



GAIRLOCH HIGH SCHOOL

ÀRD-SGOIL GHEARRLOCH



S3 PERSONALISATION AND CHOICE

Taghadh Pearsanta - AS3

2019



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Care

Future

Education

Belief

Development

Ambition



We are **Ambitious** for and **Believe** in our pupils.
 We are a community committed to their **Care, Development, Education and Future.**



Introduction

This guide has been compiled to provide further information to pupils and parents about the Personalisation of the curriculum in S3. Should you require any further details, please do not hesitate to contact either myself, Mr Caddell, Depute Head, or Mrs Murton, PT Pupil Support.

Mr A Breen, Acting Head Teacher



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Broad General Education in S3 in Gairloch High School

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners develop allows them to demonstrate four capacities: to be successful learners, confident individuals, responsible citizens and effective contributors. The curriculum includes all of the experiences which are planned for children and young people through their education.

S3 is the final year of the Broad General Education phase of Curriculum for Excellence. While still concentrating on offering a broad range of experience pupils will have the opportunity to have some personalisation and choice.

This will be within the curricular areas of:

- **Expressive Arts:** Art, Drama, Music
- **Languages and Literacy:** English, French, Gaelic
- **Health and Wellbeing:** PE
- **Mathematics and Numeracy:** Mathematics
- **Religious and Moral Education**
- **Sciences:** Biology, Chemistry, Physics
- **Social Subjects:** Geography, History, Modern Studies
- **Technologies:** Technology, Graphic Communication

They will also continue to work across the curricular areas and to develop their skills and knowledge at the level which best suits their progress.

As part of the BGE, Pupils will continue with core subjects of Maths, English, PE, Sciences, PSHE and RE, and have a number of electives to choose from. Their final choices must include at least one subject from each of the curricular areas. There will continue to be a strong focus on Literacy, Numeracy and Health and Well-Being across all aspects of learning and every teacher will support pupils with these skills.

Subject teachers will guide pupils within their departments as to which are the best options for them. They will give pupils detailed information about the content of each of the courses within their departments. Support Staff are also available to help pupils with these important decisions.

These choices do not necessarily mean that pupils will go on to study these subjects at National 4 and 5 levels in S4. The Senior Phase follows in S4 at which time most pupils will embark on National courses. In S4 pupils study English and Maths and choose **four** other subjects. However pupils should think carefully about the choices they make in S3 as these choices allow for some more in-depth learning and the normal expectation will be that in S4 pupils will study **six** subjects from the **eleven** they have studied in S3. Detailed information about entry to courses in S4 is available in a separate booklet.

“The totality of all that is planned for children and young people throughout their education.”

Curriculum for Excellence



Expressive Arts

Art and Design

The Art and Design course in S3 will develop the work undertaken in S1 and S2, working on experiences and outcomes at Levels 3 & 4 of the Curriculum for Excellence. Our aim is to provide our pupils with a broad spectrum of valuable skills, in addition to the artistic skills traditionally associated with this subject, which will equip them well for life beyond school.

There are three main elements within the Art and Design course:

Expressive Unit

Expressive work usually falls into one of the following categories: Figure work or portraiture, Landscape or the built environment, Still life. Expressive work usually starts with some sort of drawing but develops through the study of line, shape, tone, colour, texture and form and the use of a wide range of materials and techniques such as drawing, painting, collage, print making, modelling, carving, constructing

Design Unit

Design units are also based on different areas of study, such as Graphic design, Product design, Jewellery design, Textile & fashion design.

After drawing up a design brief, pupils then research their theme. This is followed by the development of ideas and leads to the production of a final solution or prototype.



Art and Design Studies

Art and Design Studies involve the study of professional artists and designers who have worked in the same area as the current unit. It is usually presented in written form but can be recorded or take the form of a PowerPoint presentation

How will I be assessed?

Pupils will compile a folio or sketchbook with examples of their own work (this will be homework). Pupils will consider, discuss and write down ideas about their own work and that of well-known artists. Pupils will be asked to complete short pieces of written work at home which will be marked by the teacher.

Possible Progression Routes:

S1-3 follows a general broad course leading to National 4 or National 5 in S4.



Drama

The S3 Drama course prepares pupils with the skills they will need to study at a higher level. Pupils undertake two mandatory units of work to develop both acting and production design skills.

Drama skills unit - pupils explore a variety of stimuli to devise work that explores a range of dramatic forms, structures, staging styles, genres and structural conventions. Throughout this process they also develop the essential voice and movement skills required to build and sustain believable characters.

Production skills unit- pupils explore a variety of stimuli to devise work that allows for the development of lighting, sound, costume, hair/makeup, prop and set design skills.

In addition to this pupils will also work on a monologue project where they write and direct their peers in a monologue performed to an invited audience. This process nurtures the performance skills required for further study in drama.

Who would enjoy this course?

- Pupils with a positive attitude.
- Anyone who is excited by the idea of challenging themselves to try something new.
- Anyone who enjoys performing.
- Anyone with a good imagination who is keen to share their ideas.



Here's what some current pupils say:

'Drama helps build the confidence you need for later life'

'It involves a lot of work but is great fun'

'Drama is a comfortable place where you can be yourself whilst building character'

Progression: Following a successful S3, pupils will be able to progress to National 4 /National 5 in S4-6, and those with a National 5 award will be able to progress to Higher then Advanced Higher.



Music

In S3, pupils will carry on with much of the work started in S1/2. They will develop more skills on their chosen instruments, listen to a variety of music, and continue to create original compositions.



There are three main elements within the Music course:

Performance – pupils will work on two chosen instruments. In S3, pupils can choose to incorporate instruments they are learning outside of class or to continue with the instruments they have been taught in class in S2. At various points in the year, pupils will be asked to perform to the class and reflect on their performances.

Understanding Music – pupils will listen to music in different styles and learn about different musical concepts. These concepts will give pupils the language they need to discuss the music they are listening to. In addition, they will do some research into an area of music that interests them.

Composition – pupils will learn about the composition process, first through improvisation and later through planned pieces of work. They will also learn how to use Sibelius software to write and listen to their own compositions.

All of the above areas foster music notation reading skills which will stand pupils in good stead for further studies.

How will I be assessed?

All skills will be regularly assessed by teachers so that pupil progress can be monitored. However pupils will also be asked to assess their own work and the work of others in the class.

In addition to the musical skills traditionally associated with this subject, we aim to provide pupils with valuable life skills:

- Performing in school and in the wider community
- Working independently and in groups
- Taking responsibility for practising their instruments outside of class
- Taking part in extra-curricular activities relevant to their musical interests

Possible Progression Routes:

Pupils will be well equipped to continue into S4 in Music, and at the end of S4 have the opportunity of being presented for National 4 or National 5 in the subject. Pupils who do not continue with the subject in S4 may be entitled to certification for individual elements, especially Performance.



Health & wellbeing

Physical Education

All pupils in S3 have three periods per week of PE. Pupils take part in a wide variety of activities; individual, team, indoor and outdoor sports. Pupils will work to improve their fitness and practical performance in these activities focussing on the 'Significant Aspects of Learning' (www.educationscotland.gov.uk). Pupils will be working on experiences and outcomes at Levels 3 & 4 of Curriculum for Excellence in preparation to move on to work leading to National 4 and National 5 as appropriate. Full participation is encouraged to benefit all pupils' health and wellbeing.

Learning will be through practical and theory/written work in which pupils will participate in a variety of roles - e.g. as a player, coach, leader, observer, umpire/referee and performer. Students will also have the opportunity to gain a Leadership award.



Possible Progression Route: National 3/4/5/Higher

At the end of S3 pupils will have the opportunity to opt into National 3/4/5 PE in the Senior Phase. Pupil's level of entry into certificate classes will be determined by their standard of work and participation in S1-3.

Personal Social and Health Education (PSHE)

All pupils in S3 will have one period a week of PSE. The PSE programme will have the following core areas:

- Health Education
- Developing the Young Workforce/Careers Education
- Citizenship
- Subject Choice
- Understanding Yourself
- Study Skills
- Developing Relationships



The following will be covered within these core areas:

Health Education/Developing Relationships/Understanding Yourself

The accent is on healthy living and making informed choices. A part of the S3 programme is spent on Sexual Education covering physical and emotional development of teenagers, relationships, risk taking, sexually transmitted infections, contraception, pregnancy and abortion. Alcohol use and abuse, smoking and drugs are other topics covered within this area. Internet safety/Social Media is also covered, helping keep safe on-line and dealing with the possible pressures associated with the many forms of social media.

Developing the Young Workforce/Careers Education

In S3 Careers lessons are used in PSE to highlight information about career choices, to discuss work and to identify current individual needs in career planning and decision making.

Subject Choice

In term three, time will be spent discussing pupil options for S4.

Study Skills

Pupils will acquire study skills and practise them. Subject departments will also teach pupils the study skills specific to their subject.

First Aid

All S3 pupils undertake First Aid Training as part of their curriculum.

Citizenship

Across the curriculum, the following content topics are identified:

- Rules, Rights and Responsibilities
- Race and Gender Issues
- Environment Care
- Community Links
- Money Management
- Leisure Education
- Equality and Diversity



From the core programme and cross-curricular inserts, pupils are encouraged to develop the skills of self-awareness, self-reliance, self-confidence and decision making.



Languages

French

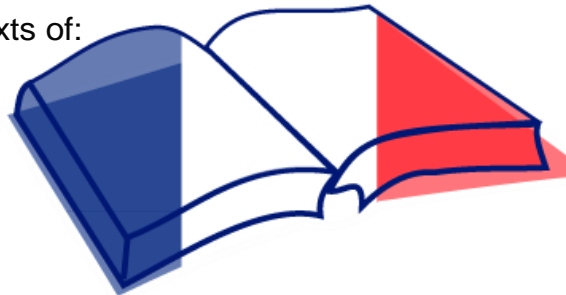
In S3 pupils will continue to cover the CfE level 3/4 outcomes and experiences. They will encounter a wide range of texts in different media and further develop the skills of listening, talking, reading and writing in the foreign language, in a variety of contexts.

Learners will develop the ability to:

- Listen and talk, read and write in the foreign language, as appropriate to purpose, audience and context
- understand and use the foreign language
- plan and research, integrating and applying language skills

Language learning will be in the contexts of:

- citizenship
- society
- learning
- employability
- culture



Should your son or daughter choose to study French in S3, they will continue developing Level 3 outcomes and may also start to achieve **Level 4 Experiences and Outcomes of Curriculum for Excellence**, which will provide a sound basis for the National Qualification courses which they will follow in S4-6.

Possible Progress Route:

This all depends on the level of Reading, Writing, Talking and Listening skills that they have acquired by the end of S3.

- For example, if they are still working on achieving Level 3 skills by the end of S3, then they may be better suited to sitting National 4 in S4 and going on to do National 5 in S5
- Or, if they are comfortably achieving some Level 4 skills by the end of S3, they can go on to sit National 5 in S4, with a view to sitting Higher in S5

Whatever route your child takes through the National Qualifications, there is **flexibility with opportunity for movement** between the levels throughout S4, S5 and S6.



Gàidhlig (Fluent speakers)

An toiseach / Background

'S i a' Ghàidhlig an cànan as sine a bhuineas do dh'Alba agus cànan dùthchasach Rois an Iar. Anns na bliadhnan mu dheireadh tha ath-bheòthachadh air a thighinn air a' chànan agus, le seo, tha tòrr chothroman do dh'òigridh le Gàidhlig.

Gaelic is Scotland's oldest language and also the native language of Wester Ross. Over the last few decades there has been a revival in the language and, as a result, young Gaelic speakers have many potential opportunities.



Tha dìth luchd-obrach ann an Alba san latha an-diugh airson na h-obraichean Gàidhlig a th' ann. Mar sin, tha an t-uabhas de chothroman obrach ann do dhaoine òga aig a bheil Gàidhlig, mar eisimpleir ann an telebhisean, rèidio, eadar-theangachadh, leasachadh cànan, ceòl, drama agus foghlam ...

Gaelic is one of the only areas of the Scottish economy which has a skill shortage. As a result young Gaelic speakers have excellent career prospects, for example in television, radio, translation, language development, music, drama and education ... Bilingualism is the key to a wide range of opportunities.

Course content for S3

This course is for pupils who have come through Gaelic medium education in primary school and have continued to study the language in secondary. The overall aim of this course is to develop their ability in communicating effectively in the language.

The course in **S3** will focus on further developing the four key language skills (listening, reading, writing and speaking). This will be done through a wide range of study including media study (*Bannan* and scripting/filming a FilmG entry), modern literature and Gaelic culture.

Assessment

At both Level 3 and 4, assessment takes place throughout the year and pupils are offered several opportunities to achieve or improve outcomes.



Gaelic (Learners)

Background

Gaelic is Scotland's oldest language and also the native language of Wester Ross. Over the last few decades there has been a revival in the language and, as a result, young Gaelic speakers have many potential opportunities.



Gaelic is one of the only areas of the Scottish economy which has a skill shortage. As a result young Gaelic speakers have excellent career prospects, for example in television, radio, translation, language development, music, drama and education ... Some jobs are Gaelic essential. Lots of other jobs require a working knowledge of the language.



Course content for S3

The course is for pupils who have taken Gaelic (Learners) in S1 and S2. The overall aim of this course is to give learners the ability to communicate even more effectively in the language. The course will continue to concentrate on the development of listening and speaking. It will also provide the opportunity to further develop reading and writing skills.

Gaelic is taught as a modern, living language which is still spoken by a significant amount of people in our community and continues to be very much a part of our culture.

The main part of the course will be based on the *Ceumannan* course but other alternative ways of developing your Gaelic will also be used, for example, traditional and modern music and song, games and internet.

Assessment

At both Level 3 and 4, assessment takes place throughout the year and pupils are offered several opportunities to achieve or improve outcomes.



Literacy

English

Throughout S3 pupils continue their broad general education in this subject. In their S3 English classes, pupils will be working towards achieving the **Level 4 Experiences and Outcomes** of the Curriculum for Excellence, further developing a sound basis for the National Qualification courses which they will follow in S4-6.

Your son or daughter's **S3 English course** continues covering a variety of skills involving Talking and Listening, Reading and Writing.

Talking and Listening gives pupils the opportunity to work together in pairs and small groups and we encourage everyone to build on their communication skills. Each pupil is also required to deliver a solo talk to their class.

Reading requires pupils to study a variety of texts from the four main genres: drama, media, poetry and prose. Time is allocated to Reading for Understanding Analysis and Evaluation (UAE) which involves answering questions on a short passage, which helps to develop knowledge, understanding and evaluative skills. In Writing pupils are given the opportunity to write a variety of genres: functional, imaginative, drama scripts and personal/reflective. Writing activities allow pupils to be creative and help to develop their knowledge of language.

Pupils will carry out a variety of activities, in groups, as a class and independently, and will be involved in some projects in collaboration with other subject areas. Pupils should expect challenge in their learning, set themselves targets and plan how to achieve them. They will also be expected to recognise how literacy skills are central to all their learning.

Possible Progress Route:

Which new course will my child follow in S4?

This all depends on the level of Reading, Writing, Talking and Listening skills that they have acquired by the end of S3.

