

# S3 Specialisation Options Booklet 2022-23



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## Introduction by the Head Teacher

Dear Parent/Carer

This booklet has been designed to provide information about the courses that will be on offer in third year in session 2021 - 2022 as part of Curriculum for Excellence. It also provides some information on the rationale for our curriculum and progression to qualifications in the Senior Phase (S4 to S6). Further advice or clarification on information contained in the booklet can be acquired by contacting your child's Guidance teacher or the Principal Teacher of a subject.

This is an exciting time for young people as they begin to specialise in the subjects that they will take in S3 and possibly on to formal qualifications in S4, S5 and S6. However, the S3 curriculum is designed to be broad enough to keep all career paths open. It is also a crucially important year for young people as their performance in S3 will dictate their course levels in fourth, fifth and sixth year. Young people therefore need to take responsibility for their own learning by listening carefully in class, taking an active part in class discussions and learning activities, following advice given by teachers on how to improve their learning and by completing homework tasks and regular revision of class work at home. The role of parents/carers in encouraging these good habits has been shown to be one of the most significant factors in achieving success.

Please do not hesitate to contact us if you require further information or support.

Best wishes,

A handwritten signature in black ink, appearing to read 'M Byrne', with a stylized flourish at the end.

Miss M Byrne

Head Teacher

## Information about the Curriculum

### The Broad General Education – S1 to S3

The Broad General Education is the stage of education from age three to the end of S3 (age 3 to 15), covering a wide range of knowledge, skills and experiences that young people can draw on across their learning and lives. At Kyle Academy, learning is delivered through curriculum areas with specialist teachers for different subjects. This provides a strong foundation for choosing and specialising in subjects for National Qualifications in the Senior Phase.

The subjects that make up the Broad General Education are shown below, followed in brackets by the number of periods given to each subject per week (S1 followed by S2).

Language and Literacy	Mathematics and Numeracy	Science	Social Studies
English (5, 5) French (2, 2)	Mathematics (5, 5)	Biology integrated Chemistry course Physics (3, 3)	Geography rotations History (3,3) Modern Studies
Technology	Expressive Arts	Health and Wellbeing	Religious and Moral Education
Home Economics (2,2) Design & Tech (2,2) Computing (1,1) Business Education (1,1)	Art and Design (2, 2) Music (2, 2)	PE (2, 2) PSE (1, 1)	RME (1, 1)

In S3, our young people have the opportunity to experience more depth in their learning by specialising in English, mathematics and seven other subjects of their choice. They each continue with the Broad General Education by studying one subject from each curricular area but they can also make two other choices. This opportunity to specialise in fewer subjects provides more depth in their learning and prepare them for subjects that they may choose to take in S4 for SQA courses.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
S3	English				Mathematics				French/ Spanish		Social Subjects		Science			Expressive Arts		Technologies		Choice 1			Choice 2			PE		PS E		R M E		

### Progress and Pathways to the Senior Phase

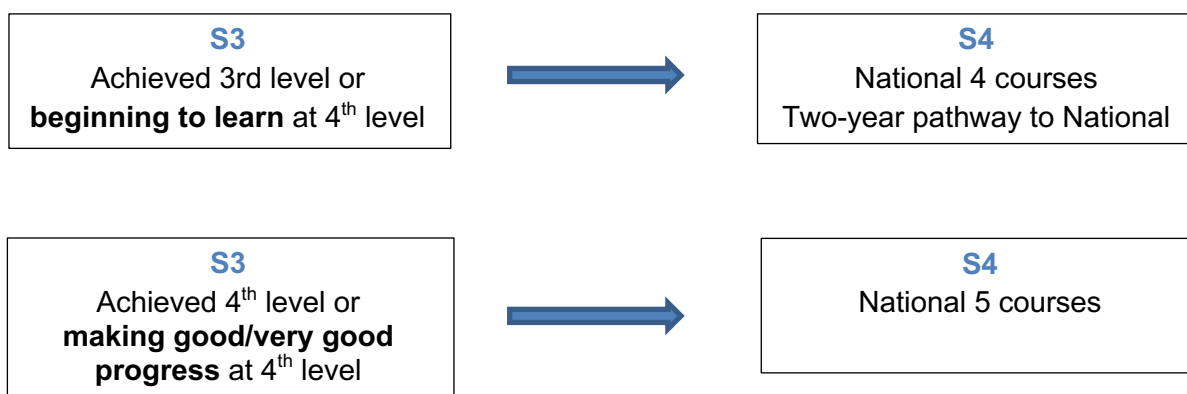
Progress through the levels for most children and young people is as follows:

Curriculum Level	Stage at which most will achieve each level
Early Level	Pre-school years and by the end of P1
First Level	By the end of P4
Second Level	By the end of P7
Third Level	By the end of S2 for most, by the end of S3 for almost all
Fourth Level	Most young people will achieve fourth level outcomes in certain curricular areas by the end of S3



In Kyle Academy, we anticipate that *most* young people will become secure at the third Curriculum for Excellence level by the end of S2 or the early part of S3 in some subjects. In S3, young people specialise in fewer subjects to allow them to study at the fourth level where appropriate. Fourth level learning provides strong foundations for progression to National 5 qualifications in S4.

**National guidance advises that young people should have achieved the fourth level or be making good progress in fourth level learning to progress successfully to National Qualifications at National 5. This learning will take place in S3.**



### The Senior Phase and National Qualifications – S4 to S6

The level of National Qualification your child will study in S4 will depend on their prior attainment and achievement the year before. The following table provides a general guide to how three different young people may progress. It is likely that some young people will progress in different ways in different subjects depending on their interest and motivation.

