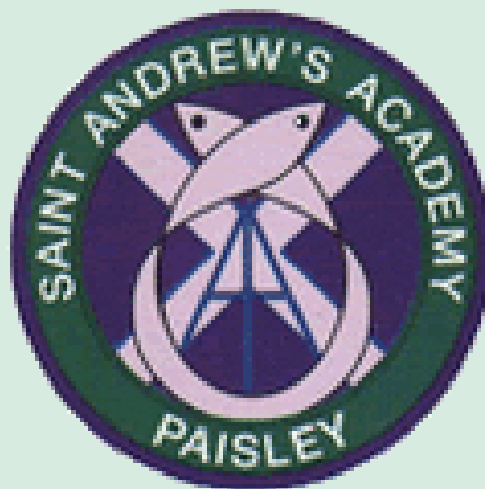


ST ANDREW'S ACADEMY

S2

PERSONALISATION & CHOICE

BOOKLET



INTRODUCTION

IMPORTANT INFORMATION

Having completed nearly two years of the Broad General Education at St Andrew's Academy most of you will have experienced Level 3 Experiences and Outcomes (Es & Os) in all eight curricular areas and you may even have started to progress into Level 4 Es & Os. This has formed the foundation of your Broad General Education (BGE) and supported your development within the 4 capacities: *Successful learners, Confident individual, Responsible citizens, Effective contributors*

The eight curricular areas you have experienced are:

- ◆ *Languages*
- ◆ *Sciences*
- ◆ *Social Studies*
- ◆ *Expressive Arts*
- ◆ *Technologies*
- ◆ *Mathematics*
- ◆ *Health and Wellbeing*
- ◆ *Religious and Moral Education*

As you enter the final year of the Broad General Education we think it's important to let you personalise your learning journey by selecting **seven courses** which you really enjoy and which will best prepare you for your educational journey through St Andrew's Academy and beyond.

PROGRESSION

Learners will study seven subjects in S3 and S4. In S4 pupils will work towards completing courses at National 3, National 4 or National 5. The level of study will be agreed with learners and their parents through our school tracking procedures.

HOW TO USE THIS HANDBOOK

- ◆ Read it carefully and consider the advice given
- ◆ Allow your parents/guardians to read it so that they can discuss your options with you
- ◆ Discuss courses further with subject teachers or other teachers in the department
- ◆ Explore college and university courses and future careers using the useful websites provided
- ◆ Discuss possible choices with older brothers or sisters, or any relatives/friends who have completed third or fourth year
- ◆ Spend time talking to people about what is right for you
- ◆ The more carefully you think about course choice the more likely you are to make the correct choice
- ◆ Remember, though, that the final choice has to suit YOU!

MAKING YOUR CHOICES

THINK CAREFULLY

GOOD reasons for choosing a subject are

- ⇒ **you are good at the subject**
- ⇒ **you like the subject**
- ⇒ **it is a subject which is necessary or useful for the kind of job or career you would like to follow when you leave school**

POOR reasons for choosing a subject are

- ⇒ **your friend is taking the subject**
- ⇒ **you like the teacher but not the subject**
- ⇒ **you think the subject will be easy and there will not be much homework**

ASK FOR SUPPORT

- ◆ You will need help because the choices you make may determine what kind of job or career you will be qualified to train for when you leave school. There are certain subjects you must study if you wish to follow a specific career.
- ◆ If you do not have any clear idea of what you would like to do later in life you should make your choices as wide as possible so that you do not exclude yourself from entry to a college, profession or job at a later stage.
- ◆ Use the list of useful websites to find out what subjects are required for careers or courses that you may be interested in when you leave school.
- ◆ Your guidance teacher, class teachers, year head and the careers advisors can assist you with choosing the courses best suited to you.

SUPPORT

GUIDANCE TEACHERS

CLASS	TEACHER	E-MAIL ADDRESS
2.1	Mrs Holgan	karen.holgan@renfrewshire.school
2.2	Ms Devine	francesca.devine@renfrewshire.school
2.3	Mrs Buchanan/Miss Bell	paula.buchanan@renfrewshire.school
2.4	Mr Fulton	mark.fulton@renfrewshire.school
2.5	Miss Dowds	hollie.dowds@renfrewshire.school
2.6	Mrs Buchanan/Miss Bell	paula.buchanan@renfrewshire.school
2.7	Mrs Wilson	patricia.giverin@renfrewshire.school
2.8	Ms Devine	francesca.devine@renfrewshire.school
		clare.williams@renfrewshire.school
YEAR HEAD	Mrs Caira	gw07cairaanna@glow.sch.uk
CAREERS COACH	Denise Boffey Amanda McGowan	http://www.standrewspaisley.com/careers-appointment.html

