to personalise their learning

Unit 1: Life in Classical Greece Pupils will study life in ancient Athens looking at the life of a slave, the role of women, war and politics how they compare and contrast to the modern world.

Unit 2: Life in the Roman World: Rome and Roman Britain

Pupils will study life in the Roman world and Roman Britain investigating the life of a gladiator and roman soldiers. Analysing the impact and the legacy of the Roman Conquest of Britain e.g. Hadrian's Wall, Bath and other archaeological sites.

Unit 3: Classical Literature

Pupils will study the epic works of Homer primarily The Odyssey, learning about tales of Greeks God and heroes and how they still have meaning today.

Unit 4: Mythologies

Pupil will select and investigate mythological stories from Norse, Egyptian and Celtic, Eastern European cultures.

You will enjoy this subject if:

- You are interested in tales of gods and heroes.
- You want to find out more about epic battles and tragic tales of love.
- You want to understand the impact classical Rome and Greece have on the way we live today.

Homework

Read the relevant class notes at home to support in class reading.

Required to revise for assessments.

Progression

Nat 5 Classical Studies
Nat 5 RMPS

Career Options

Academic researcher
Museum/gallery curator
Archivist
Barrister
Civil Service fast streamer
Editorial assistant
Heritage manager
Higher education lecturer
Market researcher
Museum/gallery curator
Newspaper journalist
Secondary school teacher
Solicitor



Curricular Area: Science

Biology



PT: Mrs J Finlayson & Mrs L Potter

Course Information

Dive into the fascinating world of Biology with our S3 course. This course is designed to provide young people with a comprehensive understanding of biological concepts and processes, preparing them for further studies in the sciences.

The course will cover a range of 4th level biology outcomes. We will also work on our problem solving, investigation and research skills. The development of these skills support pupils to complete assessment tasks in the senior phase.

Our current topics are

1. Growth and Development
2. Industrial and therapeutic uses of cells
3. Human Impacts and ecosystems

This course is ideal for young people who have a keen interest in the natural world and a desire to understand the biological processes that underpin life.

Progression

N4 science option
N5 Biology
N5 Skills for work lab science

Career Options

Agriculture
Biochemistry
Biomedical Engineer
Biotechnology
Dentist/ Dental Hygienist
Dietician or Nutritionist
Geneticist/ genetic councillor
Marine
Biologist/Zoologist
Medicine
Midwifery
Nursing
Paramedic
Pharmacist
Physiotherapist
Sports scientist
Veterinarian

Homework

Homework will be issued at various point throughout the topics. It is expected that young people will regularly revise their work at home using resources on the class teams. This will help develop good study patterns in order to support attainment in the senior phase.

Chemistry



PT: Mrs J Finlayson & Mrs L Potter

Course Information

Embark on an exciting journey into the world of Chemistry with our S3 course, designed to meet the Curriculum for Excellence (CfE) Fourth Level outcomes. This course provides students with a solid foundation in chemical principles and practical skills, preparing them for further studies in the sciences.

Practical work will be a key component, with hands-on experiments and activities designed to reinforce theoretical knowledge. Students will learn to use laboratory equipment, conduct experiments safely, and accurately record and interpret data.

Our current topics are:

1. Rates and Atomic Structure
2. Fuels and Hydrocarbons
3. Everyday Consumer Product
4. Energy from Fuels

This course is ideal for students who have a keen interest in understanding the chemical processes that shape our world. It provides a strong foundation for those considering further studies in chemistry

Homework

Homework will be issued at various point throughout the topics. It is expected that young people will regularly revise their work at home using resources on the class teams. This will help develop good study patterns in order to support attainment in the senior phase.

Progression

N4 science option
N5 Chemistry
N5 Skills for work lab science

Career Options

Agrochemical industry
Analytical Chemistry
Biochemistry & Biotechnology
Ceramics Industry
Chemical Engineering
Dentistry
Environmental Chemistry & Law
Food Production & Chemistry
Forensic Science
Law
Materials Science
Medicine
Oil and Natural Gas Industry
Pharmaceuticals
Plastics & Polymer Industry
Veterinary

Physics



PT: Mrs J Finlayson & Mrs L Potter

Course Information -

Explore the fundamental principles that govern the universe with our S3 Physics course, designed to meet the Curriculum for Excellence (CfE) Fourth Level standards. This course provides students with a deep understanding of physical concepts and practical skills, preparing them for further studies in the sciences.

Practical work will be a key component, with hands-on experiments and activities designed to reinforce theoretical knowledge. Students will learn to use laboratory equipment, conduct experiments safely, and accurately record and interpret data.