	Learner's achievement	Pupil 1 with Additional Support Needs	Pupil 2	Pupil 3	
	By the end of S6	National 5	Higher	Advanced Higher	
	By the end of S5	National 4	National 5	Higher	
	By the end of S4	National 3	National 4	National 5	
	By the end of S3	Level 2 / 3	Level 3 / 4	Fourth level	

More information about SQA National Qualifications can be found here.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/qualifications/What%20are%20National%20Qualifications>

## How will a young person decide which subjects to take?

In line with national guidance, young people will have some compulsory subjects in some curricular areas. In other curricular areas they will be asked to choose one subject. The table below provides detail:

Curricular Area	Subjects included in each area	S3 Curriculum for all learners	Number of periods per week
Languages	English and <i>literacy</i> Modern Languages (French and Spanish at Kyle Academy)	English and Modern Languages will be compulsory	4 in English 2 in Modern Languages
Mathematics	Mathematics and <i>Numeracy</i>	Mathematics will be compulsory	4 in Mathematics
Expressive Arts	Art and Design Music Physical Education Spanish (this allows pupils to take 2 languages)	Choose 1	3 periods per subject per week
Sciences	Chemistry Biology Physics	Choose 1	3 periods per subject per week
Social Subjects	History Modern Studies Geography RMPS	Choose 1	3 periods per subject per week
Technologies	Computing Graphic Communication Practical Craft Skills Design and Manufacture Home Economics Administration Business Education Physics (this allows pupils to take 3 sciences)	Choose 1	3 periods per subject per week
<b>Free choice</b>	<b>Any of subjects from curricular areas above</b>	Choose 2	3 periods per subject per week
Health and Wellbeing	Delivered across all subjects and Personal and Social Education	All pupils will do core PE	2 periods per week
Religious and Moral Education	Religious and Moral Education	One period per week is compulsory for all pupils.	1 period per week

At a time where competition for jobs, college and university placements is increasing significantly, it is important that young people achieve the best grades possible in the Senior Phase. It is therefore best for young people to choose their subjects by considering three things:

1. The subjects where their achievement and attainment is best.
2. The subjects they enjoy to increase their personal motivation.
3. The subjects they will need for future careers.

It is possible that your son / daughter may not yet know what they want to do when they leave school. It is nonetheless worth becoming aware of the entry requirements or qualifications

required for a number of career options at this stage, so that you can plan the future accordingly. However, by retaining a Broad General Education at this stage, your son/daughter will still have all career paths open to them. It is also very evident from experience that young people who do have career plans in place do better in SQA examinations, partly because of improved motivation and partly because they know the target grades they need to achieve.

Information on entry requirements / qualifications and career planning can be found at the following websites:

[www.planitplus.net](http://www.planitplus.net)

[www.ucas.com](http://www.ucas.com)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

# INFORMATION ON INDIVIDUAL SUBJECT COURSES



## English



In S3, pupils will continue to make progress through the Broad General Education. Learning in the English department will focus on building young people's capacity to read, write, listen and talk with increasing confidence and sophistication. The department's focused approach to skills development will allow all learners to make good progress towards qualifications within the senior phase. At the centre of learning within the English department is the study of high quality literature and all young people will have the opportunity to experience a range of texts. These texts will range from prose, drama, poetry and media to blogs and podcasts – all of which will broaden learners' understanding of language and its use. Young people will be given opportunities to explore Scottish literature in order to encourage pride in - and raise awareness of - our cultural heritage. This aspect aligns with the demands of the National 5 and Higher qualifications.

### **Building Confidence and Creativity**



S3 pupils will also experience opportunities to be creative and confident through the study of Drama. The English and Drama courses will create opportunities for pupils to work well as individuals and with others. The development of 'working with others' skills - as well as individual presentation skills - will not only help develop the confidence of all learners but also help to prepare pupils for life outside of school through their engagement in literacy-rich learning. In the Senior Phase, 'spoken language' is a mandatory part of the coursework, therefore the S3 curriculum is shaped to prepare young people to meet this demand.

### **Assessment and Progress**



Assessment is continuous throughout the course to enable teachers to track how pupils are progressing at any stage throughout the session. Assessment will be both formative and summative and will involve set tasks on: Critical Essays, Textual Analysis, Reading for Understanding, Analysis and Evaluation (RUA), Writing in various forms and Talking/Listening exercises. Evidence of good practice from all elements of the course will be retained, generating a portfolio of evidence which will move with pupils as they progress to National 4 or National 5. Pupils' progress will be recorded in departmental databases (for teachers) as well as in Class Evidence Portfolios which will allow all young people to engage with what they do well and what they must do to continue to make good progress.

As with every stage of the English curriculum, the overall aim is to engage young people with reading and writing and to develop, to the highest degree possible, the personal growth and language competence of each and every pupil.

# Mathematics

In S3 the pupils will be continuing with third level (level 3) experiences and outcomes or for some youngsters who are secure at level 3, it will mean moving on to fourth level (level 4).

Within the course there are 3 different areas of mathematics – Number, Money & Measure, Shape, Position and Movement, and Information handling.

Number, Money, Measure allows the young people to develop numeracy skills and includes work with fractions, percentages and decimals, time, measurement including area and volume, algebra- solving equations as well as financial education.

Shape, Position & Movement focuses on properties of 2D and 3D shapes, bearings and scale diagrams and allows for the investigation of angle and symmetry in triangles, quadrilaterals and circles. We work with the geography department in the development of these skills and our pupils have practical experience of the use of bearings, trigonometry (level 4) and coordinate grids.

Information Handling is the study of data and analysis, and chance & uncertainty. The children are expected to carry out a statistical investigation, and analyse their findings at both level 3 and level 4.

Throughout their studies we will encourage our youngsters to

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking allowing them to progress to more specialised learning.
- develop essential numeracy skills which will allow them to participate fully in society
- **understand that successful independent living requires** effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- use technology to enhance the development of mathematical skills where appropriate.

## Third Level Course

This is split into 5 units.

Each unit will include a variety of experiences from each of the 3 different areas of mathematics.

There will be a unit Assessment at the end of each unit which will test basic knowledge as well as reasoning skills.

**Fourth Level Course**

This is split into 5 units. There will be a unit Assessment at the end of each unit which will test basic knowledge as well as reasoning skills.

**Assessment**

As well as this pupils will carry out a variety of investigative type tasks as part of the ongoing assessment.

**Homework**

Pupils will be expected to do homework every week for approximately 1 hour.

This will consist of a variety of tasks such as nightly homework, formal homework, revision tasks, learning formulae, making up on own summary notes, flash cards & mind maps



## Modern Languages



### Did you know that...

- Only 6% of the world's population are native English speakers?
- Over 75% of the world's population speaks no English at all?

In an increasingly globalised society, the demand for foreign language speakers has never been higher. More and more businesses are expanding worldwide – which increases opportunities for foreign language speakers!

### How can studying a language help you?

- Improved communication skills
- Studying another language can aid your understanding of how English works
- Increased self-confidence through pair and group communication and discussion – and success!!!
- Increased employability
- Greater opportunities to live and work abroad
- Awareness of the cultures and customs of other countries
- And plus...being able to communicate with others in their language is very satisfying!!!

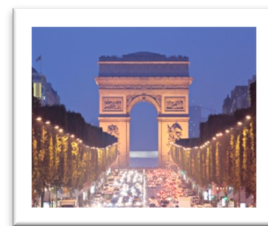
### Modern Languages in S3

All pupils will continue the study of French for two periods a week as part of their Broad General Education until the end of S3. In S4 French is offered as an option choice at National 4/5 level. In addition to French, Spanish is also offered as an option choice in S3 and it is possible for pupils therefore to pursue the study of two languages in S3 should they wish to do so.





# French



In S3 French, most pupils will work on Level 4 outcomes and experiences. They will continue to develop their language skills in the areas of Reading, Writing, Listening and Talking using a variety of resources including ICT.

The course will cover a variety of different topic areas including healthy lifestyles, travel and tourism, school, leisure and the world of work.

Pupils will work within a range of realistic contexts when exploring these topic areas. Pupils will use up to date technology, modern resources and each area will offer choice and variety.

Skills developed will enable pupils to listen and understand complex conversations, take part in extended conversations or deliver a presentation on a topic. They will also be able to read a text aloud with accuracy and confidence, independently read French texts and work independently and with others to read texts about other cultures. Pupils will be encouraged to use a bi-lingual dictionary and ICT to write on a range of topics and take responsibility for checking accuracy using success criteria.

## Progression/Careers

In S4, pupils will have the opportunity to study French at National 4 or 5 level, and can progress to Higher in S5/S6.

With a language, you will have a huge array of options open to you. More and more jobs are requiring an ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:

International Relations  
Resort Representative  
Translating  
Marketing  
Library & Information Work  
Secretarial Work  
Law

Courier  
Tourist Guide  
Interpreting  
Journalism  
Publishing  
Immigration Officer  
Accountancy

Civil Service  
Engineering  
Export Sales  
Broadcasting  
Diplomatic Service  
Teaching  
Hospitality





## Spanish



Spanish will be offered to pupils as an option in S3 where they will attend the class for two periods per week. As this will be a completely new subject for many of our pupils, they will be working to develop skills across the third and fourth level experiences and outcomes.

As with French, pupils will experience and use the language in a range of realistic contexts to develop skills in reading, writing, listening and talking.

Pupils will use up to date technology, modern resources and each area will offer choice and variety.

Skills developed will enable pupils to listen to, understand and take part in conversations or deliver a presentation on a topic. They will also be able to read a text aloud with accuracy and confidence, independently read Spanish texts and work independently and with others to read texts about other cultures. Pupils will be encouraged to use a bi-lingual dictionary and ICT to write on a range of topics and take responsibility for checking accuracy using success criteria.

### **Progression/Careers**

Pupils will have the option to continue with Spanish to National 4 or 5 level in S4, and can progress to Higher in S5/S6.

With a language, you will have a huge array of options open to you. More and more jobs require the ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:

International Relations	Courier	Civil Service
Resort Representative	Tourist Guide	Engineering
Translating	Interpreting	Export Sales
Marketing	Journalism	Broadcasting
Library & Information Work	Publishing	Diplomatic Service
Secretarial Work	Immigration Officer	Teaching
Law	Accountancy	Hospitality

# Geography



**‘The study of the world, its people, and the interactions between the two.’**



Geography is constantly changing and affects every person in the world!

The S3 Geography course provides pupils with a wide range of skills through the study of a range of physical environments, human activities and their interaction. Throughout the year pupils are encouraged to work on their own and in groups to develop their knowledge & skills to promote a sense of responsibility for today's world.

The course is based on three themes:

## **1) The Physical Environment-**

This unit will explore different landscapes of the world; how they are formed and how they can influence and be influenced by humans.



## **2) The Human Environment-**

Geographers study people and places around the world. In this unit you will learn what is meant by the ‘developed’ and ‘developing’ world, along with reasons for population change around the globe.



## **3) Global Issues-**

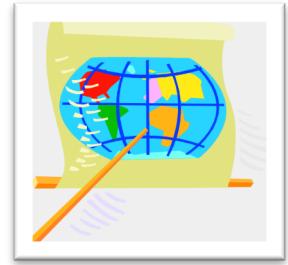
As a geographer, you will learn about the importance of ‘sustainability’. In this unit we will discover what is meant by Climate Change and understand its impacts on people and the environment, as well as the strategies we can use to tackle it.



Geography encourages learners to relate to different people, places and cultures and to respect others. It promotes learning about the world and Scotland's place in it. Geography motivates the curious mind and uses literacy, numeracy and a range of ICT skills to encourage independent thought.

Skills learnt in Geography are also transferable to other subjects:

- Analysing different types of data
- Processing data into maps, graphs and diagrams
- Researching and writing reports
- Using ICT in a geographical context
- Discussing and evaluating problems



Geography communicates beyond the spoken word through diagrams and maps, critically evaluating evidence to solve real world problems. Using fieldwork and teamwork we promote enterprising attitudes, problem solving skills and self-reliance resulting in confident and successful learners.

Geography equips young people with knowledge and skills needed to make informed choices and to be the decision makers of tomorrow.

# History

The study of History is very practical for today's student, because it involves:

- **Learning about people** – how they interact, the motives and emotions that can tear people apart into rival factions or help them work for a common cause.
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past. How can you understand today if you know nothing of the past?
- **Learning to locate and interpret facts** – to be able to pick out the truth and recognise myth and lies (always useful).
- **Presenting what you have learned in a way that makes sense to others** and being able to put forward your opinions confidently.

To cover these above skills pupils will study one unit – **Slavery to Free at Last**

## Slavery to Free at Last

### Background

Origins of the slave trade  
Britain's involvement in the slave trade  
The experience of slaves  
The abolition of the slave trade



### Race Relations in the USA

Segregation  
Ku Klux Klan  
Martin Luther King and the Civil Rights Campaigns  
Improvements to civil rights by 1965



**Careers with History** – Law, National Trust/Heritage, Journalism, University Lecturer, Teaching, Architecture, Government, Civil Service, Media, Police and the Armed Forces.

# Modern Studies

Modern Studies is the study of how people live in society and is extremely important in developing our pupils' understanding of the past, present and future. Armed with this information a pupil will undoubtedly be better equipped to deal with a variety of issues that they will face at school, university or their future careers.

