



Determination Confidence  
Teamwork Community  
Encouragement Trust

# Crieff 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:

Barvick 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 26<sup>th</sup> 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	

<b>Pupil Signature</b>	
<b>Parent/Carer Signature</b>	
<b>Date</b>	

## 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.

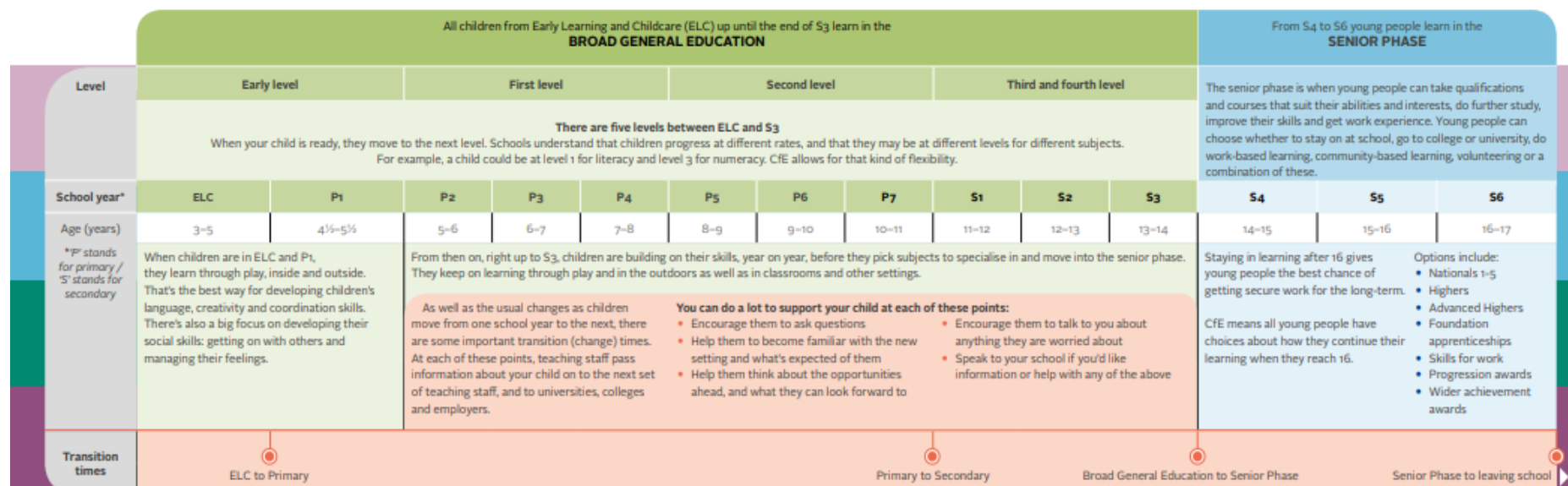
Opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.

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



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 show 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.

CLASSROOM

HOME

OUTDOORS

WORKPLACES

ONLINE

COMMUNITY

## How the curriculum fits together

### Curriculum for Excellence and your child

8

#### Hobbies and achievements

Children develop their own interests too. These interests and their hobbies and achievements out of school are all part of who your child is and what they can do.

#### 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.

#### Community

All children are an important part of their school community and so they learn how to be a member of the community, and why this matters for life beyond school.

#### Interdisciplinary learning

Children learn to use their knowledge and skills, and to make connections, across different disciplines and subjects. For example, P6 pupils might create a website for school pupils in a twin town in France, using what they've learned from studying local history, geography, art and design and French language. It helps children apply and deepen their learning.

#### 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

## How you can support your child's learning

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

By listening, talking and encouraging you can do a lot to support your child as they go through ELC, primary and secondary school

#### 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

#### Numeracy

From early on, numbers, patterns and shapes intrigue children and often form part of their play. As they develop, they learn to count, measure and calculate, and to apply these skills for working out and solving problems in different contexts. Numeracy-related skills (such as problem solving) contribute to learning in other areas of the curriculum.

All teachers are responsible for promoting numeracy and encouraging children and young people to:

- Understand numbers and mathematical processes and concepts
- Apply these processes and concepts
- Problem solve and use analytical skills

#### 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

PARENTS CAN ALSO ENCOURAGE THEIR CHILDREN TO DO THESE THINGS

## 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 way. 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 S3
- ✓ 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.

## 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

## 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



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.

## 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

## 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.



**Curricular Area:**  
**Languages**



### 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.

### 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

### 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.



**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 to 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 4<sup>th</sup> 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.

## 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

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



# 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.

## 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.

## 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

# 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.

## 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.

## 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

# 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.

## 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.

## 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



# **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.

## 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.

## 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.



# 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.

## 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.

## 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.

