

S3 Personalisation Options Booklet

2025-2026



Information for Students and Parents

Dear Students and Parents



Welcome to the third year Personalisation Options Booklet. In a few months' time, students will move from second into third year and in so doing, move into a different and exciting new stage in their learning at Perth High School. In third year, students will continue to experience a broad general education but there is also scope to choose the 9 subject areas they wish to continue to take on into third year as they prepare for entry to the Senior Phase in fourth Year. During S3, Pupils will be asked which 7 of their 9 subjects they would like to continue with into the Senior Phase and gain a qualification in.

The broad general education we provide is part of Curriculum for Excellence. It allows our young people to ensure that their knowledge and understanding of subjects is sufficiently wide to provide them with secure foundations to their learning. Having secured educational foundations will ensure that students can progress with greater confidence as they increasingly specialise towards national examinations in fourth year. Curriculum for Excellence has five levels before students enter the Senior Phase (S4-6). Three of the levels (including early) will be completed between primary one and seven for most students and the **third** and **fourth** level will be completed by the end of third year, depending on the progress of the individual student.

In Perth High School, most of our students will achieve **third** or **fourth** level during third year however. Some students will still be working within these levels. Teachers will assess the progress students are making and gradually begin to explore work which is more directly related to the Scottish Qualifications Authority (SQA) examinations which they will sit at the end of fourth year.

Once they have chosen their 7 subjects and throughout fourth year, students will be entered for their qualifications at the appropriate level. All qualifications are assigned a level within the Scottish Qualifications Framework (SCQF) as follows:

- National 3 – SCQF Level 3
- National 4 – SCQF Level 4
- National 5 – SCQF Level 5

National 3 and 4 qualifications are internally assessed and the standards are checked by SQA to ensure consistency across Scotland. This is carried out through a process known as verification. National 5 is also internally assessed in the same way as the other courses but in most, there is also a national examination in each subject. The National 4 and 5 qualifications are designed to be one-year courses, with examinations or assessment at the end of fourth year.

Hints on Selecting a Range of Subjects

Students should choose subjects which they are good at.

Students should choose subjects which they enjoy.

Students should specialise in subjects which they are likely to study in fourth year but also into the Senior School.

Students should choose a wide variety of subjects which will maintain their interest and offer variety.

Students should consider carefully what subjects they will need most for any career they would like to pursue.

Students should not choose a subject because they like their current teacher or because their friends are choosing that subject.

Personalisation Options Form

The personalisation Options Form shown on the following page is a sample which can be used by you and your parents to note down ideas and opinions prior to your discussion with your Guidance teacher.

In considering your choices the following points should be kept in mind:

- All students will study English and Mathematics.
- We encourage all young people to select at least 1 subject from each of the curricular areas so that they have a wide and varied curriculum in the final year of their Broad General Education, however, students may choose to opt-out of a particular curricular area if this decision is appropriate to their future pathway
- All students will also take core Physical Education, Religious, Moral & Philosophical Studies (RMPS) and Personal & Social Education.

Perth High School

S3 Personalisation Options 2025-2026

Name..... Class..... GD Teacher..... Career Idea.....

1	2	3	4	5	6	7	
English & Literature	Mathematics & Numeracy	Modern Languages	Science	Technologies	Expressive Arts	Social Subjects	Free Choice
English	Mathematics	French Spanish Personal Development Award	Science with a focus on: Biology Chemistry Physics	Administration & IT Computing Creative Thinking Design & Manufacture Built Environment Engineering Science Graphic Communication Practical Food & Health Music Technology Woodworking Skills	Art & Design Drama Performing & Production Fashion/Textile Technology Music Photography Physical Education-mixed sports Physical Education-aesthetics	Social subjects with a focus on: Business Geography History Modern Studies People & Society RMPS	You may choose any 2 other subjects from columns 3 to 7

Every pupil will take courses in English, Maths. You should then choose another 7 subjects. Try to select 1 from each column so you have a wide range of curricular areas although this is not compulsory. This means you will follow 9 courses.

You will also study Core PE, Religious & Moral Education and Social Education.

Column 1	Column 2	CHOICE 3	CHOICE 4	CHOICE 5	CHOICE 6	CHOICE 7	CHOICE 8
English	Mathematics						
PARENT SIGNATURE							

ART & DESIGN DEPARTMENT

Pupils will consolidate prior learning and further develop their skills and application of these in both expressive and design contexts, leading to qualification at National 3, National 4 or National 5.

Our courses in S3 & S4 are portfolio based and are practical and experiential. Pupils will develop their knowledge of Art and Design practice studying a range of artists and designers in parallel to further enhancing their media handling skills. Pupils are encouraged to exercise their imagination and broaden their creativity, evaluative and problem-solving abilities to support them develop skills for learning life and work as they begin to aspire towards vocations and careers. Pupils work independently and explore the principles of personalisation and choice through their research and chosen themes across expressive and design contexts. Pupils are encouraged to be creative and express themselves in different ways. Learning through Art and Design supports learners develop an appreciation of aesthetic and cultural values, identities and ideas.



The aims of our courses enable pupils to:

- communicate personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies
- demonstrate knowledge, understanding and appreciation of art and design practice
- work imaginatively and develop individual creativity developing skills in problem solving, critical thinking and reflective practice
- understand the social and cultural influences on artists and designers and their work

National 3, 4 & 5 Specification

Expressive

This unit supports pupils develop their personal thoughts and ideas through visual outcomes. They will experiment with and develop a range of media handling skills, using equipment and materials expressively in 2D and/or 3-dimensions. Pupils will also be encouraged to explore how technologies can be creatively used when developing their ideas. They will develop an understanding and appreciation of artists' working practices, as well as knowledge of the social and cultural influences on their art work.

Design

This unit supports pupils to plan, research and develop creative design briefs as they work towards developing a product of their choice. This supports pupils further develop their creativity, problem-solving and critical thinking skills as they consider design





opportunities, issues and constraints. They will experiment with and develop a range of 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Pupils will also be encouraged to explore the possibilities of using technologies creatively when researching and developing their ideas. They will develop an understanding and appreciation of designers' working practices. They will also develop knowledge of the social and cultural influences on design work.