In S3 pupils will study three main topics, and will also carry out a skills based project –

1. **World Powers - China**
2. **World Powers – the USA**
3. **'Street Law' – a programme delivered through cooperation with the Law Society of Scotland**

## China

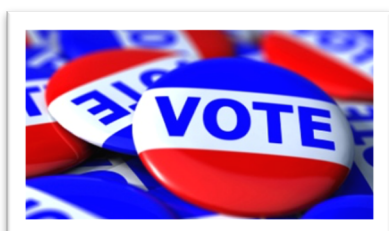
Our study of China focuses on why China is now regarded as a 'superpower', and on why China's Human Rights record is often criticised .

## USA

We will examine why the USA is so influential in the world today and why many people are attracted to the country. We will also study America's political system, and question whether the American Dream is a reality for all of the country's citizens.

## Street Law

Street Law provides highly-participatory, activity-based, law-focused education to our S3 pupils. We will learn about the law, the legal process, and the knowledge and skills that our students can use to recognise, prevent, and (in some cases) resolve legal problems.



**Careers with Modern Studies** – Law, Journalism, Social Work, Counsellors, Politics, International Relations, Aid Work, Economics, Teaching, Police, Armed Forces, Media.



# Chemistry



Chemistry is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Chemistry and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Chemistry is the study of matter and energy and the interactions between them. Chemistry is concerned with atoms and their interactions with other atoms. Understanding chemistry is key to understanding the world around us. Cooking is chemistry, everything you can touch or taste or smell is a chemical.

As pupils move to the study of fourth level Chemistry they will develop their interest in, and understanding of, the material world. They will engage in a wide range of collaborative investigative tasks, which will allow them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of Chemistry are valued across all sectors of the economy.

Our pupils will develop skills for learning, life and work through investigation and analytical thinking and will become increasingly scientifically literate by using formulae and equations appropriately.

This will be done by studying a variety of topics including

- Chemical Reactions
- Metals and Electrochemistry
- The shape of things to come - plastics and novel materials
- Environmental monitoring and pollution problems
- Responsible use of our planet's resources

Chemistry in S3 will establish the foundation for more advanced learning in S4 at National 4 and 5, progressing to Higher and Advanced Higher in S5 and 6: for some, future careers in the sciences and the technologies will follow.

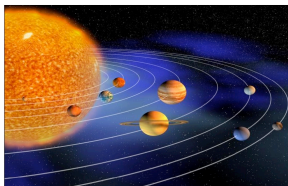
## Careers in Chemistry

Chemists are the people who help to transform the everyday materials around us into amazing things. Chemists work on cures for cancer, others work on developing new plastics. Chemists work on ensuring our homes are warm in winter and our cars have petrol to fuel them. Without chemists our basic lifestyle would be somewhat different.

## Further Information

For further information and details about Level 4 Chemistry please contact Mrs Standring, Mrs Thomas, Dr Allan, Mrs Duncan, Mrs Duncan or Mrs Galloway.





# Physics



Scotland has a long tradition of scientific discovery and innovation, especially in the application of Physics and associated technologies. Physics is the fundamental science which involves the search for new knowledge and understanding about the universe. Physicists' discoveries are to be found in everyday life. From the latest smart phone to the giant telescopes which allow us to see to the edge of our universe, Physics has played a part. In school Physics you will study the main areas of motion, electricity and radiation. Through learning in Physics, pupils will develop their interest in, and understanding of the physical world.

As pupils move to the study of fourth level Physics they will develop their interest in, and understanding of, the physical world. They will engage in a wide range of collaborative investigative tasks, which will allow them to develop important skills to become creative, inventive and enterprising adults.

Pupils will be given opportunities to take the initiative in decision making about samples, measurements, equipment and procedures to use. They will demonstrate increased precision in their use of terminology, units and scales. The S3 Level 4 Physics course is centered around the physics themes of Electricity & Energy, Waves & Radiation and Dynamics & Space.

Physics in S3 will establish the foundation for more advanced learning in S4 at National 4 and 5, progressing to Higher and Advanced Higher in S5 and 6: for some, future careers in the sciences and the technologies will follow.

## Careers in Physics

Physics opens doors in all directions and is a well-respected subject when applying for further education or university. Physicists are to be found in all fields of employment including medicine, telecommunications, transport, engineering, music, television, education, energy, law, finance, computing and government to name a few.

## Further Information

For further information and details about Level 4 Physics please contact Mr Gill, Mr Clark or Mrs Thomas. For more detail on careers with physics visit the Institute of Physics (IOP) website at [www.physics.org/careers](http://www.physics.org/careers).



# Biology

Biology is the study of life, from a tiny microorganism to the complex physiology of the human body. Pupils will build on the knowledge, skills and experiences they have gained in S1-S2. The course will not only increase their knowledge of biological systems, it will help develop problem solving, investigative and numeracy skills.

As pupils enter S3 they will begin to study at fourth level. Fourth level Biology allows pupils to gain knowledge across all major areas of biological study including: the inner workings of the human body and the interaction between animals and their environment. Before learning about the complex structures and processes that sustain life within the smallest basic unit of life, the cell.

## **Areas of Study**

1. The Human Body
2. Animals and their Environment
3. Cell Structure and Processes



## **Skills Development**

Pupils will develop skills in the following key areas:

- Confidence in laboratory techniques
- Investigative and inquiry skills
- The ability to interpret and present data
- The application of problem solving skills in unfamiliar contexts
- Numeracy and Literacy skills

## **Progression**

Biology in S3 will establish the foundation for more advanced learning in S4 at National 4 or National 5 level, progressing to Higher and Advanced Higher in S5 and 6. In addition to this, there is the option of embarking on a more vocational pathway whereby pupils may choose to study Lab Skills, Health Sector Studies or Forensic Science in order to develop Skills for Life, Learning and Work.

## **Careers in which a qualification in Biology is required/beneficial:**

- Health Service - nursing, medicine, laboratory technician, physiotherapy
- Veterinary Medicine
- Biometrics and nanotechnology
- Forensic Biology and DNA analysis
- Pharmaceutical or Biotechnology industries - researcher, sales, biometrics
- Fitness/Beauty industry - PE teacher, personal trainer, beautician, sports coach
- Food and drinks industry - product development, marketing
- Environmental Biology - marine biologist, conservationist

If you would like to know about this course please talk to Mrs Gardiner or any member of the Biology Department.



# Design and Technology

Technology is a vital area of human endeavour which has profound effects on society. It involves the application of technical knowledge and skills in order to extend human capabilities and help satisfy human needs and wants, by designing and creating products that are of practical value and benefit society. Technology, therefore, plays an increasingly important part in all aspects of our lives, individually and as a society. Scotland has a strong tradition of excellence and innovation in technological research. Subjects within the technologies provide a context for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity. Technology is a broad field of study that includes a range of disciplines. In the senior phase, learners may choose from a range of Courses within the technologies curriculum area. These Courses should appeal to a broad range of young people of all genders and abilities.

## **Course within Technologies (Design Technology).**

**Design and Manufacture (SCQF 4 to 7)**

**Graphic Communication (SCQF 4 to 7)**

**Practical Woodwork and Practical metalwork (SCQF 3 to 5)**

### **Progression from courses:**

Potential progression routes from the different courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training such as:

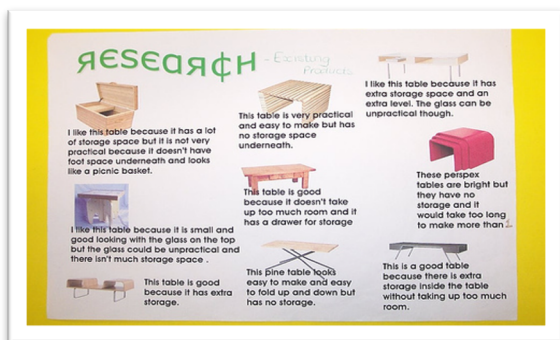
- A range of Higher National Units in aspects of design and engineering related subjects.
- A range of design & Engineering related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Degrees in Graphic Design, Product Design, Architecture, CAD and engineering disciplines
- Employment and/or training in the Engineering and Design industries (SVQs, Modern Apprenticeships)

## DESIGN AND MANUFACTURE

**Design & Manufacture** introduces learners to the multi-faceted world of product design and manufacturing. The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products.

The Course allows learners to engage with technologies. It allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.



The aims of the Course are to enable learners to develop:

Skills in the design and manufacturing of models, prototypes and products

Knowledge and understanding of manufacturing processes and materials

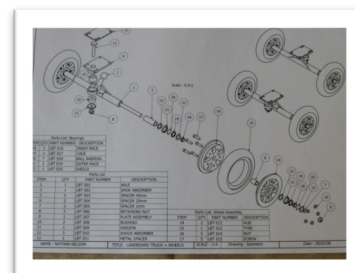
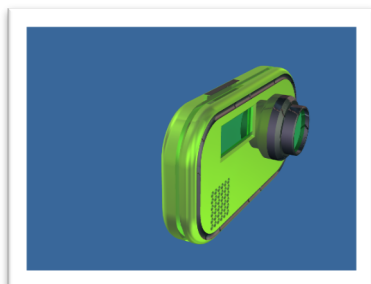
An understanding of the impact of design and manufacturing technologies on our environment and society

## GRAPHIC COMMUNICATION

**Graphic Communication:** The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication.

The Course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines.



The aims of the Course are to enable learners to:

- ◆ develop skills in graphic communication techniques, including the use of equipment, materials and software
- ◆ extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- ◆ develop an understanding of the impact of graphic communication technologies on our environment and society

### **PRACTICAL CRAFT SKILLS**

**Practical woodworking:** The Course is largely workshop-based. It provides a broad introduction to practical woodworking. The Course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact.

The Course allows learners to engage with technologies. It allow learners to use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy.

The aims of the Courses are to enable learners to develop:

- ◆ skills in woodworking techniques
- ◆ skills in measuring and marking out timber sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem solving skills
- ◆ knowledge of sustainability issues in a practical woodworking context.

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study or a related career in the area.



**Practical Metalwork:** The Course is largely workshop-based. It provides a broad introduction to practical metalworking. The Course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact.

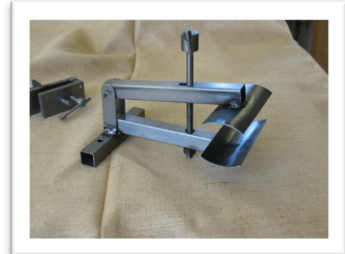
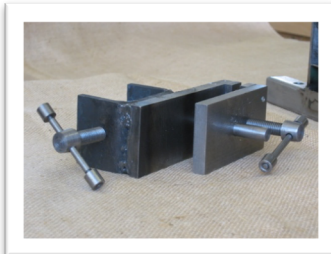
The Course allows learners to engage with technologies. They allow learners to use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy.

The aims of the Courses are to enable learners to develop:

- skills in metalworking techniques
- skills in measuring and marking out metal sections and sheet materials safe working practices in workshop environments
- practical creativity and problem solving skills

- knowledge of sustainability issues in a practical metalworking context.

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study or a related career.



Homework: Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

Equipment: **All necessary equipment will be provided within schools.** However, for any pupils who would wish to invest in any additional equipment (eg Drawing equipment or CAD software etc) class teachers can provide advice.



## S3 Health and Food Technology

This practical based course offers pupils the chance to build on Third Level outcomes from S1 and S2 and experience learning in new contexts as they undertake Fourth Level experiences and outcomes throughout S3.

Pupils will enjoy developing their skills by practical cooking and learn about the importance of current dietary advice, nutrition and feeding the family within a safe, hygienic environment.

They will also have the opportunity to choose, cook and evaluate recipes, as well as amending recipes for a specified individual.

In addition, pupils will be introduced to the process of food product development and enjoy the challenge of designing, planning and producing an exciting new food product.

Progression from S3 to S4 in Health and Food Technology will depend on the coverage of Third and Fourth level experiences. The Department offers pupils the opportunity to progress to National 4, National 5 and Higher in Health and Food Technology as well as National 5 in Hospitality.

This course offers development of knowledge of skills for learning, skills for life and skills for work.

### **Possible careers include –**

Nursing  
Childcare  
Dietetics  
Sports nutrition  
Nutrition consultant/educator/lecturer  
Food product development/management  
Food product testing and evaluation  
Food/beverage manager  
Hotel management  
Chef  
Primary teaching  
Home Economics teaching



# Computing Science

The Technology Sector is currently the fastest growing jobs sector in Scotland with new jobs being created each year. With an average Salary of £38,500 per year for a standard Technology job and £51,200 for a Cyber Security role the average wage is substantially higher than other sectors. This coupled with other industries requiring digital skills due to automation means there has never been a better time to study Computing Science



## What's in the Course

The S3 Computing Science Course develops knowledge and understanding of key facts and ideas in Computing Science, enabling learners to apply skills and knowledge in analysis, design, and implementation and testing to a range of digital solutions. Learners communicate Computing concepts clearly and concisely using appropriate terminology and develop an understanding of the impact of computing science in changing and influencing our environment and society.

In the S3 course is spilt into four Units:

- Web Development
- Cyber Security
- Software Development
- Computer refurbishment

This course has been designed to ensure that Kyle Academy pupils have the appropriate skills required to fill the national skills gap in Computing Science & Technology.

## Progression

This Course will provide progression to

- National 4 Computing Science
- National 5 Computing Science
- Higher Computing Science
- Advanced Higher Computing Science
- National Progression Award in Cyber Security (Level 4, 5 & 6)



Studying Computer Science opens up a wide array of career opportunities. Along with the traditional computing jobs, more and more employers are looking for employees with good digital skills which can be gained from Computing & Cyber Security. There are also multiple pathways to careers in Computing Science ranging from apprenticeships/graduate apprenticeships/college/universities.

## Possible Careers

Software Engineer, Web Designer/Developer, Database Developer, Application developer, Videogame Designer/Developer, Penetration Tester, Digital Forensics Investigator, Security Analyst, Covert Technical Operations Specialist, Cyber Technical Analysts

# Administration and IT

## OVERVIEW

This course offers pupils the opportunity to build on the ICT skills they have developed in S1 and S2. Pupils will learn how Information and Communication Technology (ICT) is used in a real life business context and the course prepares students for a variety of careers. Engineers, doctors, policemen/women, teachers, receptionists and all office workers will make use of the ICT skills which are offered by this course.

In the classroom teachers make use of multimedia presentations to assist pupil understanding. The department has also developed a range of electronic materials for use in class to support learning and teaching – multiple choice quizzes, homework and assessments, powerpoint revision notes and clear learning outcomes.



This course will help pupils to:

- develop an understanding of administration in the workplace and the key laws affecting employees at their place of work
- develop an appreciation of good customer care
- gain skills in organising, processing and communicating information
- outline responsibilities in terms of workplace health and safety
- acquire sufficient organisational skills to enable the preparation, organising and supporting of a small-scale event

## THE PRACTICAL ELEMENT OF THE COURSE AIMS TO ENABLE PUPILS TO DEVELOP ICT SKILLS THROUGH:

- ✓ performing straightforward administrative tasks such as creating, editing and updating business documents
- ✓ gaining a wide breadth of knowledge and application of Microsoft Office software on the PC (powerpoint, word processing, spreadsheets and databases)
- ✓ use of E-mails with attachments
- ✓ use of Electronic Diary and task lists
- ✓ use of the Internet as a research and marketing tool
- ✓ use of Scanner/Digital Camera/Laminator
- ✓ use of reprographic equipment – photocopier, comb binder etc
- ✓ allowing emerging technologies, such as smart phones to be incorporated so as to ensure that its content remains current and relevant



The key purpose is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of an organisation in an administrative position.

## PROGRESSION FROM S3





# Business Management

## OVERVIEW

- How do businesses operate in today's world?
- Could you manage a team of colleagues?
- What makes a business profitable?
- Do you think you have the ability to make business decisions?

Business plays a key role in modern society. There are many and varied opportunities for those who wish to pursue a career in business and management. This is an excellent subject to choose if you see your career being in the business world, but it is also of general interest, as it deals with many issues which we all encounter in our everyday lives.



The Course introduces learners to the dynamic world of business - it aims to enable learners to develop:

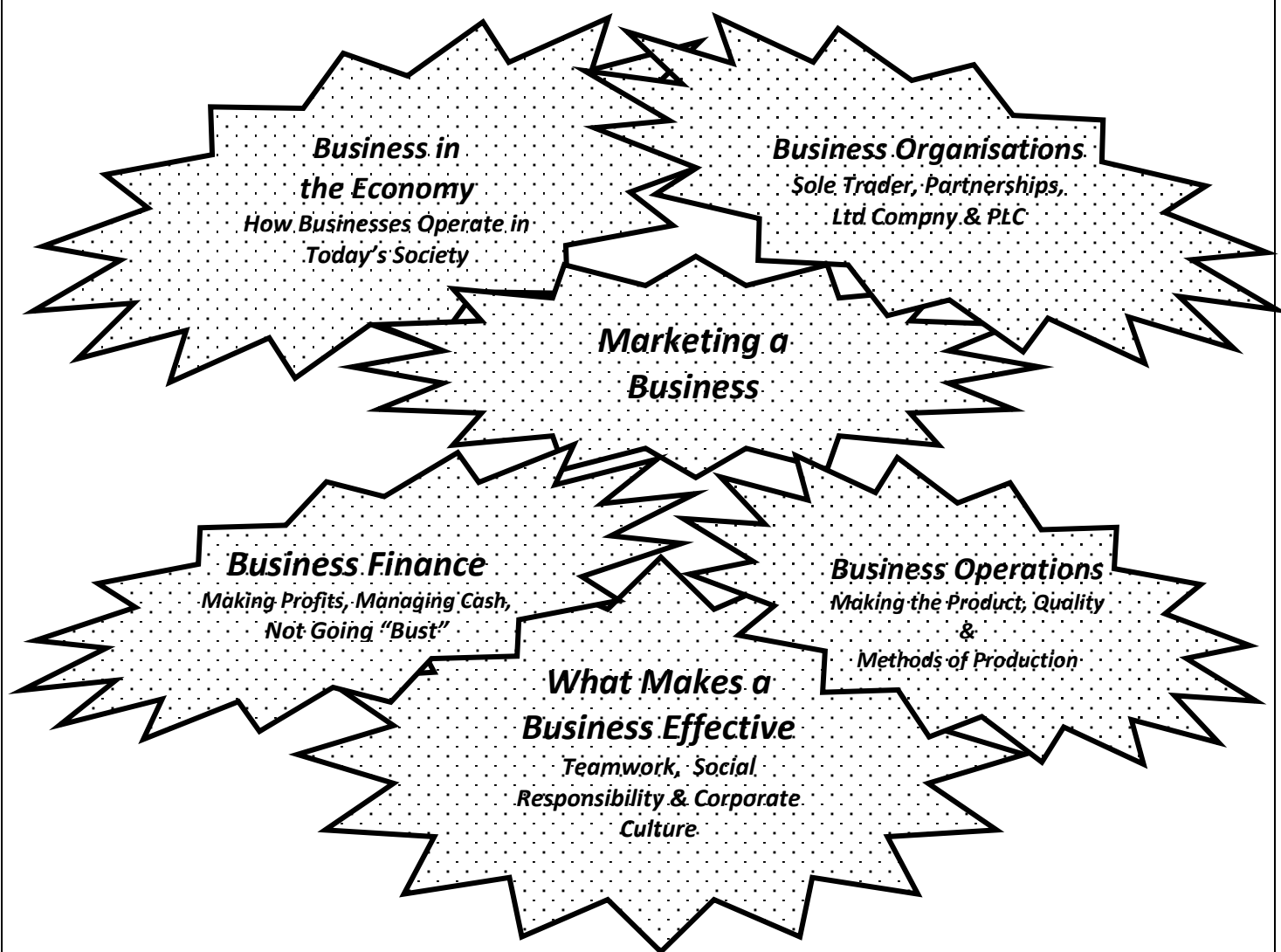
- ✓ knowledge and understanding of business concepts in a range of contexts
- ✓ awareness of the processes and procedures that businesses use to ensure customers' needs are met
- ✓ enterprising skills and attributes by participating in practical activities in realistic business situations
- ✓ financial awareness in a business context
- ✓ an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

The ability to understand and present business related information	<b>SKILLS DEVELOPED BY PUPILS ON THIS COURSE</b>	The ability to be flexible and resourceful in attitude
The ability to work with others in practical situations	The ability to show confidence regarding future education and making the move into the world of work	The ability to contribute responsibly to society in an ethical business way
The ability to think creatively		The ability to seek and recognise success

## COURSE STRUCTURE

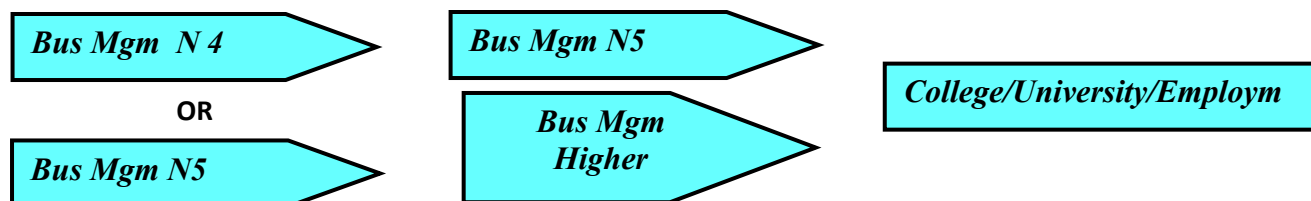
This course offers pupils the chance to build on previous S1 and S2 experiences. It covers the following areas and provides pupils with the opportunity to extend their skills and knowledge with challenges that will lead into the new Level 4 and 5 framework of qualifications.





### FUTURE PROGRESSION

Studying Business allows pupils to carry forward valuable skills and knowledge which can be applied to a wide range of education and employment opportunities. It provides pupils with a secure footing that allows for further progression and depth of study at a later date. Opportunities on this course allow learning to develop in a challenging and enjoyable way and show how business relates real-life and relevant contexts.

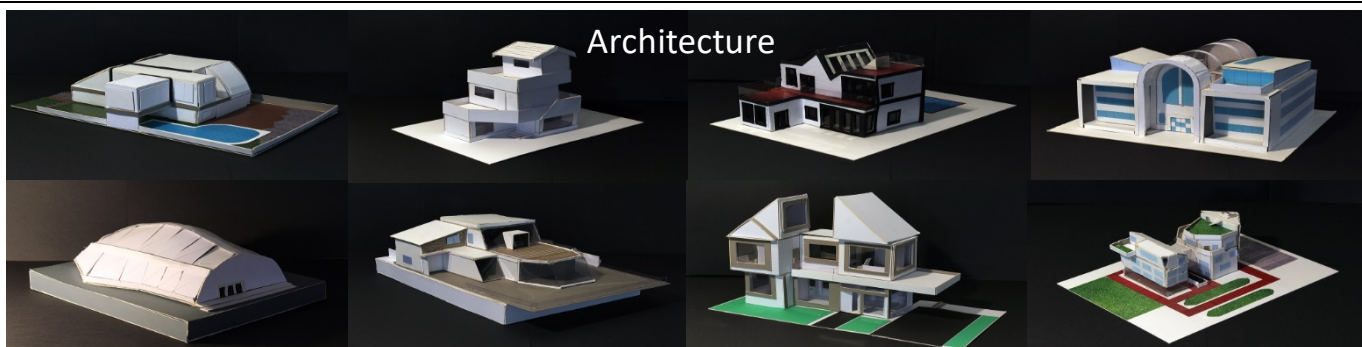


# Art and Design

Art and Design at Kyle academy provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world.

The S3 Curriculum for Excellence course promotes creative thinking, encourages independent thought, innovation, problem solving and the development of personal opinions. The course allows pupils to progress from their prior attainment, allowing further study at National 4 or 5 levels.

## Architecture



# Art and Design

## **S3 Art and Design Course**

The S3 Art and Design course is ideal for pupils who want to enhance the skills developed in S1/S2 and those who are considering a possible career in Art or Design. The S3 course will cover 3 main components.

1. Expressive (Practical Folio)	<ul style="list-style-type: none"> <li>• Drawing and Observation</li> <li>• Media Handling</li> <li>• Compositional Arrangement</li> </ul>
2. Product and Graphic (Design Practical Folio)	<ul style="list-style-type: none"> <li>• Working to a Brief</li> <li>• Design Techniques</li> <li>• Technology Adobe Photoshop and Sketch-Up.</li> <li>• Model Making and 3-D Development.</li> </ul>
3. Art and Design Studies (Written Work)	<ul style="list-style-type: none"> <li>• Understanding of Art and Design History and Appreciation.</li> </ul>

## **Progression**

1. National 4 - Higher Art and Design
2. Higher Photography (S6 Option)
3. Advanced Higher Art and Design(S6 Option)

## **Links with business partners**

The Art and Design department has on-going links with employers who deliver workshops as part of the curriculum.

## **Career opportunities**

• Photography	• Jewellery Design
• Architecture	• Automotive(car) and Transport Design
• Graphic Design	• Fashion and Textiles
• Product Design	• Illustration
• Animator/Animation	• Production Designer (theatre/ television), Set Designer, Special Effects Design
	• Primary/ Secondary Teacher/ Lecturer
• Fine Art	• Secondary/ Primary Teacher

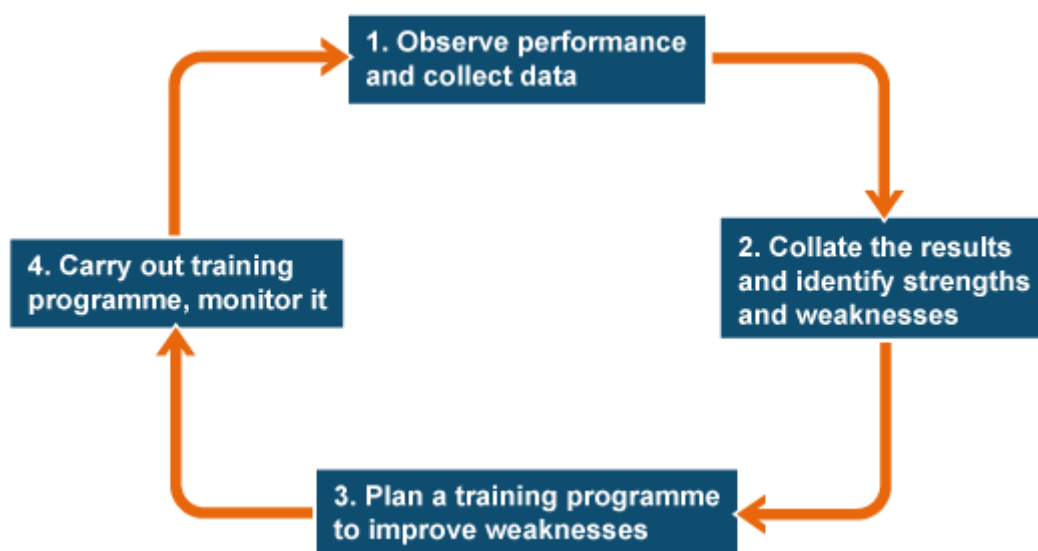


Photography

# Physical Education

The general aim of this course is to develop each pupil's ability to improve their performance in a variety of physical activities by developing a range of performance skills. They will take part in badminton, table tennis, volleyball, basketball OR netball and football OR gymnastics.

Pupils will also learn about factors that impact on their ability to perform in these activities. We will look at the physical, mental, emotional and social factors which can impact on performance and how to develop these to improve performance by engaging with the cycle of analysis:



Pupils with a keen interest in developing their ability in each of these areas are welcome to participate in the course.

From this course, pupils can progress on to study National 4 PE, National 5 PE, Higher PE and/or Skills for Work in the Sport and Recreation Industry.



# Music

This course is intended for pupils who wish to develop overall musicianship as performers, composers and listeners. This aim is served by three elements

- Performing Skills
- Composing Skills
- Understanding Music

Through these activities, pupils will develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions.

Pupils can further develop their understanding and capacity to enjoy music through listening to musical performances and evaluating these performances. Pupils will use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

To achieve in the subject pupils are required to:

- Perform on two different instruments (including voice as an option)
- Compile a folio of original compositions or arrangements
- Listen to a wide range of music and develop the ability to identify stylistic features and describe compositional features of a piece of music.
- Learn music literacy (ie how to read music)

The skills that learners gain throughout the course will be valuable for learning, life and work. Performing music, for example, demands skills of interpretation and creativity, as well as providing the opportunity to build confidence and self-esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn.

Other skills that learners gain include:

- ◆ knowledge of the social and cultural influences on music
- ◆ the ability to reflect on their own development of technical and musical performing skills through regular practice/rehearsal
- ◆ knowledge of basic skills and simple techniques relating to the creative use and application of music technology
- ◆ the ability to evaluate their own work and identify areas for improvement
- ◆ the ability to work independently and take responsibility for their own learning

## **Progression**

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Music or related areas ie National 4, National 5, Higher and Advanced Higher
- ◆ further study, employment or training

## **Extracurricular Activities**

It is important to note that pupils who choose to study music are expected to contribute towards extra-curricular music activities such as choir, bands, shows etc. This is an excellent way to build confidence as a performer and to promote the department and school in the wider community.

## **Careers in Music**

By studying Music, you can develop skills for work and life, and point your career towards the following occupations:

- Community arts
- Teaching
- Broadcasting and media
- Composing
- Events management
- Journalism
- Musical Theatre
- Music production
- Music publishing
- Music therapy
- Technology and instrument repair
- Performing arts
- Promotions
- Retail
- Sound recording





# RMPS

## Religious, Moral and Philosophical Studies



### What is it?

Religious, Moral and Philosophical Studies (RMPS) qualifications raise awareness of the relevance of religion, morality and philosophy in today's world. These Courses address the impact and significance of world religions, contemporary moral questions, and religious and philosophical questions. Learners have opportunities to consider both religious views and viewpoints independent of religious belief.

RMPS enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.

### S3 RMPS

Do you want to understand the world around you? Do the Ultimate Questions keep you awake at night? Do you want to have a better understanding of people?

If the answer is yes to any of the above questions then RMPS is the perfect subject for you. Join us on a journey around diverse cultures, ponder ultimate questions about the universe and stop off at moral beliefs along the way.



### World Religion (Buddhism)

- Buddhism is increasing in popularity in the west especially the practice of mindfulness and meditation. It is important to gain an understanding of beliefs and practices.



## Religious and Philosophical Questions (Existence of God/Problem of Evil)

- Explore Religious and Philosophical responses to the Existence of God(s) and the Problem of Evil. Discover if religion can answer the criticisms posed by atheists and find some answers to the Ultimate Questions that we all ask ourselves.



## Morality and Belief (Medicine and the Human Body)

- In today's contemporary society Euthanasia, IVF and Organ Donation are hot topics. Through studying this unit pupils will gain a knowledge and understanding of these topics and explore religious and philosophical perspectives about the beginning, end and preservation of life.



## Progression

- National 4 – Advanced Higher RMPS

## Careers in Religious, Moral and Philosophical Studies

Religious, Moral and Philosophical Studies is about people, their beliefs and the cultures and traditions that they follow. Therefore, it is an essential qualification for any job which involves working with people. RMPS is recognised by all colleges and universities.

These jobs include:

- Police Officer
- Teacher
- Lawyer
- Nurse
- Social Services
- Journalism





