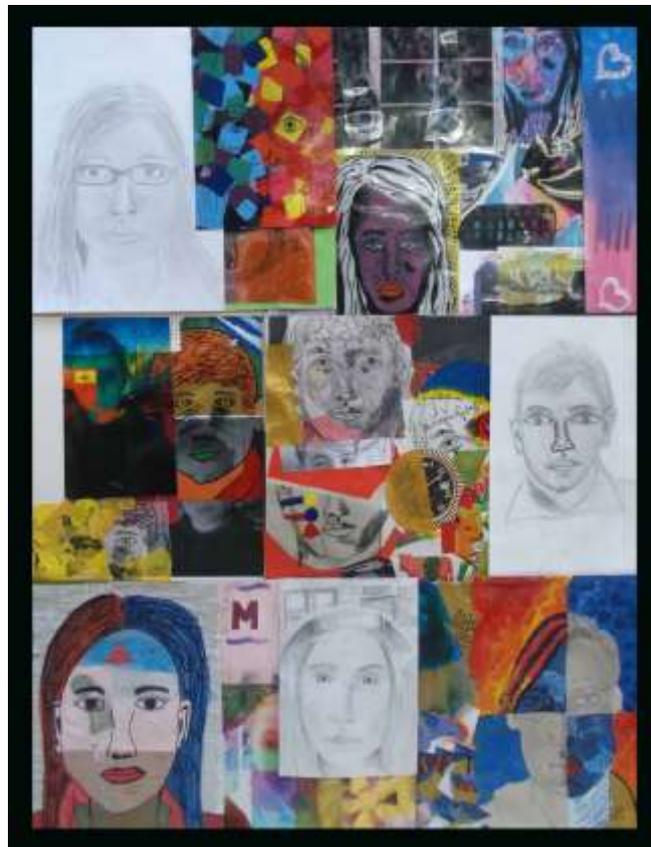


Ullapool High School

S3 Choices 18-19

***Broad General Education
Personalisation and Choice***



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Dear S2 Parent/Carer,

This is the Options Booklet for S3 in Ullapool High School for session 2018-19. Pupils going into third year are entering into their last year of Broad General Education (BGE) and, at the end of S3, will make choices for the subjects they will take on to the Senior Phase (for examinations)

Ullapool High School, along with every other Secondary school in the Highlands, is now in line with the national advice:

At S1-S3, arrangements for choices do not narrow options for qualifications in the senior phase. Such choices do not involve traditional subject choice...for a two year course leading to qualifications in S4. The design of the S3 curriculum allows learners to specialise in preparation for qualifications and personal achievement'

Education Scotland Inspection Advice Note 2012-13.

As such, the choice now open to pupils at the end of S2 is very different to the one in the past when eight subjects were picked for two years of study before the exams. The following pages outline this new choice in more detail but, in short, pupils follow a core curriculum that covers almost all of the areas they studied in first and second year but, in addition, have a choice of picking four areas which they can follow more closely. They also have a choice of an elective, i.e. an area that doesn't fit the old subject model but which allows for a different kind of learning experience.

It is important to note that the four choices are not all 'subject' based. For example, a pupil who selects Science will also continue to study Biology, Chemistry and Physics. They will only have to choose a specific science when they go into fourth year. This is the same for Social Subjects.

Naturally not all combinations of choices are possible or even desirable. Finding the correct choice is relatively easy for some pupils whilst it takes others longer to decide. During this process Ms Cormack, Ms Falconer, Mrs O'Leary and Mr Inglis, who are the Guidance teachers, will offer advice to pupils as they think through the possibilities.

As you can appreciate, in allowing pupils to make such choices some areas may be over or under-subscribed. Those that remain significantly under-subscribed may not operate whilst those that are over-subscribed will have a limiting maximum number of places. In both of these instances pupils may have to make another choice.

As mentioned above, at the end of S3 pupils will make a choice for courses they wish to continue into Senior Phase. Again the school follows the national advice, as well as advice from the Highland Council.

It is expected that all Highland secondary schools will offer 6 courses in S4 by session 2015-16...as schools increasingly move to planning S4-6 as a single unit'

Highland Council, Jan 2013

We believe UHS has a choice model which delivers high quality learning experiences and attainment for all of our pupils and we will always look for ways to improve this. I see the Senior Phase as a real opportunity to provide the best range of courses and qualifications that will lead our young people onto sustained, positive destinations, be it in the world of work, training, college or university.

Once again, please feel free to contact the relevant Guidance Teacher for issues around choices for your child this year or myself if you would like to discuss any of the plans for the future.

**Robbie McFedries,
Headteacher**

Significant dates in the S3 choice process are:

- 1) **Thursday 15th March** S2 Parents' Evening
- 2) **Tuesday 27th March** Final choice sheet is to be returned.