Written Course Assessment

Levels National 3 and 4 will be assessed internally through pupils developing portfolio's which explore expressive and design practice in parallel with evaluations of artists and designer's work.

National 5 level will be assessed externally by SQA

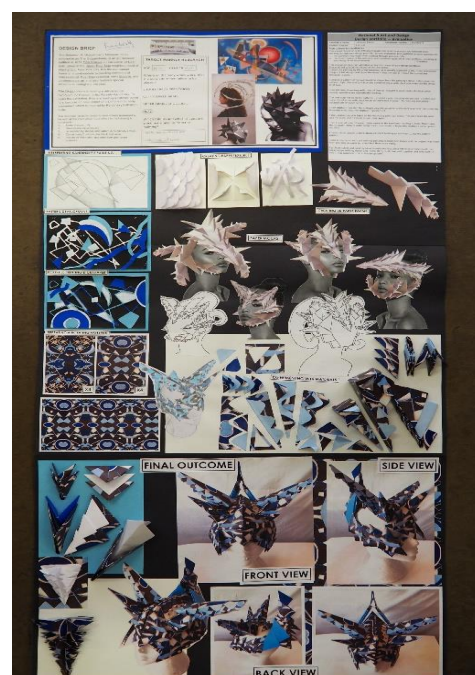
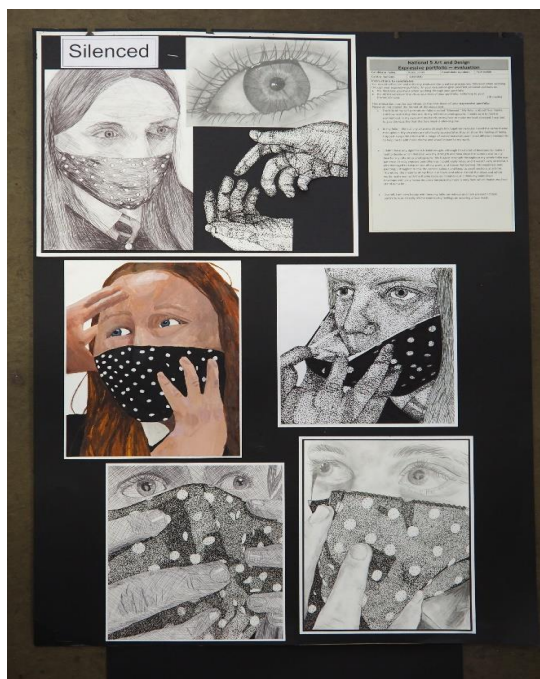
through pupils developing 2 portfolio's and completing a written exam. The weighting of these areas are listed below;

Expressive Portfolio	TOTAL 100 Marks	40% of overall grade
Design Portfolio	TOTAL 100 Marks	40% of overall grade
Written Exam	TOTAL 50 Marks	20% of overall grade

To achieve the Art and Design National 3, 4 and 5 Course award, learners must pass all of the required Units.

Homework

Homework takes the form of individual research into each portfolio. Pupils will be expected to gather resources and information on artists and designers over and above working on weekly practical tasks. Study support is available in the Art Department at lunch times or after school and pupils are encouraged to attend to support them further enhance their skills and consolidate their learning.



NPA Photography

The National Progression Awards in Photography at SCQF level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.



The NPA Photography at SCQF level 4 will fill a gap in provision at this level and provide a foundation level of study that will reflect the personal and social development needs of the learner. The units are aimed at promoting self-confidence, self-development, and learner interests to promote positive progression routes.

The NPA Photography at SCQF level 5 will build on the foundation skills at level 4 and prepare learners to understand more advanced skills and techniques.

Through the NPA pupils will receive an introduction to digital photography and photography processes through hands on experience and practical led briefs. They will develop their understanding of camera settings and the physical functions of the camera. This will be used to identify key visual characteristics and develop their visual control of an image. Pupils will develop their understanding of composition and visual language and present their work in contact sheets, prints and digital files. They will also work in sketchbooks with an emphasis on creativity, annotation and image making that is important to their personal and skills development in art and design. Presentation skills and creative thinking will be developed throughout the course.

Pupils will produce a body of individual and group photographic and print work. They will present and exhibit their work for the school community. Work will be entered in regional and national competitions and will explore the opportunities to use their work in an enterprising way. Assessment will be conducted at all stages of the process. Critiques of work will incorporate tutor and peer assessment, and pupil themselves will engage in a process of self-evaluation and assessment throughout the course.



Biology

Areas of study:

Biology is the study of living things including plants, bacteria and animals including humans.

The course covers areas such as:

- Interaction between animals, plants and their environment
- Cells and how they function
- The workings of the body and how genetics affects our lives.

The course provides opportunities to develop skills, knowledge and understanding of Biology, a scientific understanding of biological issues.

You will understand the relevance of Biology to modern society and be able to identify applications of Biology in everyday life.

Learners will be expected to become proficient in a number of problem solving skills including those relating to experimental techniques.

The course is suitable for learners who are interested in any of the many aspects of Biology. These range from a sense of wonder about the natural world to an interest in the workings of the human body. A wide range of career opportunities are available to people with biological qualifications, for example health care, looking after animals or protecting our environment.

Assessment approaches:

Pupils will be formally tested throughout S3 to test skills and knowledge learnt.

Homework:

Pupils will be expected to complete homework such as:

- end of topic exercises
- completing exercises started in class
- look over the day's note
- exam-type questions

Progression into Senior Phase:

The course develops the knowledge and skills which lead to more advanced learning, ranging from National 3, to National 4 or 5 in S4.

Progress during S3 will determine the path taken in S4.

Business Studies

Course Title: Administration & IT

Areas of study:

Pupils will continue a broad and general education in Administration & IT, following Experiences and Outcomes from second, third or fourth levels as appropriate.

Areas of study will include:

- Spreadsheets
- Databases
- Word Processing
- Searching and extracting information from the internet
- Multimedia
- Electronic communication
- Organise and support small-scale events
- Overview of the role of Administration

Assessment approaches:

Pupils will be formally tested throughout S3 to test knowledge and skills learnt. Pupils will complete evaluation sheets for each assessment which will show strengths and areas for development.

Homework:

Pupils will be expected to complete homework on a regular basis which will consist of:

- End of topic exercises
- Looking over the day's notes
- Exam-type questions
- Revision for assessment

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 based on coverage of Third and Fourth level Experiences and Outcomes.

National 4 is suitable for learners who have experienced breadth and depth of learning across the Technology Es and Os.

National 5 is suitable for learners who have experienced breadth and depth of learning across the Technology Es and Os at fourth level and can respond to a level of challenge and who can apply what they have learned to different business situations.

Course Title: Business

Areas of study:

Pupils will continue a broad and general education in Business, following Experiences and Outcomes from second, third or fourth levels as appropriate.

Areas of study will include:

- Entrepreneurs and starting a business
- Types of small businesses
- Sources of finance and help
- Satisfying customer needs
- Key functional activities
- Stakeholders and their influences
- External influences

Assessment approaches:

Pupils will be formally tested throughout S3 to test knowledge and skills learnt. Pupils will complete evaluation sheets for each assessment which will show strengths and areas for development.

Homework:

Pupils will be expected to complete homework on a regular basis which will consist of:

- End of topic exercises
- Looking over the day's notes
- Exam-type questions
- Revision for assessment

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 based on coverage of Third and Fourth level Experiences and Outcomes.

National 4 is suitable for learners who have experienced breadth and depth of learning across the Business Es and Os.

National 5 is suitable for learners who have experienced breadth and depth of learning across the Business Es and Os at fourth level and can respond to a level of challenge and who can apply what they have learned to different business situations.

Computing

Areas of study:

Pupils will continue a broad and general education in Computing, following Experiences and Outcomes from third or fourth levels as appropriate.

Areas of study will include:-

Digital Literacy:

- Using Digital Products and Services
- Searching, Processing and Managing Information
- Cyber Resilience and Internet Safety

Computing Science:

- Understanding and Analysing Computing Technology
- Designing, Building and Testing Computing Solutions (e.g. Web Design, Database Design, App Development)
- Understanding the World through Computational Thinking

Assessment approaches:

A range of approaches will be used to assess knowledge and understanding of theory concepts and practical skills and abilities.

Students will undertake self-evaluation exercises to assess their confidence and competence against a range of success criteria for each topic, highlighting strengths and identifying areas for improvement.

Homework:

Students can be expected to complete work outwith class lessons, including:

- revision of content and completing activities introduced in class lessons
- internet-based research
- exam-type questions
- activities using GLOW (e.g. Google Classroom)
- activities using GLOW (e.g. Google Classroom)

Progression into Senior Phase:

The course(s) and qualifications for which students can be presented in S4 will be decided based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os), including:

- National Computing Science (N4, N5)
- Computing & IT National Progression Awards:
 - Computer Games Development (SCQF Level 4, 5, 6)
 - PC Passport (SCQF Level 4, 5, 6)
 - Cyber Security (SCQF Level 4, 5, 6)

Digital Literacy (SCQF Level 3)

Design Engineering and Technology

Course Title : Design & Manufacture

Areas of study:

Pupils will continue a broad and general education in Design & Manufacture, following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include:

An introduction to designing, factors that influence design, Evaluating products, The Design process, Designing for manufacture in the classroom and an introduction to commercial manufacture, working with wood, metal and plastic, 3D modelling.

Assessment approaches:

Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Microsoft Teams

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National 3 is not available in this subject area
- National 4 is suitable for learners who have experienced breadth and depth of learning across the level 3 Es and Os.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the Es and Os at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

Course Title : Built Environment

Areas of study:

Pupils will continue a broad and general education in learning about the Built Environment following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include: - hands on, project-based learning experience – from fun workshops where you design your own Eco Building, to getting your hands on high-tech industry tools and software. Built Environment gives you more than just theory it helps you put math into practice, with lots of opportunities for you to discover where and how it is applied in the world of work. In Built Environment you'll prepare reports, presentations and feedback – many of which are presented to genuine Built Environment specialists. (This is great for building your confidence!). Built Environment lets you use your imagination and creativity too. As part of a sustainable building project, you will take on creative roles such as architect and landscape designer. Built Environment helps you get to grips with the communication, team working and presentation skills you'll need to succeed in the real world of work.

Assessment approaches:

Pupil's complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Google Classroom

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National Progression Awards:
- Built Environment (SCQF Level 5, 6)

Course Title : Engineering Science

Areas of study:

Pupils will continue a broad and general education in Engineering Science, following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include:

Energy, Mechanisms, Digital and Analogue Electronics, Robotics, Pneumatics, Structures.

Assessment approaches:

Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Microsoft Teams

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National 3 is not available in this subject area
- National 4 is suitable for learners who have experienced breadth and depth of learning across the level 3 Es and Os.

National 5 is suitable for learners who have experienced breadth and depth of learning across the Es and Os at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

Course Title : Creative Thinking

This course provides a pathway for pupils who wish to study a creative design-based course. Critical thinking and problem-solving are top of the list of attributes employers believe will grow in prominence in the next five years. This course is designed to develop skills which will enable learners to succeed in a rapidly changing employment landscape.

What's in the course?

The Creative Thinking Course is delivered through a series of short design tasks. The emphasis is placed on the process rather than the final product, highlighting the importance of the learners' journey and encouraging them to reflect on the strategies they have used to think creatively.

Research - learn to find information to explore a problem and be able to draw conclusions.

Conceptualise - develop imaginative and creative concepts.

Fail & Fix - test and improve initial ideas.

Communicate - select and use appropriate media to clearly and creatively communicate ideas and potential solutions.

Evaluate - demonstrate creative bravery and learn to identify areas for improvement.

Whilst working through these areas learners will develop their core ICT, visual communication and critical thinking skills.

What can I go on to next?

Studying Creative Thinking at S3 will provide a pathway for learners into L5 and L6 Creative thinking qualifications accepted by an increasing number of creative subjects in colleges and universities. The skills developed within the course are transferable and valued across a wide range of professions.