SUBJECT CONTACTS

Subject(s)	E-mail Address
Maths	ssamathsdept1@glow.sch.uk
English	ssaenglishdept@glow.sch.uk
ICT	ssaictdept@glow.sch.uk
Modern Languages	ssamodlangdept@glow.sch.uk
Music	ssamusicdept@glow.sch.uk
Physical Education	ssapedept@glow.sch.uk
Social Subjects	gw10mcanultymarisa@glow.sch.uk
Science	gw07blackwoodkirsty@glow.sch.uk
Religious Education	ssaredept@glow.sch.uk
Tech/Home Economics	gw22kaymark@glow.sch.uk
Art	ssaartdept@glow.sch.uk
Personal Learning	ssapldept@glow.sch.uk
Support for Learning	john.mullen@renfrewshire.school

USEFUL WEBSITES

At this stage it is essential that you do some research with your parents/carers and think carefully about your learning journey and where it is leading e.g. into employment, college or university.

We strongly recommend that you explore all the possibilities by having a look on the following websites:

UCAS	www.ucas.ac.uk	This website provides information on every university course in Britain and the Entry Profile (EP) will give you the most up-to-date Scottish Qualifications which are required for entry to each course.
CITY OF GLASGOW COLLEGE	www.cityofglasgowcollege.ac.uk	This website provides information about local college courses within Glasgow City
WEST COLLEGE SCOTLAND	https://www.westcollegescotland.ac.uk/	This website provides information about local college courses within West College Scotland
MY WORLD OF WORK	www.myworldofwork.co.uk	This website provides you with lots of useful information about careers and the different pathways into these careers.
PLANITPLUS	https://www.planitplus.net/	This website provides you with lots of useful information about careers and the different pathways into these careers.
SKILLS DEVELOPMENT SCOTLAND	www.skillsdevelopmentscotland.co.uk	Whatever you want to do Skills Development Scotland offers careers advice for pupils of all ages and stages of their education.




ENGLISH



COURSE DESCRIPTION

BGE English

- ◆ To develop the necessary core skills needed to be successful at National 4 or National 5
- ◆ To cover and reinforce all of the Literacy and English Experiences and Outcomes in preparation for National 4 and National 5

AREAS OF STUDY

A wide range of engaging units and texts will be studied in S3 which will allow the pupils to establish and maintain the core skills required for the Nationals courses in S4.

NATIONAL 4 ENGLISH

ENGLISH: ANALYSIS AND EVALUATION

This unit will focus on the modes of listening and reading

ENGLISH: CREATION AND PRODUCTION

This unit will focus on the modes of writing and talk.

ADDED VALUE UNIT

This unit will assess the four modes of listening, talk, writing and reading in the context of an assignment.

LITERACY

This unit will allow pupils to develop their language skills in more vocational contexts, with a clear focus on technical accuracy. The texts they encounter in this part of the course will be straightforward ones, and not necessarily literary texts. The course is awarded on a pass or fail basis.

NATIONAL 5 ENGLISH

This course will consist of two mandatory units and a course assessment/exam. Pupils must pass the two units and the course assessment/exam to achieve the award at National 5. These units are

ENGLISH: ANALYSIS AND EVALUATION

This unit will focus on the modes of listening and reading

ENGLISH: CREATION AND PRODUCTION

This unit will focus on the modes of writing and talk. The course assessment will consist of an examination featuring a test of close reading, and two assignments under exam conditions based on literary texts.

In addition pupils will be asked to submit a folio of two writing assignments.

The final award will be graded from A to D

SKILLS DEVELOPED

- ◆ Imaginative Writing
- ◆ Functional Writing
- ◆ Critical Reading
- ◆ Critical Listening
- ◆ Talk – Presentations/Group
- ◆ Discussions
- ◆ Close Reading
- ◆ Research Skills

PROGRESSION

There are more job opportunities open to those of you with good Literacy skills and you have a better chance of being hired is if you can communicate effectively. Here are some of the potential careers open to those of you with good Literacy and English skills:

- ◆ Academic librarian
- ◆ Advertising copywriter
- ◆ Archivist
- ◆ Arts administrator
- ◆ Education consultant
- ◆ Information officer
- ◆ Learning mentor
- ◆ Marketing executive
- ◆ Media researcher
- ◆ PPC specialist
- ◆ Primary school teacher
- ◆ Public relations officer
- ◆ Records manager
- ◆ Social media manager
- ◆ Digital copywriter
- ◆ Editorial assistant
- ◆ English as a foreign language teacher
- ◆ Lexicographer
- ◆ Magazine journalist
- ◆ Newspaper journalist
- ◆ Private tutor
- ◆ Publishing copy-editor/proofreader
- ◆ Secondary school teacher
- ◆ Web content manager
- ◆ Writer

MATHEMATICS



COURSE DESCRIPTION

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics equips us with the skills we need to interpret and use information, to model real-life situations, to simplify and solve problems, to assess risk and to make informed decisions.

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways.

AREAS OF STUDY

NATIONAL 3 APPLICATIONS OF MATHEMATICS

National 3 Applications of Mathematics allows students further opportunity to enhance and strengthen their understanding of topics which permeate the BGE and build upon Mathematics and Numeracy skills at 2nd and 3rd level. This Course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way.

This course is internally assessed.

National 3 Applications of Mathematics consists of three mandatory units:

- ◆ Manage Money and Data
- ◆ Shape, Space and Measures
- ◆ Numeracy (National 3)

To achieve National 3 Applications of Mathematics, learners must pass all of the required Units.

NATIONAL 4 MATHEMATICS

This is a suitable course for learners who have made steady progress at the third level of learning across the mathematics experiences and outcomes in the broad general education.

Students studying this course require a scientific calculator.

The course is internally assessed and consists of four mandatory units.

To achieve National 4 Mathematics, learners must pass all of the required Units, including the Added Value Unit:

EXPRESSIONS AND FORMULAE

The manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

RELATIONSHIPS

Solving equations, understanding graphs and working with trigonometric ratios.

NUMERACY (NATIONAL 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

ADDED VALUE FINAL ASSESSMENT

Students must secure an overall pass within the final assessment to be awarded National 4 Mathematics.

- ◆ Non Calculator Paper (20 minutes)
- ◆ Calculator Paper (40 minutes)

PROGRESSION

There are varied career paths where mathematics and use of statistical research is the focus of the role. Skills that are valued by employers include:

- ◆ Problem solving, research and analysis
- ◆ Logic and a practical approach to tasks
- ◆ Accuracy and attention to detail
- ◆ Decision making
- ◆ The ability to work with abstract concepts
- ◆ An understanding of mathematical and statistical theories and concepts.

Possible jobs include:

- ◆ Data Scientist
- ◆ Accountant or Finance Professional
- ◆ Research Scientist
- ◆ Statistician
- ◆ Operational Researcher
- ◆ Data Analyst
- ◆ Engineering related roles
- ◆ Software Engineer
- ◆ Computer Game Developer
- ◆ Teaching
- ◆ Meteorologist

NATIONAL 5 MATHEMATICS

This is a suitable course for learners who have achieved the fourth level of learning or have excelled at third level across the mathematics experiences and outcomes in the broad general education.

Students studying this course require a scientific calculator.

National 5 Mathematics is the equivalent of Credit level at Standard Grade and is a demanding course both in content and challenging mathematical concepts. It requires a great deal of dedication, commitment and hard work. Learners will experience opportunities to develop their numerical, algebraic, geometric, trigonometric, statistical and reasoning skills.

The course is split into three areas:

- ◆ Expressions and Formulae
- ◆ Relationships
- ◆ Applications

Unit assessments are no longer mandatory and are only completed in certain circumstances.

The course is assessed by a final examination which has two components.

- ◆ **Component 1:** Paper 1 Non Calculator (1 hour and 15 minutes)
- ◆ **Component 2:** Paper 2 Calculator (1 hour and 50 minutes)

The question papers are set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. The final award will be graded from A to D.

SKILLS DEVELOPED

- ◆ understanding and applying straightforward mathematical skills in algebra, geometry, trigonometry, and statistics
- ◆ using mathematical techniques and reasoning skills to solve mathematical problems
- ◆ a positive attitude to mathematics based on an understanding of its use in real-life situations
- ◆ skills in using mathematical language and exploring mathematical ideas
- ◆ resilience and confidence in problem-solving
- ◆ analytical skills
- ◆ understanding the importance of accuracy
- ◆ interpreting, communicating and managing information in mathematical form
- ◆ logical reasoning skills
- ◆ communicating solutions
- ◆ using presentation skills
- ◆ decision-making
- ◆ creativity and deduction
- ◆ leadership and teamwork skills in group activities

Possible Pathways	S3	S4	S5	S6
1	National 3	National 3	National 4	National 4 & National 5 Numeracy
2	National 4	National 4	National 5	National 5 or Higher
3	National 4	National 4 & National 5 Numeracy	National 5	National 5 or Higher
4	National 4 & National 5	National 5	Higher	Higher or Advanced Higher
5	National 5	National 5	Higher	Advanced Higher

These pathways are flexible and can vary year on year to suit the learners. There are many check points throughout courses to gain detailed tracking information. This allows staff and the PT to make interventions and well-informed decisions when advising learners and their parents/carers on the best pathway for success.

RELIGIOUS EDUCATION



COURSE DESCRIPTION

The course in Religious Education at S3 and S4 allows the students to develop a deeper understanding of the Christian Faith and how this relates to the world around us. The content of the course is taken from the document, 'This Is Our Faith', as provided by the Bishops Conference of Scotland and allows the students to reflect upon topics related to Christian belief and practice at a level appropriate to their level and to relate these to other world faiths. The aim of Religious Education at St Andrew's Academy is to place Christ at the centre of what we do, and to deepen in understanding of how to live out the Gospel Values in what we do, how we treat others, and the values that we have.

AREAS OF STUDY

S3 COURSE

UNIT 1 - CALLED TO LOVE

We consider issues relating to relationships education, including peer pressure, risk behaviour, sexually transmitted infections and marriage.

UNIT 2 - THE CREED

We look at the Creed as a definitive statement of belief in the Holy Trinity of Father, Son and Holy Spirit.

UNIT 3 - MARY

We look at the Virgin Mary as Mother of God and look at some of the ways in which Catholic Christians show devotion to Mary through times, seasons and pilgrimage.

UNIT 4 - ADVENT

We consider the Jewish expectation of a Messiah based on Old Testament scripture, the extent to which Jesus was able to fulfil those expectations, and the real meaning of Christmas.

UNIT 5 - HINDUISM

We complete an investigative project into the Hindu faith, looking at some of the main beliefs and practices of this world faith, and drawing comparisons with Christian belief and practice.

UNIT 6 - SUFFERING SERVANT

We consider Isaiah's prophetic words and how Jesus came to embody them through his Passion, Crucifixion and Death as we prepare for the celebration of Easter.

UNIT 7 - HE IS RISEN!

We look at the Resurrection Narratives and the appearances of the Risen Christ as he prepared his followers for their role in taking the Gospel to all people.

UNIT 8 - THE CHURCH

We consider the history and development of the Christian Church from Ascension and Pentecost through to modern times.

UNIT 9 - JUST WAR

We consider the topic of War and discuss whether it is ever justified, or just, to use violence to settle issues. This unit helps to set the scene for the work being done in S4.

S4 COURSE

UNIT 1 - MORALS & MORALITY

We consider what it means to have morals, what influences our morality, and how this impacts on our views regarding a variety of social issues.

UNIT 2 - FAITH & REASON

We consider the extent to which there is conflict between Faith and Reason by looking at arguments surrounding Creation from both faith and scientific perspectives.

UNIT 3 - MARY

We consider Mary as the model of our prayers and some of the prayers of devotion offered to Mary by Catholic Christians, such as the Hail Holy Queen and the Magnificat.

UNIT 4 - ADVENT & CHRISTMAS

We consider the Jewish expectation of a Messiah in a more detailed way, focusing on the Gospel readings used in Advent and how they set the scene for the celebration of Christmas.

UNIT 5 - HUMAN CONDITION

We consider what it means to be human, created in the image and likeness of God, and issues relation to freedom and responsibility, including Adam & Eve and the Fall.

UNIT 6 - LENT

We consider Jesus as the new Adam and how, through his Death and resurrection, Jesus can be described as paying the ransom for our sins.

UNIT 7 - CALLED TO LOVE

We consider issues relating to relationships education, including sexuality, risk behaviour, choices & consequences, and reasons why people choose to get married.

SKILLS DEVELOPED

In the course of completing the syllabus in Religious Education, the students will pick up and develop a number of very important skills, including investigation skills, skills of empathy, communication and understanding of the views of others. The course in RE prepares the students to take their place as global citizens by providing the opportunity to consider, discuss and compare their own beliefs and the beliefs of others.

PROGRESSION

Students may opt to follow a course leading to the Award of a Higher in Religious, Moral and Philosophical Studies, or RMPS. This course is particularly beneficial for those students who may wish to follow a career in Law, Medicine, Law, Education and Social Services.

RELIGIOUS, MORAL & PHILOSOPHICAL EDUCATION



COURSE DESCRIPTION

The course develops knowledge and understanding of religious, moral and philosophical issues that affect the world. The course explores the questions they raise and the solutions or approaches they offer. It includes both religious and non-religious perspectives. Pupils have opportunities to reflect on these and on their own experience and views. Pupils are required to study a world religion, contemporary moral issues and responses, and key aspects of answers to religious and philosophical questions.

The course is appropriate for a wide range of learners including those who wish to: achieve a greater understanding of religion and its place in society; learn more about traditions, beliefs and values; progress to more specialised study, further education, training or employment.

AREAS OF STUDY

WORLD RELIGION

Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

MORALITY AND BELIEF

Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

SKILLS DEVELOPED

- Detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- Detailed factual knowledge and understanding of religious, moral and philosophical questions and responses to them
- Detailed factual and theoretical knowledge and understanding of the impact and significance of religion today
- Expressing detailed and reasoned views about contemporary moral questions
- Critical thinking and philosophical enquiry
- Making comparisons
- Putting values or beliefs into action to benefit others
- Making informed moral decisions
- Researching, processing and analysing information in detail
- Commenting on the meaning and context of sources

PROGRESSION

Potential Careers include (but are not limited to)

- ◆ Advocate
- ◆ Advocates' Clerk
- ◆ Community Learning & Development Officer
- ◆ Judge
- ◆ Sheriff
- ◆ Procurator Fiscal
- ◆ Solicitor
- ◆ Primary Teacher
- ◆ Secondary Teacher

ADMINISTRATION & IT



COURSE DESCRIPTION

Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities. The Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills. Candidates following the course become aware of the use of technology within the workplace, as they complete organisational tasks.

The course helps candidates to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations.

It enables candidates to:

- ◆ Develop an understanding of administration theory in the workplace
- ◆ Develop IT skills and use them to perform administrative tasks
- ◆ Acquire organisational skills in the context of organising and supporting events

AREAS OF STUDY

ADMINISTRATION THEORY IN THE WORKPLACE

- ◆ Tasks (duties) of administrators
- ◆ Skills/qualities of administrators
- ◆ Customer service: features, benefits and consequences
- ◆ Health and safety
- ◆ Security of people, property and information sources of information from internet
- ◆ File management
- ◆ Corporate image
- ◆ Electronic communication

WORD-PROCESSING AND DESKTOP PUBLISHING

- ◆ Creating and editing a range of documents, eg letter, itinerary, minutes, poster, leaflet, booklet, and newsletter

SPREADSHEETS

- ◆ Creating, editing and formatting a workbook
- ◆ Applying advanced functions and formulae to a workbook
- ◆ Creating charts

DATABASES

- ◆ Creating forms, reports and labels
- ◆ Editing a relational database using tables and forms
- ◆ Searching and sorting information in a relational database

PRESENTATIONS

- ◆ Using functions of multimedia applications to create and edit presentations

ELECTRONIC COMMUNICATION

- ◆ Searching for, extracting and downloading relevant information from the internet
- ◆ Using e-mail
- ◆ Using an e-diary
- ◆ Using tasks/to-do list
- ◆ Setting reminders

SKILLS DEVELOPED

- ◆ Skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- ◆ Skills in using technology for electronic communication and investigation
- ◆ Skills in organising and supporting events
- ◆ Problem-solving skills in administrative contexts
- ◆ Theory of the tasks (duties) and knowledge associated with the administrative support
- ◆ Function in an organization

PROGRESSION

These are some of the Administration & IT related courses available in colleges and universities across Scotland.

Courses at levels NQ, HNC, HND, Degree, Masters

- ◆ Administration
- ◆ Administration & IT
- ◆ Accounting
- ◆ Bachelor of Business Administration
- ◆ Business Enterprise
- ◆ Business Technology
- ◆ Economics Management
- ◆ Finance
- ◆ Hospitality & Tourism Management
- ◆ Human Resource Management
- ◆ International Business and Modern Languages
- ◆ Management Science
- ◆ Marketing
- ◆ Business Law
- ◆ Legal Services
- ◆ Introduction to Book-keeping and SAGE Accounting
- ◆ Business and Financial Services Skills
- ