S3 Personalisation Information Booklet 2025/26

Contents

S3 Personalisation

Third year marks the final year of the Broad General Education (BGE) before pupils' progress to the Senior Phase of their learning journey (S4 – 6). This booklet aims to provide information to help all our young people, along with support from staff, parents and carers, make informed choices around personalising some areas of their studies in S3.

A key expectation of Curriculum for Excellence is that all young people are entitled to experiences and outcomes from all of the curriculum areas, from early years through to the end of S3, before moving on to a Senior Phase in S4 to S6 which will include studying national qualification courses. The BGE allows them to develop the attributes, knowledge and skills they will need to flourish in life, learning and work, and to be successful learners, confident individuals, responsible citizens and effective contributors.

Our S3 Personalisation programme enables our students to follow courses within each of the curriculum areas in S3 (see below). Whilst Mathematics & Numeracy, Languages & Literacy (English) and Health & Well-Being (PE and PSE) remain compulsory, students may make some personalisation choices within the curriculum areas. Students will also be able to make two additional choices which allow them to cover an additional subject(s) in a curricular area(s) which they are successful in and enjoy. In addition, students will also make one further choice from within the 'My Academy' options which will include Duke of Edinburgh alongside other options which remain to be confirmed at this stage. The 'My Academy' programme concludes at the end of S3 with students working towards and gaining wider achievement qualifications.

Curriculum Areas:

Expressive Arts

Health & Wellbeing (PE & PSHE – compulsory)

Languages & Literacy (English - compulsory)

Mathematics & Numeracy (compulsory)

Sciences

Social Studies

Technologies

The BGE is closely connected to the Senior Phase with the learning providing a strong foundation for choosing and specialising in a range of subjects at the end of S3. In the Senior Phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests. These courses will normally be selected from the areas of study a young person has followed in S3.

Next Steps

An example of the S3 Personalisation Form is included for your information at the end of this booklet.

Students will receive continued guidance and support in their PSE classes before they make their choices following the Easter holidays. All students will be provided with opportunities to discuss learning choices and ask questions about the process. These inputs will be further supplemented with year group assemblies and input from Skills Development Scotland (SDS).

Pupils will confirm their choices on our return after the Easter holidays, during a 1:1 interview with their PSR teacher. Subjects for S3 will not be confirmed until all interviews are completed and the timetable for session 2025-26 is confirmed.

In the following section of this booklet, there are pages giving information about the various courses available to students in third year. We hope you find it useful. For further information or if you have any questions, please don't hesitate to contact the school via the usual means.

If you have any questions or queries or require any support, please contact our school office at the earliest opportunity and we will be delighted to help.

At the end of S3, students will engage in another options and choice programme to design their curriculum and learning in S4 at the beginning of the senior phase and national qualifications.

Curricular Area:

Numeracy

Subject:

Maths & Numeracy

Aims and purpose of learning in S3:

The course will motivate and challenge students by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.

The course develops confidence in the subject and a positive attitude towards further study in mathematics.

This course is designed to develop the student's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work, in an engaging and enjoyable way.

It will build on prior learning and develop operational skills in algebra, geometry, trigonometry and statistics; reasoning skills of investigation, problem solving, analysis and modelling; numeracy skills in number processes and information handling.

Meta-Skills Development:

We will develop a range of meta-skills throughout the S3 course including:

- ✓ ***Curiosity*** by asking questions throughout learning to deepen understanding of concepts and the ability to notice information and register it as important.
- ✓ ***Critical Thinking*** through computational thinking by processing data in mathematical concepts and to justify reasoning through mathematical strategies.
- ✓ ***Logical Thinking*** through being able to identify, analyse and evaluate problems in a logical order that makes sense and by breaking bigger problems down into smaller, more manageable parts to allow the bigger problem to be solved.
- ✓ ***Adapting*** by being open to new ideas and concepts with the ability to respond positively and constructively to increasingly harder work and more complex ideas.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Mathematics
- ✓ Higher Mathematics
- ✓ Advanced Higher Mathematics
- ✓ National 4 and National 5 Applications of Maths
- ✓ Higher Applications of Maths
- ✓ Personal Finance Award levels 4, 5 and 6
- ✓ Numeracy Award levels 4, 5 and 6

Maths & Numeracy is compulsory in S3

Curricular Area:

Languages

Subject:

English & Literacy

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. Learners will be exposed to a range of new and unfamiliar texts and challenged in the key literacy areas of Reading, Writing, and Talking & Listening.

The purpose of this course is to expand learners' understanding of text types, the power of communication, persuasion, and vocabulary; and to develop their skills in understanding, analysing, and evaluating what they read, hear or see.

We will also explore social political issues through text, whilst expanding learners' experience of poetry, prose, drama, media, fiction and non-fiction texts and the spoken word.

Meta-Skills Development:

We will develop a range of meta-skills throughout the S3 course including:

- ✓ ***Focusing*** – by drawing from various sources of information and sorting through the information to focus on what is essential.
- ✓ ***Communicating*** – by sharing, explaining, and justifying their own views and beginning to use language to influence others.
- ✓ ***Curiosity*** – by showing an understanding of whether the source of information is reliable or not and giving reasons why.
- ✓ ***Sense Making*** – by using memory strategies to deepen understanding and comprehension.
- ✓ ***Critical Thinking*** – by selecting the most appropriate strategy to solve a problem and complete a task.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 English
- ✓ Higher English
- ✓ Advanced Higher English

- ✓ Literacy Level 4 and Level 5 and Level 6

The S3 English course can also provide opportunities for further study following a range of pathways, such as:

- ✓ Scots Language Award Level 4, Level 5 and Level 6
- ✓ Film and Media Level 5 and Level 6
- ✓ Media National 5 and Higher
- ✓ Communication and Literature Level 6

English & Literacy is compulsory in S3

Curricular Area:

Languages

Subject:

Spanish

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. Learners will encounter a range of new and unfamiliar vocabulary and develop literacy skills in Spanish by talking and listening, reading and writing in Spanish as well as reflecting on how this relates to English.

Learners will study the language over a range of contexts, which will include society, learning, employability and culture.

Meta-Skills Development:

We will develop a range of meta-skills throughout the S3 course including:

- ✓ ***Focusing*** – categorizing vocabulary and grammar concepts, and filtering out non-essential information
- ✓ ***Communicating*** – confidently sharing information through different means, and justifying their own views
- ✓ ***Curiosity*** – learning about other countries and cultures, and asking questions about differences
- ✓ ***Sense Making*** – breaking up information into component parts
- ✓ ***Critical Thinking*** – asking, researching and answering questions about the world, extending their own world view

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Spanish
- ✓ Higher Spanish
- ✓ Advanced Higher Spanish
- ✓ Languages Baccalaureate
- ✓ Modern Languages for Life and Work Award (level 3 / 4 / 5)

The S3 Spanish course will also support learners who would wish to study an additional language in the future.

Spanish can be chosen in Additional Choice Column 1 or 2

Curricular Area:

Social Subject & Technologies

Subject:

Business

Aims and purpose of learning in S3:

To build on prior learning from S2 and develop skills further to fully prepare learners for the Senior Phase. Learners will cover a range of topics from Business in Action to the Influences on Business.

Learners will also develop strong customer service skills by completing a Level 5 SQA National Progression Award in Customer Service. This encompasses the role of social media, importance of communication, and the influence of products and services in delivering high quality customer service.

The purpose of this course is to expand learners' business knowledge whilst teaching them the communication and IT skills required to flourish in today's society. Learners will develop critical thinking and analyse skills whilst honing their communication skills through written analysis, ICT and class discussion.

Meta-Skills Development:

We will develop a range of meta-skills throughout the S3 course including:

- ✓ ***Focusing*** – by drawing from various sources and sorting through information to construct theory responses
- ✓ ***Communicating*** – by sharing, explaining, and justifying responses to case studies
- ✓ ***Sense Making*** – by using memory strategies to deepen understanding and comprehension
- ✓ ***Critical Thinking*** – by selecting the most appropriate strategy to solve a problem and complete a task
- ✓ ***Adapting*** - navigating a range of challenges to develop a deeper understanding of how to apply skills
- ✓ ***Initiative*** - analysing and evaluating tasks and information by listening and being confident when questioning

Potential Progression Routes into the Senior Phase:

- ✓ National 4 to Advanced Higher Business Management

The S3 course can also provide opportunities for further study following a range of pathways, such as:

- ✓ National 5 and Higher Accounting
- ✓ Level 6 Events

Business can be chosen in the Social Subjects column, the Technologies column or in Additional Choice column 1 or 2

Curricular Area:

Social Subjects

Subject:

Geography

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. Learners will be introduced to the study of our changing world, its human interactions and physical processes.

Candidates will develop the knowledge and skills to enable them to contribute to their local communities and wider society. Learners will study and compare developed and developing countries drawn from a global context. Key topics will include contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Meta-Skills Development:

- ✓ ***Focusing*** – By identifying essential information, drawing conclusions, and summarising their findings
- ✓ ***Communicating*** – By communicating confidently through different means such as verbal, written and digital resources
- ✓ ***Curiosity*** – By combining research tools to increase their understanding of a subject.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Geography
- ✓ Higher Geography
- ✓ Advanced Higher Geography
- ✓ National 4 and National 5 Environmental Science
- ✓ Higher Environmental Science

The S3 course can also provide opportunities for further study following a range of pathways, such as:

- ✓ NPA Climate Change and Sustainability
- ✓ Travel & Tourism Level 4 and Level 5

Geography can be chosen in the Social Subjects column, or in Additional Choice column 1 or 2

Curricular Area:

Social Subjects

Subject:

History

Aims and purpose of learning in S3:

This course develops a coherent and balanced understanding of Scottish, British, European and world history. Through examining the past, candidates can better understand their own communities, their country and the wider world.

The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. Discipline-based knowledge and understanding of historical events helps candidates to function as effective contributors to society.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

Meta-Skills Development:

- ✓ ***Focusing*** – By identifying essential information, drawing conclusions, and summarising their findings
- ✓ ***Communicating*** – By communicating confidently through different means such as verbal, written and digital resources
- ✓ ***Curiosity*** – By combining research tools to increase their understanding of a subject.
- ✓ **Critical Thinking** – By considering different perspectives to enhance understanding and form supported opinions

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 History
- ✓ Higher History
- ✓ Advanced Higher History

History can be chosen in the Social Subjects column, or in Additional Choice column 1 or 2

Curricular Area:

Social Subjects

Subject:

Modern Studies

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. The purpose of this course is to expand learners' understanding of political, social, environmental and economic affairs across the world and to develop their skills in understanding, analysing, evaluating, source work and researching.

We will also explore International, National and Local studies whilst expanding learners' understanding of the society in which they live and work by learning about the most important issues in the world today.

The course offers students the opportunity to develop and extend a wide range of skills, for a variety of purposes, audiences and contexts, including: Understanding and respecting human and legal rights and responsibilities; Understanding the democratic process and the ways in which people are informed about, and participate in, society; Having an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities; Being able to engage as active and informed members of society and local and global citizens

Meta-Skills Development:

We will develop a range of meta-skills throughout the S3 course including:

- ✓ ***Curiosity*** – by showing an understanding of whether the source of information is reliable or not and giving reasons why.
- ✓ **Focusing** – by drawing from various sources of information and sorting through the information to focus on what is essential.
- ✓ ***Critical Thinking*** – by selecting the most appropriate strategy to solve a problem and complete a task.
- ✓ ***Communicating*** – by sharing, explaining, and justifying their own views and beginning to use language to influence others.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 to Advanced Higher Modern Studies

The S3 Modern Studies course can also provide opportunities for further study following a range of pathways, such as:

- ✓ National 5 and Higher Media
- ✓ Higher and Advanced Higher Politics

Modern Studies can be chosen in the Social Subjects column, or in Additional Choice column 1 or 2

Curricular Area:

Science

Subject:

Biology

Aims and purpose of learning in S3:

Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. The study of biology affects everyone and aims to find solutions to many of the world's problems. In the S3 course, learners cover all major areas of biology, allowing them to develop a deeper understanding of underlying themes with opportunities to investigate areas of interest. Skills are developed using a range of learning and teaching strategies, including teacher-directed learning, practical tasks, group activities, research exercises, and using a wide range of resources including ICT.

Meta-Skills Development:

- ✓ ***Critical Thinking***: Biology encourages students to analyze information, evaluate evidence, and make informed decisions. By examining scientific concepts, students learn to think critically and apply logical reasoning.
- ✓ ***Problem-Solving***: Biology often presents complex problems related to living organisms, ecosystems, and health. Students learn to identify problems, propose solutions, and consider the implications of their decisions.
- ✓ ***Creativity***: Biology encourages creativity by fostering curiosity and exploration. Students learn to think innovatively, propose hypotheses, and devise creative experiments.
- ✓ ***Communication***: Biology classes require students to communicate their findings through written reports, presentations, or discussions. Effective communication skills are essential for sharing scientific knowledge with others.
- ✓ ***Collaboration***: Biology often involves group work or collaborative projects. Students learn to work effectively with peers, share responsibilities, and contribute to team goals.
- ✓ ***Adaptability***: Biology is dynamic; new discoveries constantly reshape our understanding of the world. Biology teaches students to adapt to changing information, revise hypotheses when necessary, and embrace lifelong learning.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Biology
- ✓ Higher Biology
- ✓ Higher Human Biology
- ✓ Advanced Higher Biology

Biology can be chosen in the Science column, or in Additional Choice column 1 or

Curricular Area:

Science

Subject:

Chemistry

Aims and purpose of learning in S3:

By studying chemistry, students gain a deeper understanding of the natural world and how it functions at the molecular level. Learners develop a foundational understanding of chemistry and its applications and gain an insight into chemistry's role in scientific issues and its applications in society and the environment. Learners will develop skills related to scientific inquiry and investigative techniques and enhance their analytical thinking skills within a chemistry context.

Meta-Skills Development:

- ✓ ***Critical Thinking***: Chemistry encourages students to analyze information, evaluate evidence, and make informed decisions. By understanding chemical concepts, students learn to think critically about complex problems and draw logical conclusions.
- ✓ ***Problem-Solving***: Chemistry involves solving practical problems, conducting experiments, and troubleshooting. Students learn to apply scientific methods to find solutions, which enhances their problem-solving abilities.
- ✓ ***Communication***: Chemistry classes often involve group work, presentations, and scientific writing. Students learn to communicate their ideas clearly, both orally and in writing. Effective communication is essential in various professional contexts.
- ✓ ***Collaboration***: Group experiments and projects foster collaboration skills. Students learn to work effectively with peers, share responsibilities, and contribute to team goals.
- ✓ ***Adaptability***: Chemistry concepts evolve over time due to scientific advancements. Studying chemistry teaches students to adapt to new information, theories, and technologies.
- ✓ ***Creativity***: Chemistry involves creativity when designing experiments or proposing hypotheses. Creative thinking is valuable for problem-solving and innovation.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Chemistry
- ✓ Higher Chemistry
- ✓ Advanced Higher Chemistry

Chemistry can be chosen in the Science column, or in Additional Choice column 1 or 2

Curricular Area:

Science

Subject:

Physics

Aims and purpose of learning in S3:

In S3 Physics pupils continue to build on their experiences gained from S1 and S2 science. The focus is on developing a solid foundation in physics concepts and principles. The course encourages the development of scientific and analytical thinking skills within a physics context. Students gain an understanding of how physics plays a crucial role in addressing scientific issues and solving real-world problems. Learners acquire and apply knowledge and understanding of key physics concepts, preparing them for further study or practical applications. The course emphasizes relevant applications of physics in everyday life and society.

Meta-Skills Development:

- ✓ ***Problem-Solving***: Physics encourages students to analyze complex problems, break them down into smaller components, and find creative solutions. Whether it's calculating the trajectory of a projectile or understanding the behavior of waves, problem-solving skills are essential.
- ✓ ***Critical Thinking***: Physics challenges students to think critically about evidence, theories, and experimental results. They learn to evaluate information, draw logical conclusions, and consider alternative explanations.
- ✓ ***Communication***: Physics requires clear communication of ideas through written reports, presentations, and discussions. Students learn to convey complex concepts effectively to others.
- ✓ ***Collaboration***: Many physics experiments involve teamwork. Students learn to collaborate with peers, share responsibilities, and contribute to group projects.
- ✓ ***Adaptability***: Physics concepts evolve over time as new discoveries are made. Students learn to adapt their understanding based on updated information and changing scientific paradigms.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 and National 5 Physics
- ✓ Higher Physics
- ✓ Advanced Higher Physics

Physics can be chosen in the Science column, or in Additional Choice column 1 or 2

Curricular Area:

Technologies

Subject:

CDT

Aims and purpose of learning in S3:

S3 CDT is structured around upskilling pupils in the use of tools and machinery in the workshop. By the end of the course, pupils should be able to independently use tools, power tools and machinery to allow their to manufacture their own design ideas, or to manufacture models based on a working drawings.

Pupils will also be given a variety of design challenges to solve. They will learn about the design process and how to create a design folio which communicates their own designs, thoughts and ideas.

The S3 CDT course will equip pupils with the skills needed to begin the National 5 Design & Manufacture or National 5 Practical Woodworking course.

Meta-Skills Development:

- ✓ Adapting
- ✓ Initiative
- ✓ Communicating
- ✓ Leading
- ✓ Curiosity
- ✓ Sense-Making
- ✓ Creativity
- ✓ Critical Thinking

Potential Progression Routes into the Senior Phase:

- ✓ National 4 Design & Manufacture
- ✓ National 5 Design & Manufacture
- ✓ Higher Design & Manufacture
- ✓ Advanced Higher Design & Manufacture

- ✓ National 4 Practical Woodwork
- ✓ National 5 Practical Woodwork

CDT can be chosen in the Technologies column, or in Additional Choice column 1 or 2

Curricular Area:

Technologies

Subject:

Computing

Aims and purpose of learning in S3:

Students will explore the roles of computer scientist, information engineer and programme coder. Students will design, create and test software solutions including web and database systems. They will be aware of the hardware and software features affecting the performance of modern systems. Students will develop critical thinking and problem-solving skills which open up a wide range of career and study opportunities

Pupils will get the opportunity to develop key skills in computing science, including coding, and communicate them clearly, whilst finding out about the changes that information technology makes in our world and the challenges and opportunities that follow

Meta-Skills Development:

- ✓ ***Analysis –*** analyse, design, create and evaluate software projects
- ✓ ***Logical thinking*** – learning to work through processes in a logical order to achieve positive outcomes
- ✓ ***Creativity*** – using your imagination and idea generation to solve computer based challenges

Potential Progression Routes into the Senior Phase:

- ✓ National 4 Computing Science
- ✓ National 5 Computing Science
- ✓ Higher Computing Science
- ✓ Advanced Higher Computing Science

The S3 Computing course can also provide opportunities for further study following a range of pathways, such as:

- ✓ Cyber Security (Level 4 / 5 / 6)

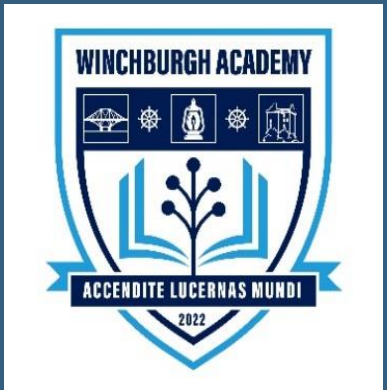
Computing can be chosen in the Technologies column, or in Additional Choice column 1 or 2

Curricular Area:

Technologies

Subject:

Graphics



Aims and purpose of learning in S3:

The S3 Graphic Communication course is designed to give pupils an introduction to the following areas:

- ✓ Architecture
- ✓ Engineering (civil)
- ✓ Engineering (mechanical)
- ✓ Graphic Design
- ✓ Digital Marketing & Web Design

Pupils will learn how to use 3D CAD software such as Autodesk Inventor, TinkerCAD, REVIT Architecture. Pupils will also work with Desk Top Publishing software such as Canva, publisher and Affinity.

Meta-Skills Development:

- ✓ Adapting
- ✓ Initiative
- ✓ Communicating
- ✓ Leading
- ✓ Curiosity
- ✓ Sense-Making
- ✓ Creativity
- ✓ Critical Thinking

Potential Progression Routes into the Senior Phase:

- ✓ National 4 Graphic Communication
- ✓ National 5 Graphic Communication
- ✓ Higher Graphic Communication
- ✓ Advanced Higher Graphic Communication

Graphics can be chosen in the Technologies column, or in Additional Choice column 1 or 2

Curricular Area:

Technologies

Subject:

HFT

Aims and purpose of learning in S3:

The aims of the Health and Food Technology course are to develop students':

- ✓ Knowledge of health, food, nutrition, dietary needs, advice, lifestyle choices and their impact on health
- ✓ Knowledge and understanding of the functional properties of food and its uses through practical activities
- ✓ Knowledge of current factors affecting food, lifestyle and consumer choices
- ✓ Cookery skills and food preparation techniques, and the ability to follow cookery processes.
- ✓ Knowledge of the importance of hygiene and safety and the ability to always follow safe and hygienic practice
- ✓ Organisation, planning and time management skills, and increase their knowledge of how this is achieved in the hospitality industry

Meta-Skills Development:

- ✓ ***Collaboration*** – through working with others, sharing equipment and working spaces
- ✓ ***Creativity*** – through the planning and presentation of food
- ✓ ***Critical thinking*** – through analysing, reviewing and refining own and peers work

Potential Progression Routes into the Senior Phase:

- ✓ National 4 Practical Cookery
- ✓ National 5 Practical Cookery

- ✓ National 4 Health & Food Technology
- ✓ National 5 Health & Food Technology
- ✓ Higher Health & Food Technology

The S3 HFT course can also provide opportunities for further study following a range of pathways, such as:

- ✓ National 5 Cake Craft
- ✓ Level 5 Hospitality

HFT can be chosen in the Technologies column, or in Additional Choice column 1 or 2

Curricular Area:

Expressive Arts

Subject:

Art & Design

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. The S3 course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding.

This course consists of two main areas, Design and Expressive. Within each of these projects' learners will learn new skills and expand upon their media handling skills, use of equipment and materials expressively in 2D and 3D.

Learners will show confidence in discussing their work, the work of their classmates and will develop an understanding and appreciation of Artists' and Designers' working practices as well as develop knowledge of the social and cultural influences on Art and Design work.

Meta-Skills Development:

- ✓ ***Creativity*** - By working imaginatively to develop individual creativity through selecting personal themes and developing their own ideas from a range of stimuli.
- ✓ ***Curiosity*** – By developing Students desire to know or learn something to inspire new ideas and concepts using design media, materials, techniques and/or technologies.
- ✓ ***Adapting*** - By developing resilience when circumstances change and developing evaluation skills through reflecting on their application of materials and techniques, and overall success of their design and expressive work.
- ✓ ***Initiative*** - By planning and selecting information independently to create an action plan and setting realistic targets for self-improvement and working towards deadlines for completion of tasks to prepare Students for progression into appropriate National Art & Design qualifications.
- ✓ ***Critical Thinking*** - By analysing Art & Design techniques, processes and concepts, making informed judgements and expressing considered opinions on their own and others' work.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 to Advanced Higher Art & Design

The S3 Art & Design course can also provide opportunities for further study following a range of pathways, such as:

- ✓ Level 4 & 5 NPA Photography
- ✓ Higher Photography

Art & Design can be chosen in the Expressive Arts column, or in Additional Choice column 1 or 2

Curricular Area:

Expressive Arts

Subject:

Music

Aims and purpose of learning in S3:

The S3 Music course develops skills in three main areas:

- ✓ Performing
- ✓ Composing
- ✓ Understanding Music.

