

Ullapool High School

S3 Subject Choice Booklet 2026/27



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CURRICULUM RATIONALE

Curriculum for Excellence Describes Four Contexts for Learning: Totality of Experience			
Ethos and life of the school	Curriculum Areas and subjects	Interdisciplinary learning	Opportunities for personal achievement

CfE Describes Six Entitlements					
Coherent curriculum 3-18	Broad General Education including well planned 'E's & 'O's across all curriculum areas	Senior Phase providing opportunities for qualifications	Opportunity to develop Skills for Learning, Skills for Life, Skills for Work	Personal support & challenge	Opportunities to move into positive & sustained destinations beyond school

At Ullapool High School we have actively tried to engage with and implement the entitlements listed above, within those four contexts of learning. Our improvement planning process will consider how well we can address and build on each of these as we move into the future.

We will work in partnership with all our stakeholders and the wider community to continue to develop our totality of experience.

We will always aspire to the highest level of achievement for each youngster, delivered through high quality teaching and learning experiences.

When young people leave Ullapool High School, they will be successful learners, effective contributors, responsible citizens, and confident individuals. It is our intention that all of our young people will move on to the next stage of their lives in a sustained, positive destination.

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S3 CURRICULUM STRUCTURE

Across the Broad General Education, each of the eight curricular areas (Languages, Mathematics, Health and Well-being, Expressive Arts, Religious and Moral Education, Sciences, Social Studies, Technologies) is taught.

As pupils enter their last year of the BGE, they have more choice about the subjects that they study. This will support them to plan for National Qualifications in the Senior Phase (S4-S6). Pupils will continue with the core subjects of English, Maths, Personal and Social Education, Religious and Moral Education and Physical Education. They will also continue to study Language and Science. Pupils then have a further choice of subjects from the remaining curricular areas:

Technologies: Design & Manufacture & Graphic Communication (combined course) and Home Economics

Expressive Arts: Art & Design and Music

Social Subjects: History and Geography

Although pupils can select any curricular area subject, we would recommend that pupils select one subject from each of the curricular areas.

In addition to the courses above, S3 pupils also develop a range of skills for learning, life and work, through our Wellbeing and Leadership and Wider Achievement options. Further details will be provided in the coming weeks, but options are likely to include, Mental Health and Wellbeing, STEM Leader (Science, Technology, Engineering and Maths), BSL (British Sign Language), Bronze Duke of Edinburgh and the Youth Philanthropy Initiative (YPI).

The diagram below shows the number of periods allocated to each area in a typical week.

PE/Leadership	PE/Leadership	PSE	RE	English	English	English	English	Maths	Maths	Maths	Maths	Lang Option	Lang Option	Lang Option	Sci Option	Sci Option	Sci Option	Choice 1	Choice 1	Choice 1	Choice 2	Choice 2	Choice 2	Choice 3	Choice 3	Choice 3	WA Option 1	WA Option 1	WA Option 2	WA Option 2	Wellbeing & Leadership	Wellbeing & Leadership
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THE COURSES

ENGLISH

An understanding of English literature and language is essential to a person's ability to find a place in the world whether this be filling in forms for job applications or understanding the culture of our society. The acquisition of literacy skills in various forms provides young people with access to and better understanding of all subjects in the school curriculum and the opportunity to develop their own interests and studies.

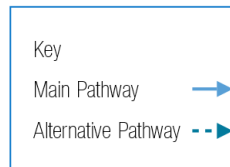
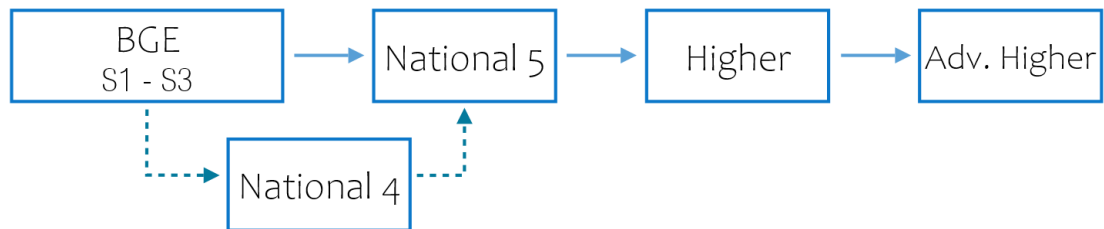
Students work in mixed ability groups to the end of S3, to emphasize equality of opportunity through to certificated courses. There is an emphasis on talking in groups as a basis for expressing ideas in the first instance, and some improvised drama work leading to play work, notably Shakespeare. Serious direct teaching underpins most work. Creative writing is emphasized, but so are rhetorical techniques to develop journalistic and discursive writing. Film study and some graphic novel work are also pursued. Nonetheless serious approaches to literature will form the basis of much work, including both reading and writing, and including poetry.

Progress is tracked though centrally shared progression grids (please see the Languages section on the school website) and measured against criteria simplified from Education Scotland's Progression Framework statements and its Benchmarking tool. In addition, students use reflective mind-mapping and other structures to verbalize their own thoughts / feelings about their learning progress against these key criteria.

These two mixed-ability S3 classes will follow the skills outlined in the Experiences and Outcomes for the subject. These Experiences and Outcomes are contained within 7 broad definitions described in the Significant Aspects of Learning:

- engage with and create a broad range of texts, including Scottish and Scots texts
- use reading strategies to understand, analyse and evaluate texts
- find and use information
- develop critical literacy skills, including evaluating sources
- write with increasing accuracy, making effective use of spelling, grammar, and punctuation
- create texts of increasing complexity using more sophisticated language
- develop and use higher-order thinking skills.

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MODERN LANGUAGES AND GAIDHLIG

“Monolingualism is the illiteracy of the 21st century”: Time Magazine, July 2013.

Language learning plays an important role in developing social and cognitive skills and is considered vital in the 21st century labour market, as witnessed by the Scottish Government’s current drive to encourage all children to learn two languages.

Learning languages gives children and young people crucial opportunities to develop communicative, analytical, critical, and creative capabilities and the potential to widen further studies and interests in an international context. In order to face the challenges of the future, each young person needs to have confidence in using linguistic skills, and Scotland needs both specialist linguists and a population with basic language proficiency. The aim of the Modern Languages department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their language skills.

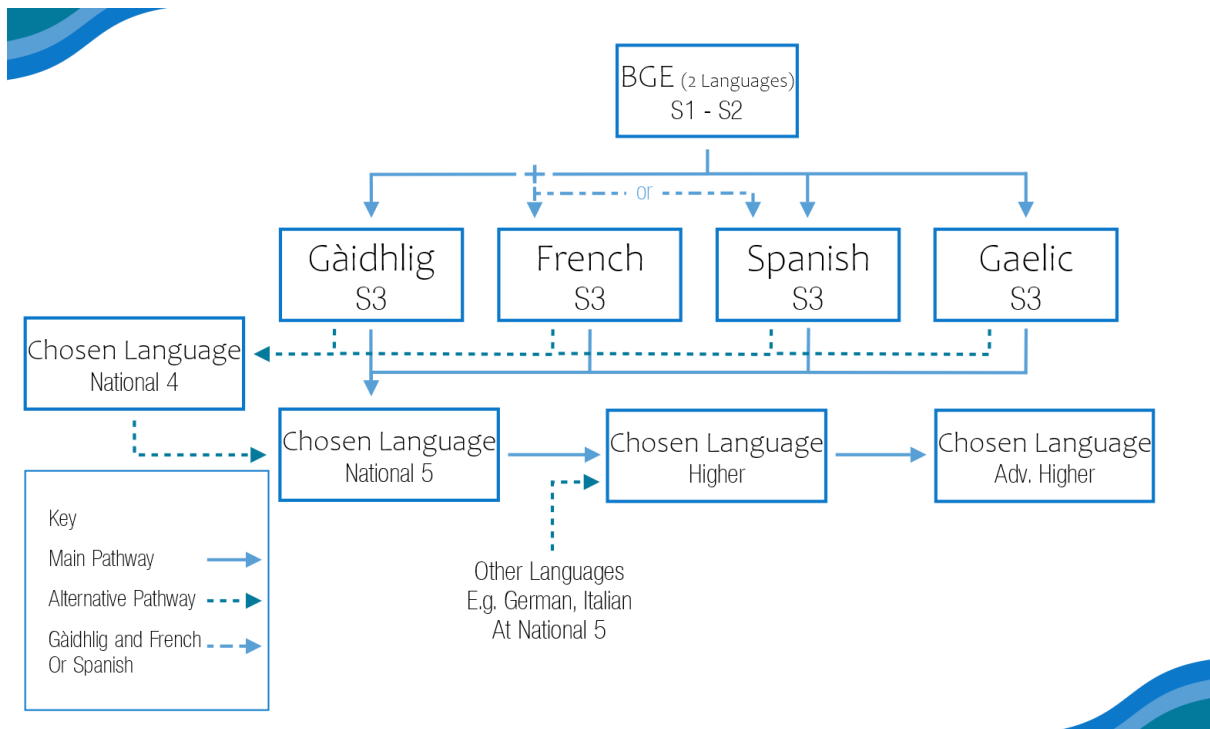
In S1/2 all pupils were given the choice of two languages from French, Spanish and Gaelic, in line with Highland council’s promotion of the government’s 1+2 languages policy. Pupils studied each language for two periods per week (three for GME). It was expected that pupils coming from Gàidhlig Medium Education would continue with Gàidhlig along with French or Spanish, but they were allowed to choose any of the three.

In S3, pupils will continue with the study of one of their chosen languages for three periods per week. GME pupils will have the option to continue with their Gàidhlig curriculum for four periods per week and may have the option to continue with their other chosen language.

The Level 3 and National 4 courses in French, Gaelic and Spanish develop the skills of reading, listening, talking, and writing in order to understand and use the language. Learners develop the ability to apply basic knowledge of French, Gaelic, or Spanish, and to plan and research using these skills.

The Level 3 and National 4 Gàidhlig course enables learners to understand, analyse and evaluate texts in the contexts of literature, language, media, and culture, and to create and produce texts. Learners plan and carry out research, applying language skills where appropriate, and develop knowledge of Gaelic cultural heritage and the cultural heritage of others.

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MATHEMATICS

Mathematics engages learners of all ages, interests, and abilities. Learning Mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous, and rigorous way.

The broad general education Mathematics experiences and outcomes cover five areas:

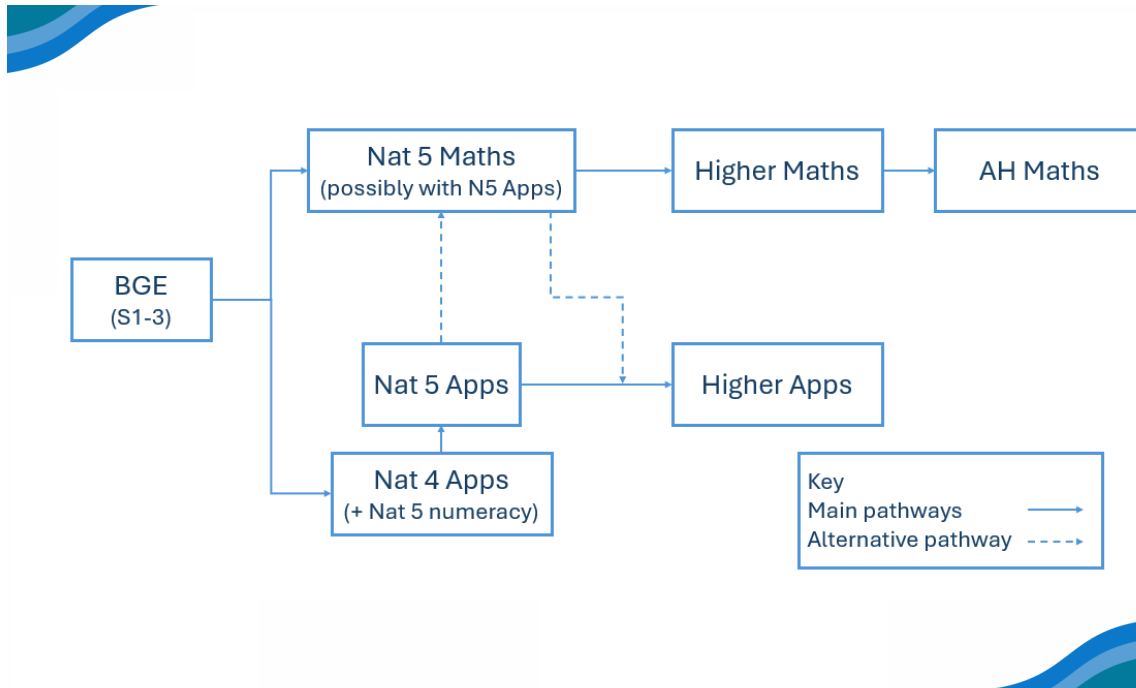
- Number system, patterns, and relationships
- Measurement and its application
- Shape, position, and movement
- Information handling
- Problem solving

Organisation of pupils will be by level of progression throughout S3 as follows:

Group 1 Following a Mathematics course covering Level 4 experiences and outcomes introducing some of the National 5 Mathematics course content.

Group 2 Following an Applications of Mathematics course covering both Level 4 experiences and outcomes introducing National 4 Applications of Mathematics course content.

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SCIENCE

The aim of Science is to explain how the world around us works. Science incorporates three main elements: Biology, the study of living things and their environments; Chemistry, which explores the properties and composition of chemical substances and Physics, which seeks to explain the fundamental laws of the universe. Science contributes to many aspects of society, including technology, medical research, engineering, and biotechnology. The study of science can help learners acquire critical thinking skills, develop experimental technique and foster curiosity about the world around us. Scientifically literate citizens can make informed decisions about their lives and will help Scotland tackle global challenges such as climate change.

In S3, pupils will choose to study at least one discrete area of Science for their allotted 3 periods. In each of these discrete Sciences, pupils will cover topics and develop skills which are drawn from Level 4 Experiences and Outcomes, some National 4 key areas as well as some National 5 outcomes towards the end of the year. The purpose of these courses is to prepare pupils for continuation with one or more Sciences in the Senior Phase if desired.

BIOLOGY

Biology is the study of living organisms and how they interact with their environment. This course will allow learners to investigate the applications of biology in society and the environment. These qualifications cover relevant and contemporary areas of Biology, while allowing learners to develop an understanding of the underlying themes.

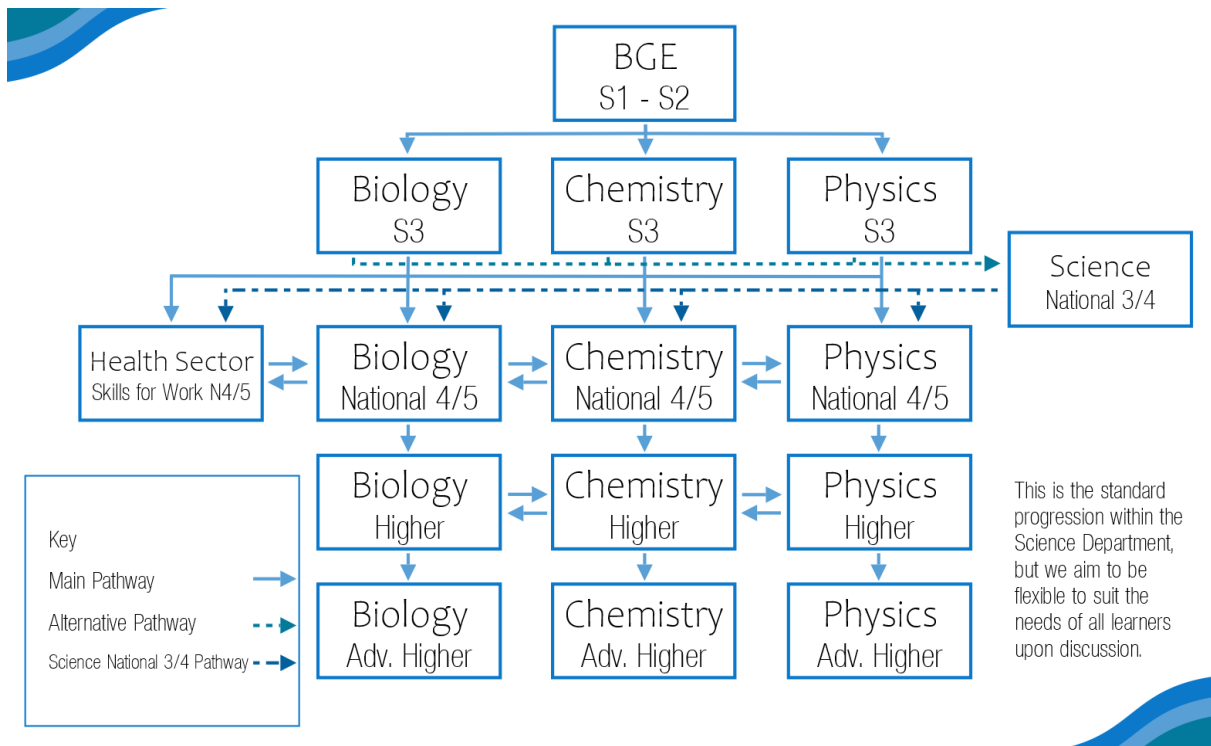
CHEMISTRY

Chemistry deals with the composition, properties and the structure of matter and changes they can undergo, not only by themselves but also under the control of chemists. It is a central subject for many branches of science, medical science and biochemistry and technology. By studying Chemistry pupils become aware, not only of the importance of Chemistry in their environment, but also of the social and economic factors in everyday life of the subject.

PHYSICS

Physics is the study of the behaviour of the universe. Physics tries to explain what things are made of and why they act the way they do, including the motion of objects, space exploration, practical electricity, and radiation. These concepts are explored through a range of activities including practical work and investigations.

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SOCIAL SUBJECTS

Social Subjects gives pupils a knowledge and understanding of the world around them. This includes how people relate to their environment along with social, cultural, technological, and political aspects of life. Social Subjects helps to develop an understanding of the society in which we live, encourages the development of informed and sympathetic attitudes to other cultures and fosters the capacity for making informed judgements. The purpose of these courses is to prepare pupils for continuation with one or more Social Subjects in the Senior Phase, if desired.

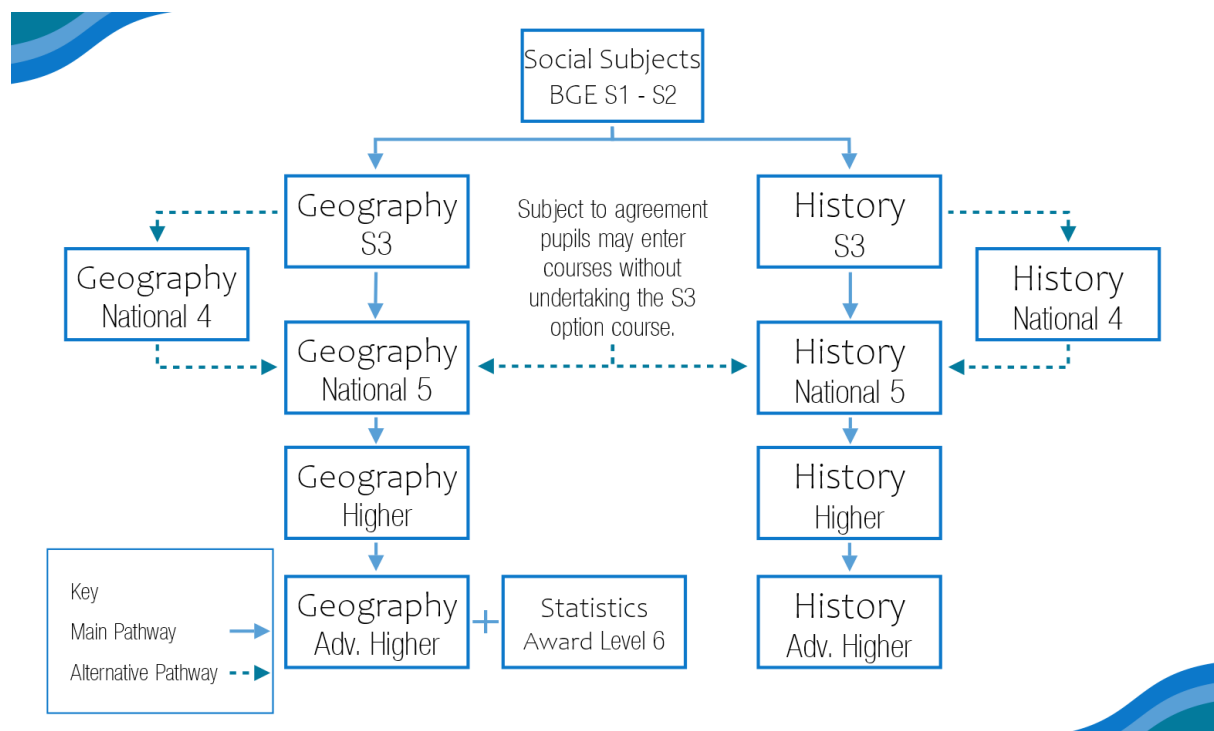
GEOGRAPHY

In Geography, students will start with completing work on a topic about Health (including studies of Malaria and HIV) and how this can affect a country's development. This builds up to undertaking a Geography Global Issues unit. Throughout the year, they will also have the opportunity to conduct some local fieldwork leading to completing a Level 4 Geography Added Value Unit, which is a research project into a question of their own choosing.

HISTORY

Throughout the year in History, students will be working the theme of World War II. This will include looking at the major battles and turning points including D-Day, Pearl Harbor and the Holocaust. They will also be looking at impact on different countries and what life was like before, during and after the war and how this affected people. Students will be learning the skills within History to evaluate and compare sources, research and practice extended writing in preparation for further study in S4 or beyond.

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GRAPHICS, DESIGN AND MANUFACTURE

Aims of the course:

- To develop skills in designing and manufacturing models, prototypes, and products
- To develop skills in freehand sketching, manual rendering, Computer Aided Drawing, Computer Aided Illustration and Desktop Publishing.
- Provide opportunities to communicate/share design ideas through the use of Design Projects
- To gain experience in devising and developing practical solutions to design problems
- To develop manufacturing skills using a wide range of materials and equipment.
- To develop knowledge and understanding of manufacturing processes and materials
- To gain an understanding of the impact Computer Graphics, Design and Manufacturing technologies on our environment and society
- To develop an awareness of safe working practices.

Description of Course: In S3 pupils will undertake tasks in:

- Designing solutions to meet a brief
- Manual sketching and drawing
- Computer Graphics, CAG, CAD and DTP
- Creative design skills
- Computer and manual modelling and manufacturing techniques.
- Manufacturing and testing models, prototypes and products
- Research a range of design and manufacturing technologies and their impact on our environment and society
- Study factors that influence the design and manufacture of artefacts and products
- Manufacturing processes and the properties and uses of materials.

After completion of this course pupils will be able to:

Analyse existing products and develop solutions to design problems. Create sketches, use manual and computer drawings and illustration techniques to communicate and promote design ideas. In addition, they will gain experience in manufacturing processes and gain knowledge of properties and uses of materials.

Learning Experiences:

Pupils will work through a series of graphic, design and manufacturing tasks. Working from Design Briefs, pupils will analyse existing products and investigate and research their own solutions. Communicating ideas through

sketch ideas pupils will develop ideas and plan the manufacturing of their chosen designs. Pupils will utilise graphic skills to produce manufacturing drawings and promotional presentations for their design ideas. Pupils will develop manual skills in modelling and manufacturing techniques during the manufacture of their own projects. Evaluating their own and other designs will be an integral part of this work.

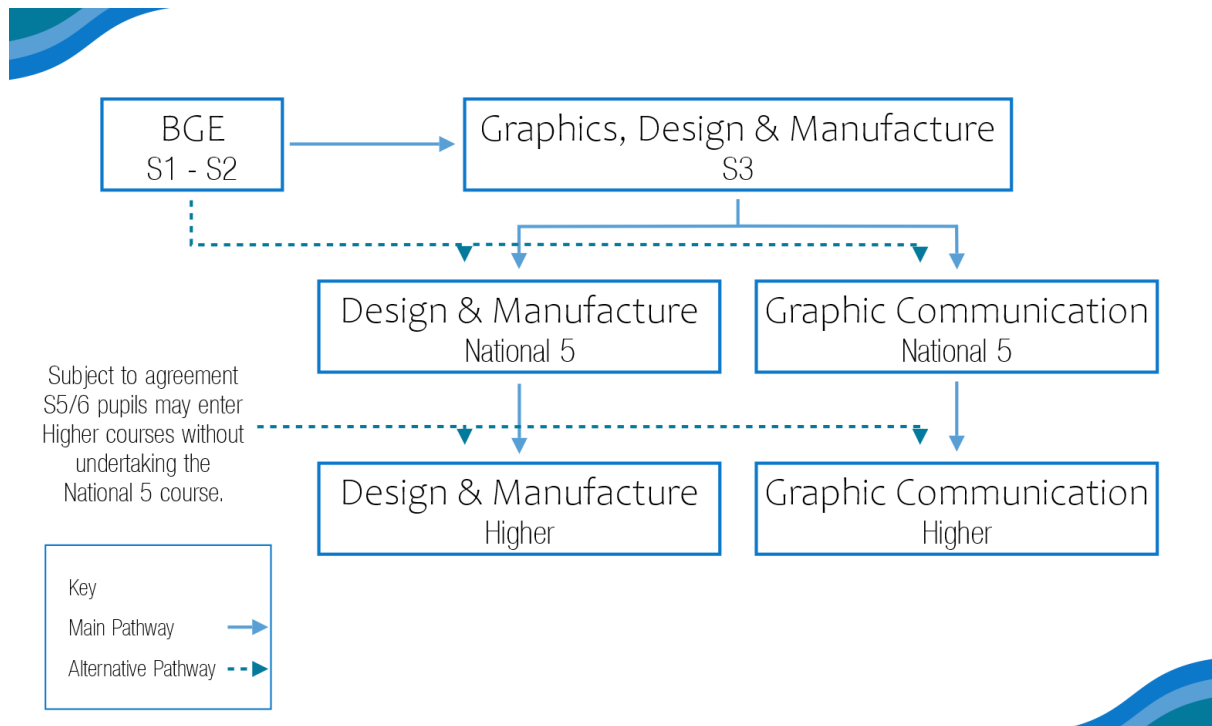
How will you be assessed?

- Continuous assessment
- Mini assignments
- Self-assessment
- Peer review

Progression

After completion of the S3 BGE course in Graphics, Design and Manufacture pupils can progress to courses in **Graphic Communication** and/or **Design and Manufacture**.

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HOME ECONOMICS

Home Economics provides the opportunity for all pupils to acquire valuable life skills to enable them to function as responsible individuals within their families and the wider community. A variety of learning activities take place, including discussion, practical work, investigating and applying knowledge, group work and individual learning.

The course will cover level 3 & 4 experiences and outcomes in Health and Well Being- Food for Health and Technologies. It will prepare pupils for both the Health and Food Technology and Hospitality Practical Cookery National courses which are offered in the Senior Phase.

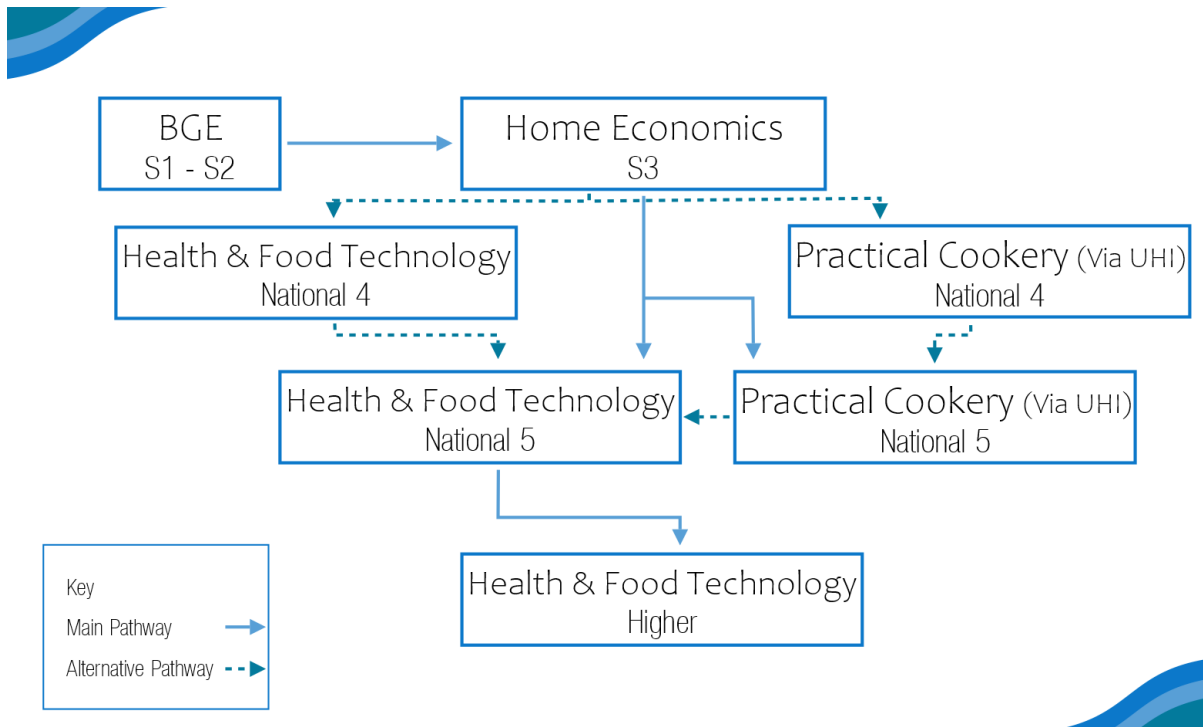
Within Food for Health learners develop their understanding of a healthy diet, acquire knowledge and skills needed to make healthy food choices and which help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages.

Pupils develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising, and the media.

Within Technologies, food and textiles work allows pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development, and ethical, economic and cultural issues
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

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ART & DESIGN

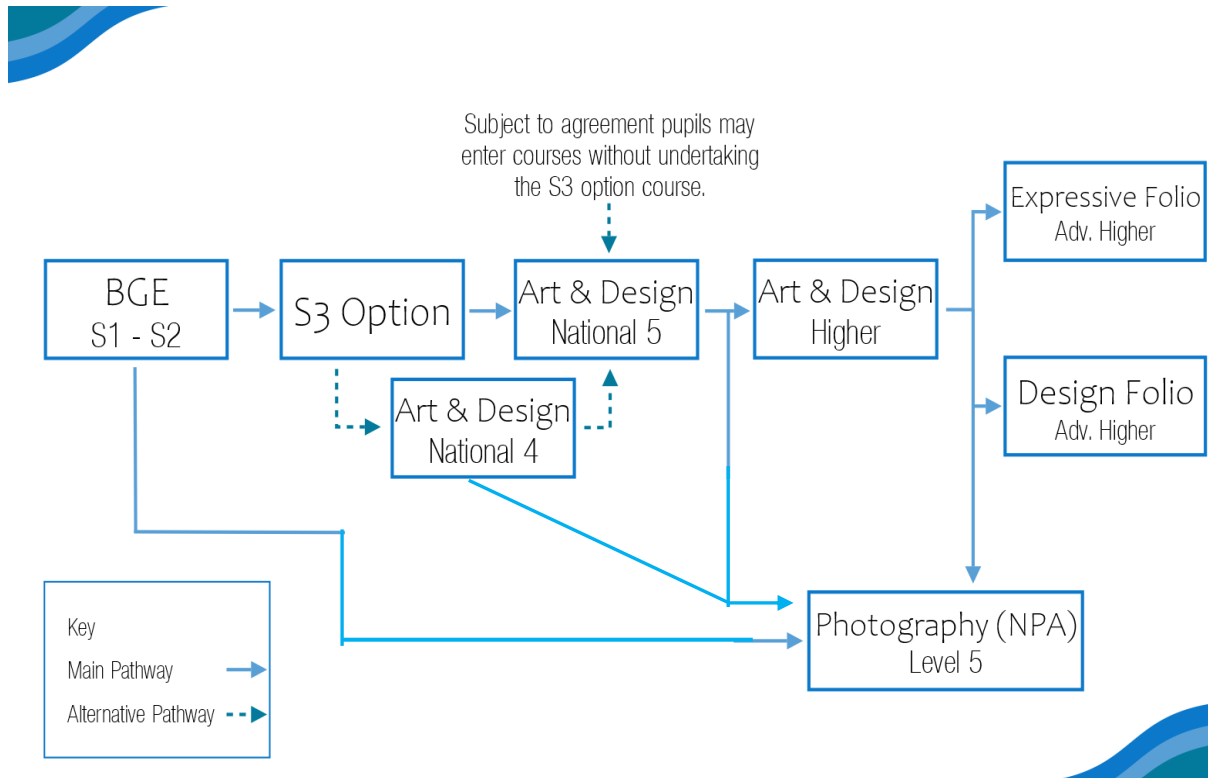
Everything you pick up and use, sit on, watch, listen to, read, purchase, travel in or on, live in, cook, and eat with has had the touch of an artist, designer, or architect along the way. Creativity is an essential life skill, an ancient human instinct that is still very much in demand in the modern world we live in. Fortunately, we live in a highly creative community in a part of the world where there is space for the imagination to roam free. The natural environment is dramatic and changeable offering scope to explore colour, light and form. Wester Ross has a rich cultural heritage and a vibrant artistic scene. Our Art & Design department sees itself very much part of this community, and as well as schoolwork, we aim to link our lessons to the outside world.

The BGE course introduces all pupils to experiences in both the Expressive and Design areas of the subject, with 2D and 3D projects in a wide range of subjects and media. Emphasis is on building key skills and techniques of using art media and processes, encouraging experimentation, and learning about the work of artists and designers. Personal pupil sketchbooks play an important part in encouraging individual interests.

Expressive and design topics are changed regularly to suit pupil's choice and interests. Possible expressive areas of study include portraiture, still life, and landscape. Observational drawing skills have a focus as well as developing expressive techniques. Design projects focus on designing for the real world and often emphasise an aspect of sustainability. Important design skills such as styling, creating motifs and responding to a brief are covered as well as techniques such as printing, 3D, and digital processes.

The key to getting the most out of BGE Art & Design is to have a strong interest in the subject and a willingness to experiment.

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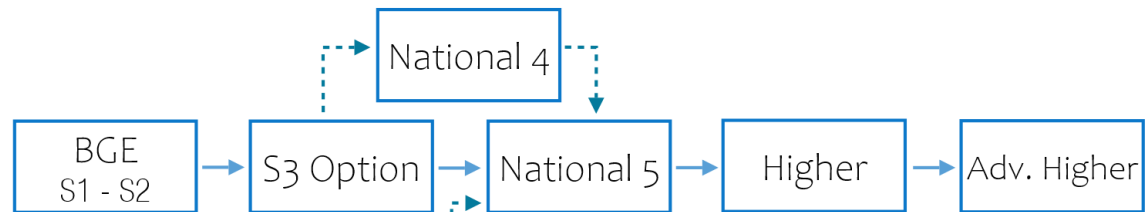
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MUSIC

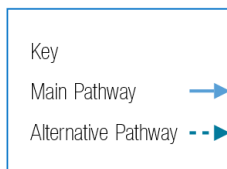
Music in Ullapool High School is a course which aims to involve, enthuse, and inspire every pupil. We experience music all around us in our everyday lives - be it on the radio, in a film, listening on a phone/iPod, streaming it, at a concert, or singing in the shower - and it is something that is important in different ways to everyone. There are many career paths in which music is very relevant, such as recording or producing, sound technician, working in radio, composing music for games/films/tv, song writing, performing, music education and music therapy, to name but a few – or some people prefer to keep music for enjoyment as a pastime. The Music course aims to provide learners with rich opportunities to be creative and experience the inspiration and enjoyment that music can bring, whichever way they choose to have music in their life.

The course in S3 will continue to follow the Broad General Education, as experienced in S1 and S2, but developing skills further and broadening the musical knowledge and experiences. There are three key elements involved in the Music course: performing, composing, and listening. Through activities combining these elements, pupils will develop their vocal and instrumental skills, choosing two instruments (or one instrument and voice) to focus on. They will explore sounds and musical concepts through studying different styles of music and use their creativity and skills to compose their own music. They will also further develop their skills in commenting on their own work and the work and performances of others. They will also have the opportunity to develop skills in the use of ICT when composing.

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Subject to agreement pupils may enter courses without undertaking the S3 option course.



Performing Unit on
One Instrument/Voice
Available at all senior levels



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PHYSICAL EDUCATION

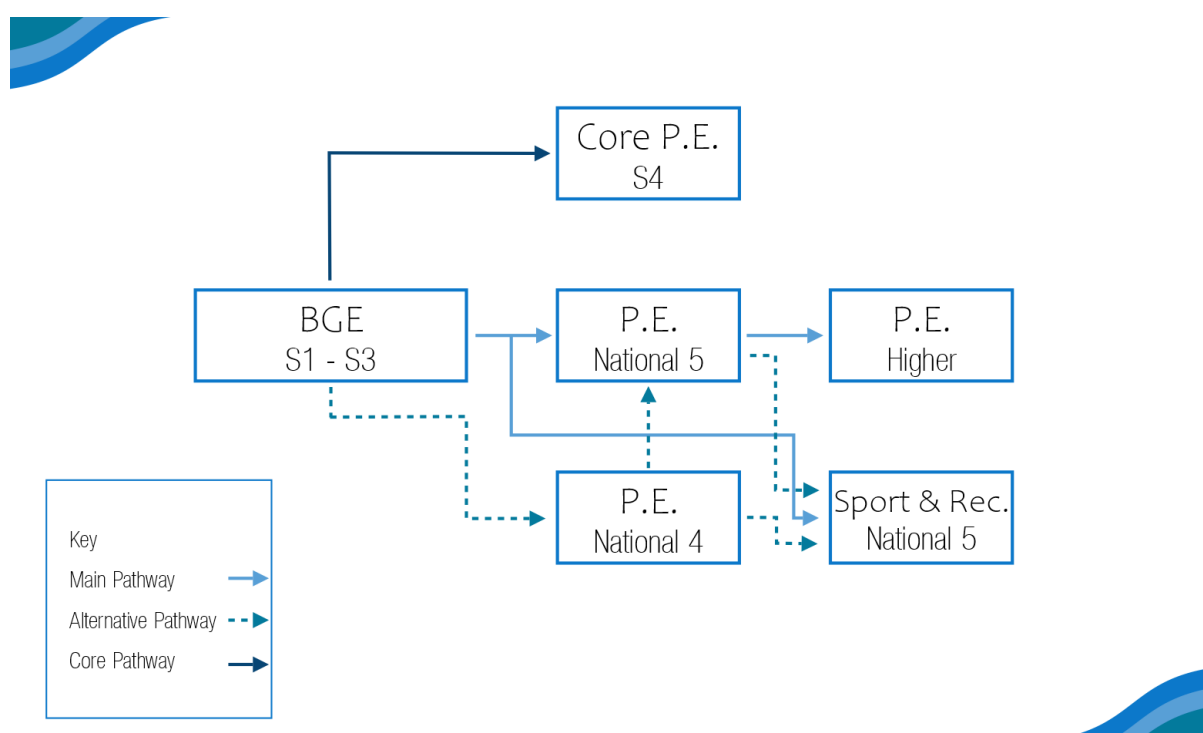
Pupils continue to take part in core P.E. lessons that are aimed at further developing the physical, cognitive, and personal skills that are important in the world of sport and beyond.

This also involves further coverage of the third and fourth level curriculum for excellence experiences and outcomes and will help prepare pupils should they wish to take National and/or Higher courses in the Senior Phase.

Pupils follow the same format as S1/S2 of a double period of P.E.

The P.E. periods will include activities not undertaken in S1/S2 (cricket, rugby, volleyball, and hockey) as well as further opportunities to develop activities experienced in S1/S2.

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RELIGIOUS AND MORAL EDUCATION

The aims of Religious and Moral Education within Ullapool High School are intended to reflect National and Regional Guidelines, helping students to:

- To promote respect, tolerance and understanding of people's religious beliefs or their choice not to follow a religion.
- To link students' understanding of beliefs and values with issues of importance in the world; both historical and current.
- To encourage the development of young people's own beliefs and values and their ability to justify these.
- To offer courses in RME which link to CfE Experiences & Outcomes.

In S3, students continue to learn about a variety of religions, as they did in S1 and S2. However, a more philosophical approach is applied, with moral issues and decision making becoming a key focus. The issues studied include capital punishment, freedom of speech, abortion, euthanasia, and animal rights; these are looked at from moral, religious, and philosophical viewpoints.

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PERSONAL AND SOCIAL EDUCATION

Personal and Social Education (PSE) in school links to the overall health and wellbeing of young people. It strives to enable young people to deal positively with pressures from both school and social life. Its values aim to assist young people to lead lives and make decisions that are both personally satisfying and actively supportive of others. Some of these values are:

- Respect, self-awareness, and self-worth.
- Respect and caring for others.
- A sense of social responsibility.
- The knowledge and skills to manage risk and understand the impact of risky behaviour.
- The ability to reflect on strengths and skills in order to make informed choices in the future.

PSE in S3 builds on the skills and knowledge gained in S1 and S2 with several of the topics being revisited and expanded. The main areas covered are equality and discrimination, relationships and sexual health, drugs education, internet safety, mental health, and careers education.

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