Course Title : Graphic Communication

Areas of study:

Pupils will continue a broad and general education in Graphic Communication, following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include:

- 2D Sketching and drawing techniques
- Pictorial sketching and drawing techniques
- Sections, assemblies and exploded drawing
- Visualisation and presentation techniques
- 2D Computer Aided Drawing
- Desk Top publishing – Colour theory, Design elements and principles
- 3D modelling

Assessment approaches:

Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Microsoft Teams

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National 3 is not available in this subject area
- National 4 is suitable for learners who have experienced breadth and depth of learning across the level 3 Es and Os.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the Es and Os at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

Course Title : Woodworking skills

Areas of study:

Pupils will continue a broad and general education in Woodworking skills, following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include:

- Safety in the workshop
- machining and finishing
- creation of frame and carcass wooden products

Assessment approaches:

Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Microsoft Teams

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National 3 is not available in this subject area
- National 4 is suitable for learners who have experienced breadth and depth of learning across the level 3 Es and Os.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the Es and Os at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

Drama

Course Title : Drama

Areas of study:

Pupils will have the opportunities to develop their skills in the main areas of the broad general education in drama.

Skills that will be developed are:

- Production skills in drama that include make-up, lighting, costume, set design and sound
- Drama skills to create and develop characters in various genres using movement, voice and language
- Understanding drama terms and using these in context to create mood, tension and atmosphere
- Completion of research tasks and reflection tasks on a variety of drama pieces including their own
- Directing others as well as participating in performances as an actor or audience member
- To reflect on their own and others' work and give feedback.

Assessment approaches:

- Pupils will be formally tested throughout S3 to test skills and knowledge learnt.
- Unit assessments will provide a bank of evidence as well as reflection material.
- Some pupils may have the opportunity to perform in a Theatre out with school to enhance understanding.

Homework:

- Pupils will be expected to revise the work covered in class on a weekly basis.
- Pupils will be set research topics as part of revision and understanding.
- Completion of work that has not been finished in class or development of ideas is expected on a weekly basis.

Progression into Senior Phase:

- National 4 is suitable for learners who have experienced breadth and depth of learning across the Drama Es and Os with a choice to focus on Acting or Production Skills
- National 5 is suitable for learners who have experienced breadth and depth of learning across the Drama Es and Os at fourth level with a choice to focus on Acting or Production Skills

English

Course Title: English

In English S3/4 we aim to provide a varied, engaging and skills-based course that reflects the needs, interests and high aspirations of our young people. We follow the outcomes for the Broad General Education from S1-3 while also building skills and expertise with language and literature that will provide a sound basis for further study.

In S4 pupils will be presented for either N3, N4 or N5 dependent on their ability to cope with the demands of the course and the quality of evidence they have accrued.

The Course:

In the BGE, students build comprehensive skills in the core areas of Reading, Writing, Talking and Listening. Throughout our BGE experience we build in opportunities to study and gain accreditation for Scots Language and Media Studies, with the option available for students to select Media Studies as a National 5 course in S4.

The National 3 and 4 courses comprise of two core units and a Literacy unit. The first of the two core units: Creation and Production, covers the Writing and Talking elements of the course. The second core unit: Analysis and Evaluation, focusses on Reading and Listening skills. The Literacy unit is there to assess the functional Literacy of students, separate to their performance in English. There is also an Added Value Unit which allows all students to select and investigate a topic of their choice.

The National 5 course comprises of one core “Spoken Language” unit, an external assessment at the end of the course and a portfolio of writing that is submitted directly to SQA.

Assessment:

- All units at National 3 and 4 level will be internally assessed and there will be no external assessment.
- At National 5, the core unit will be assessed internally, but certain elements are assessed externally by SQA*. The external assessment will consist of three components: the portfolio of writing that is posted to the SQA in March and two exams in May. The first paper is the Reading for Understanding, Analysis and Evaluation paper and the second is the Critical Reading paper.

*Under normal circumstances this is the case, however in session 2020/21 SQA will not externally assess student work at National 5.

Homework:

Private reading is a crucial element of English homework at all levels. Students are expected to spend at least twenty minutes of each evening at home on private reading. The RUAE paper focusses on high quality journalism, so we encourage students to engage with this type of text as much as possible.

In addition to private reading, students will be expected to read class texts and to complete revision, portfolio pieces and class work at home. To assist students and parents with homework, information and deadlines, Google Classrooms have been set up for all classes with a range of homework tasks, support materials and helpful links.

Geography

Course Title : Geography

Areas of study:

Pupils will continue a broad and general education in Geography, following Experiences and Outcomes from second, third or fourth levels as appropriate.

Pupils will study:-

- Tundra landscapes, climate, people and wildlife.
- Population.
- Contrasts in development-social and economic differences between more and less economically developed countries.
- The impact of Malaria on developing countries.
- Weather and climate.
- Tropical Storms- low pressure systems.
- Glaciated Landscapes.
- Land use in the Lake District Glaciated Upland Area.

Assessment approaches:

Pupils will be tested throughout S3 using a variety of methods such as formal tests, written and illustrated reports and group tasks involving presentations and posters.

Pupils will complete evaluation sheets to indicate strengths and areas for development.

Homework:

Pupils will be expected to complete regular homework which will include:-

- End of topic revision tasks.
- Exam-type questions.
- Internet research if possible for case study reports.
- Completion of reports.
- Revision of work done in class.
- Completion of unfinished class work.

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S4 based on coverage of Third and Fourth level Experiences and Outcomes, class assessments and prelim results.

Food, Nutrition and Textiles Technology

Course Title: Practical Health and Food

Areas of study:

Pupils will continue a broad and general education in Health and Food, following Experiences and Outcomes from third or fourth levels as appropriate.

Areas of study will include:-

- **Food safety and hygiene** (food poisoning, bacteria, high/low risk foods and safe storage of food)
- **Cookery skills, techniques and processes** (using new methods of cookery and costing and portioning)
- **Practical and organisational skills** (time planning and double dishes)
- **Nutrition and dietary requirements** (the nutrients, diet-related diseases and ages and stages)
- **Food science** (functional properties of ingredients)

This course involves creating one recipe per week.

Assessment approaches:

Pupils will be assessed through both practical cookery and written assessments at the end of the topics covered throughout the year. They will also be assessed using different approaches such as peer and self-assessment. Pupils will develop their own targets for the next unit to consolidate learning.

Homework:

Pupils will be expected to bring their container to practical cookery lessons. Pupils will be given regular homework tasks throughout the year based on the work covered in class to increase the depth of knowledge and to prepare for certificate classes in S4.

Progression into Senior Phase:

As course choice approaches for S4, classroom teachers will assist in making an appropriate choice for learners based on their performance and achievement in S3. This will be either into **Health and Food Technology, Practical Cookery or NPA Bakery (please note NPA Bakery is only delivered at level 4 (National 4)).** Guidance and year head will have into who is selected for NPA Bakery.

National 3, 4 & 5 Health and Food Technology – this progresses to Higher and Advanced Higher in the senior phase.

National 3, 4 & 5 Practical Cookery – this could be continued at a Higher level at Perth college.

NPA Bakery – progression would be level 5 NPA Bakery at Perth college or N5 Practical Cake Craft in school.

Course Title : Fashion and Textiles (Design and Make)

Areas of study:

Pupils will continue a broad and general education in Health and wellbeing and technologies, following Experiences and Outcomes from second, third or fourth levels as appropriate.

The main structure of the course is centred on pupils designing and making a number of textile items or garments for a specific purpose/brief.

Pupils will develop skills in research, design, planning, and evaluating. Pupils will also learn and apply a wide range of techniques and processes to create items to meet a given brief.

Areas of study will include:-

- Pattern cutting
- Garment construction
- Fibres and fabrics
- Designers and trends
- Decorative techniques
- Research techniques
- Fashion Illustration

Assessment approaches:

Pupils are assessed throughout the year on their practical skills identifying strengths and areas of improvement through one to one conversations.

They will also be assessed on their knowledge and understanding of fashion and textiles near the end of S3.

Homework:

Pupils will be expected to complete homework such as:-

Research tasks

Looking over notes/ mind mapping/ revising

Completing work started in class

Questions tasks

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 based on coverage of Third and Fourth level Experiences and Outcomes (E's and O's).

- National 3 is suitable for learners who have mainly experienced second level learning.
- National 4 is suitable for learners who have experienced breadth and depth of learning across the health and wellbeing/technology E's and O's.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the health and wellbeing/technology E's and O's at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

Mathematics

Areas of study:

Pupils will continue a broad and general education in Mathematics, following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are set in classes based on their achievement to date. Changes may be made to classes throughout S3.

Areas of study will include:-

- Further algebra
- Shape, position and movement
- Fractions, decimal fractions and percentages
- Money
- Time
- Information Handling

Assessment approaches:

Pupils will be formally tested throughout S3 to test skills and knowledge learnt. Pupils will complete evaluation sheets for each assessment which will show strengths and areas for development.

Homework:

Pupils will be expected to complete homework such as:

- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's note and examples
- internet based exercises
- exam-type questions
- make use of resources on Google Classroom

Progression into Senior Phase:

The course at which pupils will be presented for in S4 will be decided during S3 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National 3 is suitable for learners who have mainly experienced second level learning.
- National 4 is suitable for learners who have experienced breadth and depth of learning across the Maths Es and Os.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the Maths Es and Os at fourth level **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

The course followed in S4 will also depend on how pupils cope with work on algebra and trigonometry during S3. Courses available at Nat 4 and Nat 5 levels are Mathematics and Applications of Mathematics. There will also be opportunity to choose either Mathematics and Applications of Mathematics with guidance from Maths teachers.

Modern Languages

Course Title: Spanish/French

Areas of study:

In S3 pupils will study a variety of topic areas including leisure, media, healthy living and school. These topics are designed to practise the 4 skills of reading, listening, speaking and writing. There are also lessons on cultural awareness and the opportunity to study a film in the foreign language.

Assessment approaches:

All 4 skills are assessed and this allows pupils to track their progress on an ongoing basis.

Homework:

Homework is given out weekly and is either reading, writing or learning.

Progression into Senior Phase:

The course is designed to allow pupils to transition smoothly into S4 and start a National Qualification in their chosen language.

Modern Studies

Areas of study:

Pupils will continue a broad and general education in Modern Studies, following Experiences and Outcomes from second, third or fourth levels as appropriate.

Pupils will:

- Develop important skills for learning, life and work; these skills include, researching, understanding and evaluating straightforward information/evidence, detecting and explaining bias and exaggeration; making decisions, and justifying conclusions.
- Develop knowledge and understanding of the interdependence of countries and the ways this affects levels of development, considering the effects on people's lives.
- Develop knowledge and understanding of the unequal nature of trading relationships and the consequences on people's socio-economic position, for example, Fairtrade, Arms Trade.
- Develop the skills to draw valid conclusions about the effectiveness of the responses, for example, NGOs, NATO, UN to crises and development needs in less developed nations

Assessment approaches:

Pupils will be assessed throughout S3 and given feedback about how to develop their skills and knowledge. A variety of methods will be used such as reports, formal assessments and group tasks involving presentations and posters.

Pupils will complete evaluation sheets to indicate strengths and areas for development.

Homework:

Pupils will be given homework in order to:

- Develop independent study
- Develop focused revision
- Prepare for Unit Assessments
- This will include research tasks, reading and written exercises.

Progression into Senior Phase:

National Courses in Modern Studies :

S4 : National 3,4 and 5

S5/6: Higher Modern Studies; Higher Politics and Higher Sociology

Music

The music department are offering 2 courses at National 4 & 5 Level for S3/4pupils.

Music: Performing

Music: Technology

Having 2 courses on offer gives opportunities for pupils to study the performing aspect or the technology and business side of the Music Industry. Both courses give opportunities for creativity and personal development and achievement.

Students studying a course in music should be capable or willing to learn to play 2 instruments during the broad general education phase in S3. As well as performing, students are also required to learn about musical styles and cultures. The knowledge gained from learning about structure, melody and harmony will benefit students in many ways, including completing composition projects. A key aim of the Music Department is to enable students to become all rounded musicians in both the performing and sound engineering areas of Music.

When studying one of the above courses, the following is an expectation.

Homework

Commitment is expected from all students. The amount of private study in Performing will depend on the challenges that the candidate meets during the course. Regular homework will be given in both the Understanding Music and Composing elements of the course. It is expected that students will complete regular revision of all work studied in class at home.

Extra-Curricular

Students studying a Music course are expected to join the relevant extra-curricular music groups to enhance their knowledge of their instruments and musical ensembles/styles. The groups perform regularly within Perth and students are well known for the high standard of music they play. Outside performers and composers often come into school and work with our students to help enhance their musical experiences.

Music: Performing

Areas of Study

Composing Skills

Understanding Music

Performing Skills (2 Instruments)

Course Structure

The Course is delivered through 3 areas of study



Music Composing Skills

By the end of the course, students who complete this Unit will be able to:

- Understand simple compositional techniques
- Create a variety of original music based on the understanding music topics
- Have created a full piece of music lasting a minimum of 1 ½ minutes

Music Understanding Music

By the end of the course, students will be able to:

- Recognise specific music concepts and musical features
- Have an understanding of the impact of social and cultural factors on music

Music Performing Skills

By the end of the course, students will have:

- Developed performing skills on their two chosen instruments/voice

Assessment

Students will be assessed in all areas of the course. Completion of each area is compulsory to achieve an overall course award.

In **Composing Skills**, evidence requirements are as follows:

- understanding of the distinctive features of two commonly used compositional approaches
- creative original compositions, arrangements or improvisations
- creative decision making, and the imaginative use of musical concepts and simple compositional structures

In the **Performing Skills** unit, evidence requirements are as follows:

- accurately playing and performing a variety of level-specific music on two chosen instruments, or on one instrument and voice

By the end of S4, pupils are required to perform at Grade 2 for National 4 and Grade 3 for National 5.

In the **Understanding Music** unit, evidence requirements are as follows:

- a basic understanding of specified music concepts and musical literacy
- discriminatory aural awareness
- understanding of the impact of social and cultural factors on three musical styles

Music: Technology

Areas of Study

Music Technology Skills
Understanding 20th and 21st Century Music
Music Technology in Context

Course structure

The Course consists of three areas of study.



Music Technology Skills

Pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Pupils will explore a range of uses of this technology through practical activities using garage band, mixing desks and other recording devices.

Understanding 20th and 21st Century Music

Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

Music Technology in Context

Pupils will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Pupils will learn the core skills to allow them to progress to an SQA course in S4

Course Assessment for National 4 and 5

Once pupils are competent at the above, they will be assessed in 2 areas that will contribute to the final grade at National 5.

Question Paper- 40 Marks (Scaled to 30% of overall mark)

The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.

Recording Assignment-100 Marks (Scaled to 70% of overall mark)

The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice. 2 assignments are required to be completed. This must include a radio broadcast and one other from below:

- A Soundtrack for a film or broadcast
- A live concert recording
- A soundtrack for computer games or an animation

Physical Education

Course Title : Physical Education – Mixed Sports

Areas of study:

If learners opt into Physical Education as part of their S3 course choice, they will progress through their learning in this area of study, as well as having 3 additional periods of Core P.E. As part of their Broad General Education, learners will continue to develop their performance and this incorporates 4 key areas of development:

- Physical Competencies
- Cognitive Skills
- Personal Qualities
- Physical Fitness

By working to develop their skills in these areas, their performance across activities will improve as they move towards S4. Over the course of their S3 year, learners will be able to opt into 6 activities - their options will be made up of a range of activities, with one area of study focussing more on individual activities, and the other focussing on more team-based activities. An example of what each option may look like is below:

Option 1:

- Badminton
- Table Tennis
- Gymnastics
- Swimming
- Volleyball
- Hockey

Option 2:

- Hockey
- Football
- Basketball
- Volleyball
- Table Tennis
- Swimming/Water Polo

NB. Please note, these are only examples, and the activities chosen will also depend on the facilities available.

Assessment approaches:

The assessment of pupils in the Broad General Education will focus around the Level 3 and 4 Outcomes and Experiences. The assessment will be on-going and learners will know where they are and what they need to improve on through regular feedback/conversations with their teacher.

Homework:

The S3 course will be focussed around developing performance through the 4 key areas outlined above. In order to develop their skills and performance even further, learners will be encouraged to attend at least one extra-curricular club.

There may be some written homework tasks set as they move towards the end of the S3 course, and these will be based around the practical learning which has taken place.

Progression into Senior Phase:

As learners move into the Senior Phase, they will continue to work on the improvement of performance. This will be based around the 4 factors which impact on performance:

- Emotional Factors
- Physical Factors
- Mental Factors
- Social Factors

These 4 factors link closely to the 4 key areas they have been working to develop in S3 (see above). Learners will opt in to 3 or 4 activities in S4, and work through a 'Cycle of Analysis' to further improve performance and understanding. This will include:

- Collecting information on performance
- Identifying strengths and development needs
- Carrying out approaches to improve their development needs
- Reviewing their improvements as they work through the cycle

Throughout S4, learners will also complete written tasks which are related to this 'Cycle of Analysis'. They will receive regular feedback on their progress in the practical and written elements of the course.

The practical and written work throughout the year will allow teachers to judge the appropriate level for learners. The final decision on the level at which they will be presented is likely to be made after Christmas in S4. This means that all learners will have time to achieve their best.

Course Title : Physical Education - Aesthetics

Areas of study:

If learners opt into this as part of their S3 course choice, they will have three periods of this course per week. As part of their Broad General Education, learners will develop their performance in a variety of activities, with a specific focus on Dance. As part of their Broad General Education, learners will continue to develop their performance and this incorporates 4 key areas of development:

- Physical Competencies
- Cognitive Skills
- Personal Qualities
- Physical Fitness

By working to develop their skills in these areas, their performance across activities will improve as they move towards S4.

Learners will develop their performance in a range of different dance styles, and they will also develop performance in at least two other Aesthetic/Individual activities (for example gymnastics, athletics, table tennis or badminton).

Assessment approaches:

The assessment of pupils in the Broad General Education will focus around the Level 3 and 4 dance (Expressive Arts) Outcomes and Experiences. The assessment will be on-going and learners will know where they are and what they need to develop through regular feedback/conversations with their teacher.

Homework:

The S3 course will be focussed around developing the pupils overall dance performance and choreographing shared dances.

There may be some written homework tasks issued as they move towards the end of the S3 course. These will be based around the choreographic process and the practical learning which has taken place in class.

Progression into Senior Phase:

As learners move into the Senior Phase, they will continue to work on the improvement of performance. This will be based around the 4 factors which impact on performance:

- Emotional Factors
- Physical Factors
- Mental Factors
- Social Factors

These 4 factors link closely to the 4 key areas they have been working to develop in S3 (see above). Learners will opt in to 3 or 4 activities in S4, and work through a 'Cycle of Analysis' to further improve performance and understanding. This will include:

- Collecting information on performance
- Identifying strengths and development needs
- Carrying out approaches to improve their development needs
- Reviewing their improvements as they work through the cycle

Throughout S4, learners will also complete written tasks which are related to this 'Cycle of Analysis'. They will receive regular feedback on their progress in the practical and written elements of the course.

The practical and written work throughout the year will allow teachers to judge the appropriate level for learners. The final decision on the level at which they will be presented is likely to be made after Christmas in S4. This means that all learners will have time to achieve their best.

PHYSICS

Purpose and Aims of the Courses:

- What is the study of Physics?

All Physics courses aim to contribute to pupils' education by helping to make sense of the physical world that we live in. Physics is interested in answering a huge range of questions which help us understand the things around us.



Questions such as ...

How can a 1 kg lump of uranium provide the same amount of electrical energy as 180 000 kg of coal?

If microwaves can cook food, is it possible you could cook your head whilst talking on a mobile phone?

What is it that stops the Earth flying out of its orbit around the Sun?

- What can Physics offer you?

The study of Physics will provide a broad base of knowledge which will help pupils to reach an informed opinion about some of the big questions which will face Scotland (and the world) in the future. It will also provide opportunities to develop problem solving skills, analytical thinking skills and team-building skills. These sets of skills are sought after by a wide range of employers.

- What personal qualities will I need?

All of the Physics courses that are offered by the department aim to provide a challenge to pupils.

Pupils are expected to come to each lesson organised (jotter, Physics booklets and a Scientific calculator) and ready to do their very best whether the task is a class discussion, a practical activity, a problem-solving exercise or a review of a physics concept.



Pupils will be expected to push the boundaries of their understanding.

- What Physics course is right for me?

The Physics Department offers a range of courses which provide progression so that success at one level can be viewed as preparation for the next level.

The correct choice of entry course into Physics is crucial in ensuring enjoyment, challenge and success.

S3 (level 4*) BGE Physics Course offered by the Physics Department:

This course is suitable for pupils who have achieved some success with the third level sciences' experiences and outcomes and have had opportunities to learn across the fourth level sciences' experiences and outcomes.

*The S3 Physics course does contain some level 3 outcomes and National 4 and 5 key areas.

It is expected that pupils embarking on this course have confidence in using basic number skills.

Homework:

Homework is an integral part of all Physics courses offered by the department. Pupils will be asked to hand in formal homework exercises to their teacher on a regular basis. In addition, pupils will be expected to read and learn the content of the units covered in class, attempt extra questions on areas of difficulty and prepare thoroughly for tests and exams.

Topics in the S3 Course offered by the Physics Department:

(i) Floating and Sinking

This unit includes investigating which materials float and which sink, measuring volume and mass, calculating density and using electronic sensors to measure pressure.



(ii) STEM Challenges

This unit contains a number of challenges which have a link to STEM (Science, Technology, Engineering and Mathematics). Some of the challenges are individual tasks and some are group tasks. Challenges include designing, building and testing a heat shield, designing and building a spaghetti bridge to be as strong as possible, researching a STEM career and which school subjects prepare you best for it.



(iii) Dynamics

This unit includes investigating speed, using electronic sensors to measure speed and acceleration, calculating speed and acceleration, drawing and analysing "speed-time" graphs and forces and their effects in everyday life, including collisions and safety.



(v) **Space**

This topic includes our solar system, why Pluto is no longer classed as a planet, how we find out about exoplanets, light-years, Newton's laws of motion, satellites, rockets, space travel and the exploration of the universe.



(vi) **Waves**

This topic includes waves diagrams, measuring the speed of sound, calculations of sound/water/light waves, investigating how light acts when it passes from one material to another, lenses, electromagnetic waves and the uses of these.



(iv) **Inquiry and Investigative skills**

Throughout the S3 Physics course learners will have opportunities to develop their inquiry and investigative skills by planning, carrying out, concluding and evaluating experiments.



Assessment

- **End-of-topic assessments:** Each of the units is formally assessed through end-of-topic assessments.
- **Investigation reports:** A written report about a Physics investigation will be formally assessed at various times during the S3 course
- **S3 Exam:** There is an Exam at the end of the year which covers all of the topics covered

Progression in S4:

Physics courses in S4 are National 3, National 4 and National 5 Physics (performance at the S3 tests and S3 Exam indicates the recommended level for study in S4).

National 5 Energy (Skills for Work)

Introduction:

This Energy (Skills for Work) course provides a broad practical introduction to the Energy Sector and a basis for progression into further education or for moving directly into training or employment within the energy sector.



Learners explore the various UK-based energy industries and develop practical skills by building a small-scale solar hot water system and wind turbine. They also develop their employability skills and review their strengths and weaknesses — which are then used to help suggest the most appropriate career for them within the energy sector. They use online tools to measure their carbon footprint and analyse this data to identify how to reduce this. They visit an installed energy system (power station) and learn about how the different sub-systems work together to generate electrical energy.

Core Skills:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

In addition to these skills, a range of employability skills are developed.

Homework:

Energy is a demanding course and pupils considering it as an option should be prepared to show qualities of perseverance in order to achieve success.

It is essential that pupils have the ability to work independently and remain focussed on the tasks at hand. A regular reinforcement of the day's work is a useful way to keep pace with the course work. Homework is an integral part of the pupil's work and formal exercises are set approximately once per week.

Pupils will be expected to spend extra time on areas of a unit which they find difficult in addition to the time required to prepare for unit assessments.

Assessment:

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

Assessment in this Course will be based on both:

Performance evidence:

- Candidates performing a range of practical activities (individually and as part of a group) supported by assessor observation checklists.

Written, typed and/or oral evidence

- Candidate folios
- Case study scenarios
- Question and Answer
- Presentations
- Research tasks

RMPS

Areas of study:

Pupils will develop investigative skills, communication skills and critical thinking skills by considering a range of religious, moral and philosophical issues.

Pupils will develop knowledge and understanding by exploring questions raised in examining a number of religious, moral and philosophical and the solutions or approaches they offer. Learners will have opportunities to critically reflect on these and their own experiences and views. Religious and secular perspectives will be included.

Assessment approaches:

Pupils will be assessed throughout S3 and given feedback about how to develop their skills and knowledge. A variety of methods will be used such as reports, formal assessments and group tasks involving presentations and posters.

Pupils will complete evaluation sheets to indicate strengths and areas for development.

Homework:

Homework is an integral part of this course. In order to develop the student's skills and enhance their comprehension of the course they will receive weekly homework. This will take several forms and will be varied and diverse to support individual learner's needs. Homework is mandatory and must be completed.

Progression into Senior Phase:

S4 National 4,5 RMPS

S5/6 Higher RMPS

History

Areas of study:

Learners will continue the Broad General Education in History, following Experiences and Outcomes from Second, Third or Fourth levels as appropriate. Courses are designed to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. Pupils are placed in mixed ability classes and will study 4 topics over the course of S3 and S4 including:

BGE:

- The Great War, 1914-1918

Nationals:

- Scottish - Migration and Empire, 1830-1939
- British - The Atlantic Slave Trade, 1770-1807
- European and World - The Red Flag: Lenin and the Russian Revolution, 1894 -1924

Assessment approaches:

Ongoing assessment is integral to pupil progression and includes a range of approaches to evaluate the learners' course knowledge and skills and help to identify their next steps for improvement. Learners will engage in self-evaluation, peer-assessment, and will receive regular teacher feedback.

Homework:

This is an important component of the course and pupils will be expected to complete regular homework tasks including:

- Research
- Creative tasks – creating podcasts, animations, playlists
- Reading for information
- Exam-type questions
- Revision exercises

Progression into Senior Phase:

The level at which pupils will be presented for in S4 will be decided based on their coverage of Third and Fourth level Experiences and Outcomes. The skills required for success in the Senior Phase are developed during the BGE, which enables a smooth transition into National 3, 4 or 5 depending on the experience of the learner, from there pupils are able to pursue History at Higher and Advanced Higher level.

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education in our school is designed to promote the personal and social development of our young people. It is of such importance that the whole school community (parents, pupils, staff and other agencies) must work together to seek excellence in Personal and Social Education. This is a key aspect of their education for today and for the years ahead.

Through Personal and Social Education we seek to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Personal and Social Education has a major contribution to make to supporting the health and well-being of our young people as well as maximising their achievement and attainment.

The PSE programme in S3 and S4 builds on topics already covered in S1 and S2 with a more investigative approach and with the possibility of an award at the end of S4.

The major components are:

- Planning For Choices and Change
- Relationships, Sexual Health and Parenthood
- Mental, Emotional, Social and Physical Wellbeing
- Substance Misuse
- Learning Across the Curriculum

Each class has one period of PSE a week which is usually delivered by the pupils' own Guidance teacher. Pupils may be asked to research topics and/or bring in appropriate materials.

PERTH HIGH SCHOOL CAREERS LIBRARY

Pupils are encouraged and supported to start their career planning in S1.

Perth High School has a well-stocked careers library with up to date publications on the full range of job sectors, college and university prospectuses from Scotland and other areas of the UK. There is up to date information on apprenticeships and training opportunities and good links to the future job market.

Perth High School also has its own dedicated Careers website – the PHS Careers Portal – which contains a wealth of useful links and information to assist pupils make their course and career choices. It can be accessed in school or at home either via the following direct link <http://www.wix.com/learningresource/perthhighcareertrail> or through the Perth High School website, under the “Students” tab on the home page.

In the Careers website you will find information such as:



CAREERZONE:
Find information linking school subjects to careers, job & industry profiles and career quizzes



JOB HUNTING:
Find out how to create your CV, write a covering letter, complete an application form or prepare for interviews. There are also links to sites with current job vacancies.



UNIVERSITIES:
Find out about university life, courses and qualifications. Also, information about UCAS and student funding.



COLLEGES:
Find out about college life, courses, qualifications and student funding.



GAP YEARS:
All you need to know about taking a year out: volunteering, working abroad or adventure travel.

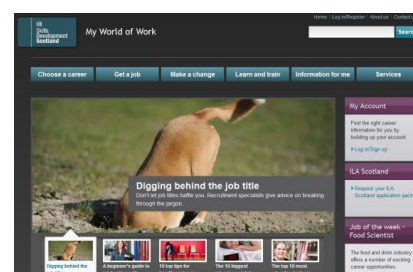


MODERN APPRENTICESHIPS:
Find out about Modern Apprenticeships and Skillseekers. There are also links to sites with current apprenticeship opportunities.

We also link to www.myworldofwork.co.uk

My World of Work is brought to you by Skills Development Scotland. Discover the ideal career for you based on your experience, strengths, skills and aspirations.

Just click on the Skills Development Scotland logo on the homepage.



Guidance on School Subjects & Jobs

***Research using the PHS Careers' Trail
and My World of Work***

**S2 CAREERS:
FOCUS ON SUBJECT
CHOICE**

The place to start is by looking at the subjects you perhaps already enjoy and linking them to jobs where they will be very useful.

PLEASE FOLLOW THE INSTRUCTIONS:

- Go to the Perth High School website: www.PerthHigh.net
- Go to the Students tab and click on "Careers"
- From the Careers Portal homepage, click on "Careerzone" (top right)
- Then click on "School Subjects & Careers" (top left box)

You will see a list of school subjects:

- 1) Choose subjects which you enjoy and click on them.
- 2) Each subject links to a list of suggested jobs/careers where that subject could be useful.
- 3) To find out more about any job, click on the "Skills Development Scotland" logo at the bottom of the page. This takes you to the My World of Work Careers A-Z. Here, you can look up jobs either by typing it in (keyword search) or using an alphabetical list (job title search).

It is also very useful to do the same activity looking at subjects you DON'T enjoy as much. You should check that these subjects are not important for any careers you may be interested in.