Appendix 1 contains the Curriculum Rationale

THE COURSES

LANGUAGE AND COMMUNICATION

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.

MODERN LANGUAGES INCLUDING 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 S1/2/3, all pupils are 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 coming from Gàidhlig Medium Education will be expected to continue with Gàidhlig and can choose either French or Spanish.

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.

MATHEMATICS

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computer science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. In order to face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population. The aim of the Mathematics department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their Maths skills.

There are 2 classes in S3 continuing to follow the broad general education, as described through the experiences and outcomes in maths.

The mathematics experiences and outcomes are “bundled” within five broad Significant Aspects of learning which will form the basis of assessment judgements:

- 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 progressions throughout S1&2 as follows:

Group 1 Following a Mathematics Course covering Level 4 Experiences and Outcomes introducing some of the National 5 Mathematics Course content by the end of S3

Group 2 Following a Mathematics Course covering both Level 3&4 Experiences and Outcomes introducing some of the National 4 Mathematics Course content by the end of S3 with more emphasis on Lifeskills Mathematics.

SCIENTIFIC STUDIES AND APPLICATIONS

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.

Science courses focus on 8 Significant Aspects of Learning:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science
- Inquiry and investigative skills
- Scientific analytical thinking skills
- Skills and attributes of scientifically literate citizens

All learners will continue to study Science in S3. A core science course of one period per week will cover fundamental elements of each science and work towards a bronze CREST award. Pupils who have chosen not to continue with science into S4 will follow a course on basic lab skills.

For learners who wish to further develop their understanding of science, the optional science course will explore a broader range of scientific concepts in much greater depth, totalling 3 periods a week. The topics in S3 science are drawn from the level 4 experiences and outcomes of the broad general education, some National 5 outcomes may be included towards the end of the course.

SOCIAL SUBJECTS

Students continuing with Social Subjects will follow a timetable of Broad General Education. Within this, they will be allocated a period of Core Social Subjects where they learn to become experts in project writing and understand how Social Science investigations are structured. By the end of the year, they will have completed their Added Value Units for National 4 for Geography, History and Modern Studies.

Students will also continue with:

Discrete (1.5 periods per week of Geography) - students will learn about weather and weather patterns, urban geography and limestone and its features.

Discrete (1.5 periods per week of History) - actively learning about Scottish history including: Scottish dynasties, power struggles famous battles and wars, the clearances, etc.

One discrete period of Modern Studies per week - students will learn about Law and Order. Within this, students will focus on the causes of crime, patterns of crime, responses to crime and punishments for those who commit crimes.

All of the subject units will articulate well with further work in National 4/5 in S4. Students who continue with social subjects will have the opportunity to go to Glasgow in September to do some fieldwork and make links with other subject areas.

TECHNOLOGICAL ACTIVITIES & APPLICATIONS

COMPUTING

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded. The aim of the Computing department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their confidence in computer usage.

OPTION COMPUTING

Following a Computing Science Course covering level 4 experience and outcomes

This course will involve the study of modern and future technologies. The course will also introduce topics both in theory and practical skills (e.g. Python programming, Databases and Website creation) that should a pupil choose Computing Science in senior phase will be assessed during the National Computing Science Courses.

GRAPHICS, DESIGN AND MANUFACTURE - BGE

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 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**.

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 immediate and the wider community. A variety of learning activities take place, including discussion, practical work, investigating and applying knowledge, group work and individual learning.

Home Economics continues in the S3 broad general education as one of the core subjects with one double lesson each week. 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, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and 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.

CREATIVE AND AESTHETIC ACTIVITIES

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 school work, 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 pupils choice and interest. Possible expressive areas of study include portraiture, still life, fantasy work and landscape. Design projects focus on designing for the real world.

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, listening to iPods, 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, 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.

PHYSICAL EDUCATION

P.E. in S3

Pupils continue to take part in core PE 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 PE and a single period of Health and Wellbeing.

The PE periods will include activities not undertaken in S1/S2 (cricket, rugby, volleyball and hockey) and, during the single period, pupils will further develop their knowledge and experience of fitness through testing and training.

ELECTIVE CHOICES

Pupils will be asked to choose in May from the range of S3 Electives available subsequent to the staffing situation for UHS being finalized.

Among the choices offered last year were

- Create An App
- Enterprise
- Expressive Arts – Isle Martin project
- Lochbroom FM
- Outdoor Learning
- Sea kayaking

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. Initially the issues studied are capital punishment, freedom of speech and racism; these are looked at from moral, religious and philosophical viewpoints.

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; and
- 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 – with the possibility of a work experience placement as part of this.

APPENDICES

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.