Our current topics are:

1. Electricity and electronics
2. Magnetism and electromagnetism
3. Forces and motion
4. Space

This course is ideal for students who have a keen interest in understanding the physical principles that shape our world and the universe. It provides a strong foundation for those considering further studies in physics, engineering, astronomy, and related fields.

Progression

N4 science option
N5 Chemistry
N5 Skills for work lab science

Career Options

Aeronautical design
Astronomy
Computer industries
Electrician
Electronics
Engineering
Environmental Science
Geophysics
Nanotechnology
Nuclear Science
Photonics
Telecommunications

Homework

Homework will be issued at various point throughout the topics. It is expected that young people will regularly revise their work at home using resources on the class teams. This will help develop good study patterns in order to support attainment in the senior phase.

Science



PT: Mrs J Finlayson & Mrs L Potter

Course Information

Our S3 Science course at Level 3 is ideal for students who have been invited by their science teacher to spend more time developing their knowledge and skills within the Level 3 outcomes. It provides a supportive and stimulating environment for those who are eager to enhance their understanding of science and its applications.

This course offers students the opportunity to choose topics of interest within the curriculum, allowing for some personalised learning experiences. Students will develop essential skills such as critical thinking, problem-solving, and effective communication through a variety of engaging activities.

Current topics include:

1. Health
2. Metals
3. Energy
4. Applications of Science.

Progression

National 4 science option

Career Options

Agriculture
Biomedical Engineer
Dental Hygienist
Dietician or Nutritionist
Electronics
Electrician
Food production/technology
Midwifery
Nursing
Paramedic
Sports scientist
Veterinary nursing

Homework

Homework will be issued at various point throughout the topics. It is expected that young people will regularly revise their work at home using resources on the class teams. This will help develop good study patterns in order to support attainment in the senior phase.



**Curricular Area:
Social Studies**

Geography



PT: Miss T Logan

Course Information

Geography studies our changing world, its human interactions and physical processes. Pupils will develop their knowledge and skills, to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

In S3 the course includes the following topics

- Food and Farming
- Land uses in the Cairngorms (including glaciation and conservation)
- Urban areas in Scotland
- Climate Change and current global issues
- Population and Migration (comparing Scotland to developing countries).

You will enjoy this subject if:

- You enjoy the natural world and are keen to protect it.
- You are interested in people and places around the world.
- You want to understand how our world was formed and why it is constantly changing.
- You believe that what people tell you must be critically examined – and want to develop the skills to do so.

Progression

National 4/5 History
National 4/5 Geography
National 4/5 Modern Studies
National 5 Sociology
National 4 People and Society
L4/5 Travel and Tourism

Career Options

Surveying
Town planning
Forestry Ranger
Landscape Architect
Energy Engineer
Meteorology
Environmental Management
Teaching
Law
Nature Conservation
Journalism
Gamekeeper

Homework

Homework tasks will be issued to help consolidate classroom learning or to deepen understanding. Pupils should also keep abreast of the news and current affairs, both nationally and internationally.

History



PT: Miss T Logan

Course Information

The key aims of studying history are to gain a breadth and depth of knowledge and understanding of historical themes through a study of chosen period contexts. It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions.

In S3 the course includes the following topics

- WW1
- Civil Rights
- Trading of African People

You will enjoy this subject if:

- You like people and want to find out about their stories.
- You believe that what people tell you must be critically examined – and want to develop the skills to do so.
- You think the past and present are connected and want to know more about how we got here.
- You're curious and want to find out the truth behind the news headlines.

Progression

National 4/5 History
National 4/5 Geography
National 4/5 Modern Studies
National 5 Sociology
National 4 People and Society
L4/5 Travel and Tourism

Career Options

Politics
Law
Civil Service
Teaching
Journalism
Diplomatic Service
Publishing
Museum Work
Restoration Work
Genealogy
Archaeology

Homework

Homework tasks will be issued to help consolidate classroom learning or to deepen understanding. Pupils should also be aware of History topics in the news and watch relevant History programmes.

Modern Studies



PT: Miss T Logan

Course Information

Modern Studies allows students to develop knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

In S3 the course includes the following topics

- International Issues – Human Rights in China, Terrorism and Pirates
- Social Issues – Inequality in China and Crime
- Political Issues – Democracy (UK) and Dictatorships (China)

You will enjoy this subject if....

- You are interested in current affairs and politics.
- You are curious and want to find out the truth behind the news headlines.
- You want to find out about power – how it's used and how it operates in the world.
- You believe that what people tell you must be critically examined – and want to develop the skills to do so.

Progression

National 4/5 History
National 4/5 Geography
National 4/5 Modern Studies
National 5 Sociology
National 4 People and Society
L4/5 Travel and Tourism

Career Options

Police
Banking
Law
Marketing
Media
Community Work
Journalism
Teaching
Management
Charity Work
Civil Service

Homework

Homework tasks will be issued to help consolidate classroom learning or to deepen understanding. Pupils should also keep abreast of the news and current affairs.



Curricular Area: Technologies

Business Administration



PT:Mr S Barlow

Course Information

The course contains elements of **Business Management** and **Administration & IT**. Young people will develop their knowledge and understanding of how businesses operate and have opportunities to develop their ICT skills. In addition, young people will be able to enhance their entrepreneurial and employability skills by taking part in realistic business activities, which will help them prepare for the world of work.

Business Management is a social subject looking at different types of businesses and studying how different departments in a business work, e.g. Marketing, Human Resources, Operations and Finance.

Administration and IT is a practical subject focusing on using different ICT applications, including word processing, spreadsheets, databases, presentations, and electronic communication. It also covers other areas of the workplace, including key legislation and the impact it has on employers and employees e.g. Health and safety and Data Protection. In addition to classroom enterprise activities, pupils will have the opportunity to take part in a National “Business Challenge”.

Learning takes place through practical application, demonstrations, discussions, research, enterprise activities, group work and completion of individual tasks.

Assessment will be carried out throughout the course and will include written tests, digital quizzes, peer assessment, self-assessment, practical tasks, and research assignments.

Progression

National 4/National 5 Business Management and/or National 4/National 5 Administration & IT

Career Options

Management Roles:
General Manager, Project Manager, Office Manager.

Finance and Accounting: Financial Analyst, Accountant, Budget Analyst, Auditor.

Human Resources:
HR Manager, Recruitment Specialist

Marketing and Sales:
Marketing Manager, Sales Manager, Market Research Analyst, Brand Manager.

Consulting:
Business Consultant, Management Consultant, and Strategy Consultant.

Administrative Support:
Executive Assistant, Office Administrator, Administrative Coordinator.

Entrepreneurship:
Business Owner, Startup Founder, Small Business Manager.

Homework

Learners are required to read over their class notes and research topics to consolidate their learning. In addition, they are expected to revise for assessments. All tasks should be completed on time to a high standard.

Computing Science



PT:Mr S Barlow

Course Information

This course will help young people develop an understanding of computer devices, develop coding skills and learn how to think computationally. The wider impact of Computing Science on society, and the security implications of technology are also explored to help develop safe and responsible behaviour online.

During the course young people will explore three areas of Computing Science:

Computational Thinking Skills

- Breaking down problems into steps that can be programmed into a computer.
- Understanding how algorithms work.
- Creating and analysing computer software, games, web apps and data processing systems.

Computing Technology

- Understanding computer hardware and software, networks and the Internet.
- Investigating new technologies and developments and looking at their impact.
- Working with different types of devices to create and edit multimedia.
- Understanding and investigating areas of cyber security that affect ourselves, families and businesses.

Designing and Building Digital Systems

- Creating a variety of interactive digital media such as animations, websites and multimedia applications.
- Designing and creating databases which store vast amounts of data, making social media and web systems such as Snapchat, Facebook and YouTube possible.
- Learning how to code different languages for developing apps, websites and games.

Homework

Learners will be set tasks to complete at home that relate to the topics being studied in class. In addition, they are expected to revise for assessments. All tasks should be completed on time to a high standard.

Progression

National 4/National 5 Computing Science and/or
NPA Computer Games Development
NPA Digital Media

Career Options

Software Development: Software Engineer, Web/Mobile App/Game Developer.

Data Science and Analytics: Data Scientist, Data Analyst, Machine Learning Engineer, Business Intelligence Analyst.

Cybersecurity: Cybersecurity Analyst, Security Engineer, Information Security Manager.

IT/Network Administration: Systems Administrator, Network Engineer, IT Support Specialist.

Artificial Intelligence: AI Researcher, Robotics Engineer, AI Developer.

Cloud Computing: Cloud Solutions Architect, Cloud Engineer.

Engineering Science



PT:Miss M Johnstone

Course Information

Engineering shapes the world in which we live, by applying elements of the STEM subjects (Science, Technology, Engineering and Maths) to real-world challenges. Engineers play key roles in meeting the needs of society in fields that include climate change, medicine, IT and transport, and it is important there are more young people with an informed view of engineering.

The course encourages learners to become successful, responsible and creative in using technologies and to develop a range of qualities, including flexibility, perseverance, confidence and enterprise.

Young people will develop skills in three main areas:

Engineering contexts and challenges

- Developing an understanding of engineering concepts.
- Exploring a range of engineered objects, engineering problems and solutions.
- Exploring some existing and emerging technologies and challenges.
- Considering the implications relating to the environment, sustainable development and economic & social issues.

Electronics and control

- Exploring a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems.
- Developing skills in problem-solving and evaluating through simulation, practical projects and investigations.

Mechanisms and structures

- Developing an understanding of mechanisms, structures and pneumatic systems.
- Developing skills in problem-solving and evaluating through simulation, practical projects and investigations.

Homework

Learners will be set tasks to complete at home that relate to the topics being studied in class. In addition, they are expected to revise for assessments. All tasks should be completed on time to a high standard.

Progression

National 4 / National 5
Engineering Science
Practical Electronics

Career Options

Environmental Engineering: Using principles of engineering and science, to develop solutions to environmental problems.

Civil Engineering: Planning, designing, and overseeing construction and maintenance of building structures and infrastructure.

Mechanical Engineering: Designing, developing, building, and testing mechanical and thermal sensors and devices, including tools, engines, and machines.

Aerospace Engineering: Designing and developing aircraft, spacecraft, satellites, and missiles.

Chemical Engineering: Developing processes to transform raw materials into useful products.

Electrical Engineering: Designing, developing, and testing electrical equipment.

Graphic Communication



PT:Miss M Johnstone

Course Information

The course allows learners to develop an awareness of graphic communication as an international language and an understanding of how graphic communication technologies impact on society and the environment.

Young people will initiate, develop and communicate ideas graphically, and develop spatial awareness and visual literacy through graphic experiences. They will interpret graphic communications initiated by others, and use graphic communication equipment, software and materials effectively.

The course develops skills in two main areas:

2D graphic communication

- Developing creativity and skills within a 2D graphic communication context.
- Initiating, developing and communicating ideas using graphic techniques.
- Developing 2D graphic spatial awareness.

3D and pictorial graphic communication

- Developing creativity and skills within a 3D and pictorial graphic communication context.
- Initiating, developing and communicating ideas using graphic techniques.
- Developing 3D graphic spatial awareness.

Homework

Learners will be set tasks to complete at home that relate to the topics being studied in class. In addition, they are expected to revise for assessments. All tasks should be completed on time to a high standard.

Progression

National 4/National 5 Graphic Communication

Career Options

Graphic Designer: Create visual content for websites, magazines and advertisements.

Illustrator: Produce original artwork for books, magazines and advertisements.

Web Designer: Design the layout and visual appearance of websites.

UI/UX Designer: Focus on the user interface and user experience of digital products.

Brand Identity Designer: Develop a company's visual identity, including logos, colour schemes, and brand.

Motion Graphics Designer: Create animated content for film, television, websites, and digital advertising.

Print Designer: Design printed materials, such as brochures, posters, packaging, and business cards.

Practical Woodworking



PT:Miss M Johnstone

Course Information

The Practical Woodworking course provides opportunities for learners to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. Learners will develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

This course develops skills in three main areas.

Flat-frame construction

- Developing skills, knowledge and understanding in the use of woodworking tools.
- Making woodworking joints and assemblies commonly used in flat-frame joinery.
- Developing the ability to read and use drawings and diagrams.

Carcase construction

- Developing skills, knowledge and understanding in the use of woodworking tools.
- Making woodworking joints and assemblies commonly used in carcase construction.
- Working with manufactured board or with frames and panels.
- Using working drawings or diagrams that require some interpretation.

Machining and finishing

- Developing skills, knowledge and understanding in using machine and power tools.
- Develop skills in a variety of woodworking surface preparations and finishing techniques.

Progression

National 4/National 5
Practical Woodworking

Career Options

Carpenter: Construction and repair of buildings, structures, and frameworks, including installing doors, windows, and flooring.

Joiner: Works with wood to create frameworks, fittings, and furnishings for buildings, both new and restored.

Wood Machinist: Processes timber into finished wood components for industrial and residential uses.

Set Designer: Constructs wooden sets and props for theatre, film, and television productions.

Cabinetmaker: Specializes in creating custom cabinetry and furniture, often using both hand tools and machinery.

Furniture Maker: Designs and builds wooden products like custom furniture.

Homework

Although this is a practical subject, on occasions learners will be given tasks to complete at home to consolidate the learning taking place in the workshop. Tasks will relate to tools, machines, health & safety and the processes associated with woodworking.