- For example, if they are still working on achieving some of the Level 4 skills by the end of S3, then they may be better suited to sitting National 4 in S4 and going on to do National 5 in S5
- Or, if they are comfortably achieving the Level 4 skills by the end of S3, they can go on to sit National 5 in S4, with a view to sitting Higher in S5
- Whatever route your child takes through the National Qualifications, there is flexibility with opportunity for movement between levels throughout S4, S5 and S6



Numeracy

Mathematics

All pupils in S3 will continue to progress through the Broad General Education phase of their maths learning from S1 and S2. In S3 pupils will continue working on level 2, 3 or 4 experiences and outcomes, depending on their progress by the end of S2.

What we will learn

Throughout S3 pupils will further develop skills enabling them to select and apply mathematical techniques in a variety of mathematical and real-life contexts. The course involves further developing:

- essential numeracy skills
- number, money and measurement
- shape, position and movement
- information handling

Possible Progression:

By the end of S3, through both class assessments and reviewing pupil performance throughout the session, we will know whether each pupil will follow either a National 5, National 4 or National 3 Applications of Mathematics course in S4. Progression in maths will depend on each individual pupil's progress throughout S4. An A or B pass at National 5 will secure entry to the Higher Maths course. A pass at National 4 would most likely lead to either N4/N5 Applications of Mathematics. A National 3 Applications of Mathematics award could maybe lead to a National 4 Applications of Mathematics course. Please note that N4 in S4 Applications of Mathematics is not suitable for pupils who may wish to continue with the subject beyond National 5.



Religious, Moral and Philosophical Studies

RME studies give pupils the opportunity to:

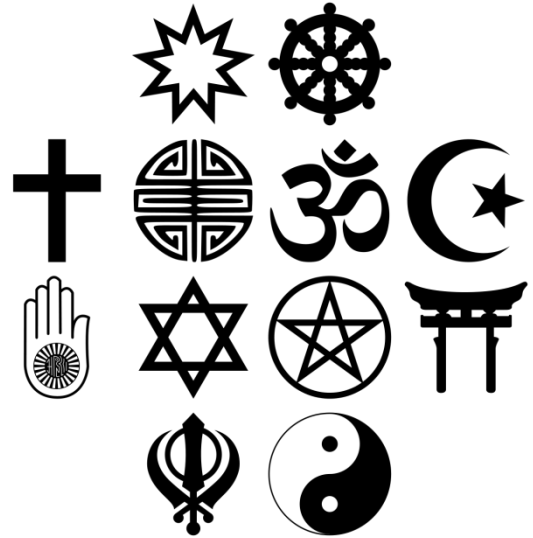
- Appreciate the importance of respect for the beliefs, values and traditions of others and be able to demonstrate this
- Engage in a process of personal reflection leading to an increasing understanding of personal beliefs and ideas about meaning, value and purpose in life

In the Broad General Education course for RME in S1 and S2, we discussed and investigated some of the major world religions and moral stances.

The RME course in S3 moves on to researching answers to 'Big Questions', and finding out how the beliefs of some individuals have led them to take actions which have had an impact on Scotland and/or on other countries of the world. Pupils will have the opportunity to choose questions and issues which are relevant to today's world and which are of interest to them. They will be given the opportunity to investigate these issues in order to understand them better and consider various religious and non-religious points of view on these.

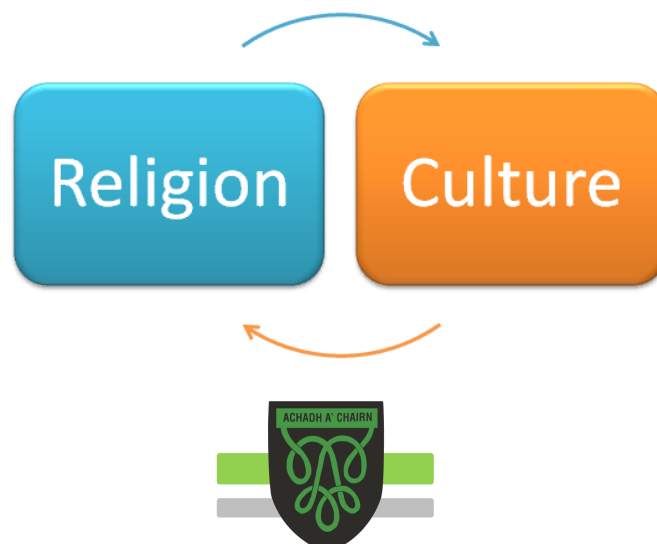
The activities in the S3 RME course are designed to help pupils to inform and express their own opinions clearly while showing respect and understanding for others with different views and moral stances.

This continues to be in line with the content, Outcomes and Experiences and philosophy of Curriculum for Excellence Broad General Education at Level 3.



Skills

- Understanding and commenting on the meaning of sources related to world religions
- Expressing views about contemporary moral questions and responses
- Outlining religious and philosophical questions and responses



Sciences

In S3 pupils will study Biology, Chemistry or Physics for 2 periods a week. This will allow pupils to secure a good understanding of the basic key areas before moving into S4.

The aims of the course are to enable pupils to:

- Develop and apply knowledge and understanding
- Develop an understanding of their chosen science's role in scientific issues and relevant applications, including the impact these could make in society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills
- Develop the use of technology, equipment and materials, safely, in practical scientific activities
- Develop planning skills
- Develop problem solving skills
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning
- Develop skills of independent working

Biology

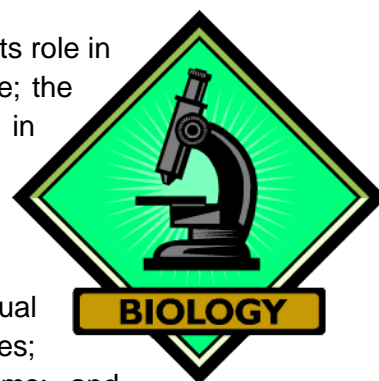
What will I study?

The course consists of three units:

Cell Biology - The key areas covered in this unit are: cell division and its role in growth and repair; DNA, genes and chromosomes; genetic inheritance; the therapeutic use of cells; the properties of enzymes and their use in industries; the properties of microorganisms and their use in industries; the limiting factors of photosynthesis; the commercial uses of cells; factors affecting respiration; and controversial biological procedures.

Multicellular Organisms - The key areas covered in this unit are: sexual and asexual reproduction and their importance for survival of species; propagating plants; growth and development of different organisms; and biological actions and responses to maintain stable body conditions.

Life on Earth - The key areas covered in this unit are: how animal and plants species depend on each other; the impact of population growth and natural hazards on biodiversity; the nitrogen cycle; fertiliser design and the environmental impact of fertilisers; adaptations for survival; behavioural adaptations and learned behaviour in response to stimuli linked to species survival.



Chemistry

What will I study?

The course in S3 builds on the pupil's previous experience in S1 and S2 while developing the knowledge and skills required to move on to further study of Chemistry in S4.



Chemical Changes and Structure - the unit covers the key areas of rates of reaction, atomic structure and bonding related to properties of materials, energy changes of chemical reactions, formulae, reaction quantities and acids and bases. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics

What will I study?

The course in S3 builds on pupil's previous experience in S1 and S2 while developing the knowledge and skills required to move on to further study of physics in S4.



During their final year in BGE, physics students will study waves, sound, light, ionising radiation, nuclear power and the electromagnetic spectrum. They will undertake a project on earthquakes where they will answer some research questions, plan and carry out two associated experiments and report on their findings. Pupils will perform a series of short experiments on electromagnetism culminating in building a very basic loud speaker. Throughout the year emphasis will be placed on the topical issues surrounding the course content. In addition pupils will be encouraged to think of their school subjects being 'joined up'; in particular the links between physics and English and maths. Important skills for work will be addressed by having visiting speakers and workplace visits at key times throughout the course.



Progression

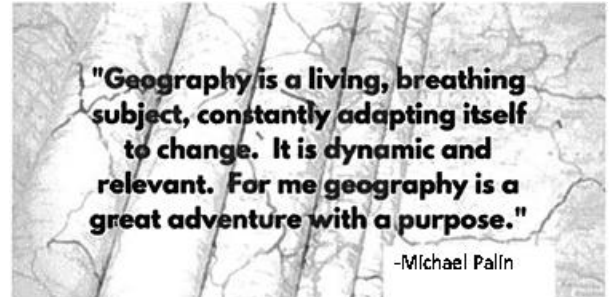
Pupils may progress on to National 3/4 or 5 in a corresponding science (Biology, Chemistry or Physics). The levels will be determined by their performance and attainment in each subject in S3.



Social Subjects

Geography

Geography helps the world make sense! We look at how the world's population is changing, the theory behind climate change, how to help others understand the weather and how the landscape around Gairloch has changed over billions of years. We also work to understand changes in our cities and countryside - both here in Scotland and around the world.



Geography examines the physical environments, human environments and interactions these make both locally and globally. It also provides the opportunities to learn and use skills such as mapwork, fieldwork and the application of numeracy, literacy and IT. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive attitudes towards other people and the environment.

After an introduction to the subject in S1 and a focus on the actions taken in response to geographical issues in S2, the S3 course develops this by introducing more advanced terminology and understanding in relation to the different environments. Many pupils will be able to begin to tackle exam-style questions and develop research skills which are useful a range of subjects in S4 and beyond. Pupils may, depending on progress, have the opportunity to sit National 4 or National 5 at the end of S4.

The order of topics often changes depending on current global events and class interest - we often take the chance to study tropical storms when one is occurring! Across both S3 and S4 these are:

Physical environments
Weather in the UK
How limestone and river landscapes are formed, and are used by the people who live there.
Human environments
Contrasts in development, World population Issues in rural and urban landscapes
Global issues
Climate change/ sustainability Environmental hazards



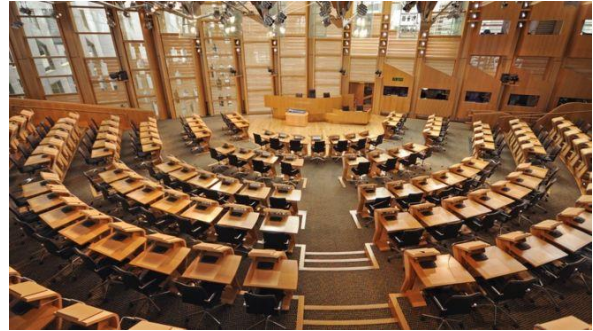
Possible Progress Route: Pupils in S3 can continue to take geography at N4/5 level in senior Phase. Pupils gaining a National 4 in S4 will be able to progress to National 5 in S5/6 and those who achieve a National 5 award will be able to progress to Higher. A-Level Geology is also offered in S5.



Modern Studies

The Broad General Education course for Modern Studies in S3 makes a distinctive contribution to the curriculum by drawing on the social sciences of economics, sociology and politics and thereby adopts a multidisciplinary approach. Pupils will be working on outcomes and experiences at levels 3 & 4 as described in the Curriculum for Excellence guidelines. The course will build on the skills and knowledge and understanding gained in S1 and S2 and will cover a wide variety of issues such as:

- Economics in the UK and international trade relations
- Politics and democracy in Scotland
- International Issues - conflict, development and international trade



Progression

Pupils can opt to progress to National 4 or National 5 certificates in Modern Studies. A Modern Studies Certificate at Nat 4/5 is especially valuable for those seeking a career in law, journalism, broadcasting and the media, business and enterprise, economics, management and human resources, public services, the army and emergency services and many more.

Knowledge and Understanding:

Students will consider contemporary issues such as terrorism, crime, international development, inequality and participation in the political process.

Evaluation Skills:

Pupils develop key enquiry skills including recognising bias and exaggeration, comparing and contrasting sources of evidence and drawing conclusions and making decisions based on multiple sources of evidence.



Research Skills:

A major element of the course is to develop skills by using a variety of methods of investigation including textbooks, taking notes from TV/radio, Internet, interviewing an expert and conducting an attitude survey in preparation for their S4 Assignment.



Technology

Craft, Design and Technology

The C.D.T course in S3 will continue the work undertaken in S1 and S2. Pupils will be working on experiences and outcomes at Levels 3 and 4 of Curriculum for Excellence.

Projects on Energy and Computer Aided Manufacture will be done as well as Design and Manufacture and Engineering Science units of work.

Topics may include:

Electrical and Electronic Systems, where pupils will simulate and construct different control systems, draw circuit diagrams and carry out calculations using formulae.

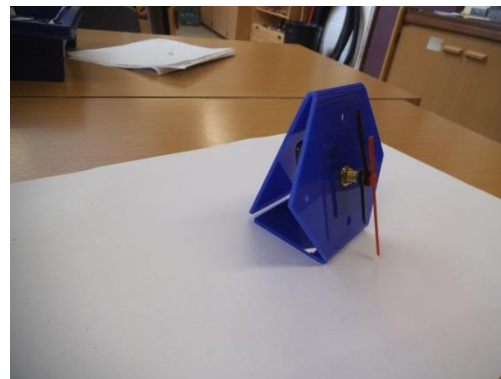


Mechanical systems, looking at different Mechanical and Pneumatic systems, build circuits and carry out calculations.

Completing projects in the manufacture of plastic and wood, identifying factors that influence the design of a product.

Possible Progress Route:

National 4 and 5 Design and Manufacture, Engineering Science and Practical Wood working.





Wider Achievement

We want pupils to have the skills needed to go beyond subject knowledge and to develop a wide range of other abilities that will help in the world of work and in everyday life.

These qualifications will provide opportunities for pupils to:

- Develop self-confidence and self-belief in what they can achieve
- Improve the 'soft skills' involved in communication and team-working
- Gain transferable employability skills



Further to the SMART programme in S1 and S2, a number of wider achievement opportunities are available in S3. These include participation in the Youth Philanthropy project and Sports Leaders opportunities.

Support for Learning

The Support for Learning Department works alongside colleagues in subject areas, to support pupils with their classwork.

As pupils move into S3 they will be supported by the department in a variety of ways. This could be through interventions in class led by the teacher through highly differentiated learning materials and resources. Occasionally pupil support assistants will work with highlighted pupils either within or outside the classroom on a 1-1 or small group basis.

Pupils who are highlighted by departments as needing further input into literacy and numeracy outside of English and Maths lessons will have the opportunity to take part in additional sessions each week delivered by specialist teachers within the support for learning department.





Gairloch High School S3 Personalisation Form

Name _____

Numeracy & Literacy	CORE SUBJECTS	Health & Wellbeing (C)	Social subjects (D)	Technology (E)
8 periods (4 each)	3 periods (1 each)	3 periods/ week	4 periods/ week (2 each)	3 periods/ week
A	PSE, RME, KEY SKILLS	Physical Education, including Leadership	Modern Studies	Technology Gàidhlig (GM pupils)
B			Geography	
ENGLISH	MATHS			



Choice 1 (F) 3 periods	Choose ↓	Choice 2 (G) 3 Periods	Choose ↓	Choice 3 (H) 2 Periods	Choose ↓	Choice 4 (I) 2 Periods	Choose ↓	Choice 5 (I) 2 Periods	Choose ↓
French		Gaelic learners		Hospitality		Biology		Physics	
ICT		Drama		Chemistry		Art		Music	

*For each option column F-I, Tick the box to indicate your first choice.
You **MUST** have at least one Science, one Language and one Creative subject.*

To help inform your Guidance Teacher, what would you like to do in your future