Learners will continue to develop their performing skills on two instruments of their own choice, or one instrument and voice. Learners will perform music in various styles, both solo and in a group setting. Compositional techniques explored in S2 will be further developed as learners create their own music. Learners will continue to develop an understanding of music concepts and musical literacy. Through listening to a wide range of music, learners will further develop musical analysis skills to discriminate between different styles and genres.

Meta-Skills Development:

- ✓ ***Creativity*** – by composing their own music
- ✓ ***Self-management*** – by focusing and managing personal practice time.
- ✓ ***Analysis*** – by listening to various styles of music and learning to identify concepts.

Potential Progression Routes into the Senior Phase:

- ✓ National 4 Music
- ✓ National 5 Music
- ✓ Higher Music
- ✓ Advanced Higher Music

Music can be chosen in the Expressive Arts column, or in Additional Choice column 1 or 2

Curricular Area:

Expressive Arts

Subject:

(Elective) PE

Aims and purpose of learning in S3:

To build on prior learning from S1 and S2 and develop skills further to fully prepare learners for the Senior Phase. The course's purpose is for pupils to develop their understanding of the 4 factors impacting performance (Mental, Emotional, Social, Physical).

Through various team, individual activities/sports, pupils will learn to apply the Cycle of Analysis to investigate performance by

- ✓ Gathering data on their own performance
- ✓ Analysing their strengths and areas for development
- ✓ Developing a training program to improve their performance
- ✓ Monitoring and evaluating their progress

Pupils will perform, analyse and develop their performances in a range of different sports, incorporating both individual and team activities

Meta-Skills Development:

- ✓ ***Critical Thinking*** – by analysing performance data and making informed decisions about training programs based on strengths and areas for development.
- ✓ ***Analysis*** – by reviewing aspects of your own/your peer's performances
- ✓ ***Team work and collaboration*** – by working with others to develop performance and apply tactics within team games

Potential Progression Routes into the Senior Phase:

- ✓ Physical Education National 4 and National 5
- ✓ Higher Physical Education
- ✓ Advanced Higher Physical Education

The S3 PE course can also provide opportunities for further study following a range of pathways, such as:

- ✓ Level 5 Sport & Fitness
- ✓ Level 6 Exercise & Fitness Leadership
- ✓ Level 7 refereeing

Elective PE can be chosen in the Expressive Arts column, or in Additional Choice column 1 or 2

S3 Curriculum Personalisation Form

Name: **PSR Class:**

This form will be used to indicate your subject personalisation preferences for moving into S3. All pupils will have the following courses on their timetable, in addition to the curricular area personalisation selected below; English (200 mins), Maths (200 mins), Core PE (100 mins) and Flexible learning (100 mins, incorporating PSHE, IDL and context specific experiences). ***Pupils must choose a first & second choice from each column below. In each column, enter '1' in the box to indicate the first choice, and '2' for the second preference.***

Note: The viability of courses in S3 will depend on uptake and staffing. This applies to course progression from S3 into the Senior Phase (S4-6)

Science (150 minutes)		**Social Subjects** (150 minutes)		**Technologies** (150 minutes)		**Expressive Arts** (150 minutes)		**Additional Choice 1** (150 minutes)		**Additional Choice 2** (150 minutes)		**My Academy** (100 minutes)	
Biology		Business		Business		Art & Design		Art & Design		Art & Design		D.o.E	
Chemistry		Geography		CDT		Music		Biology		Biology		TBC	
Physics		History		Computing		PE		Business		Business		TBC	
		Modern Studies		Graphics				CDT		CDT		TBC	
				HFT				Chemistry		Chemistry			
								Computing		Computing			
								Geography		Geography			
								Graphics		Graphics			
								HFT		HFT			
								History		History			
								Modern Studies		Modern Studies			
								Music		Music			
								Physics		Physics			
								PE		PE			
								Spanish		Spanish			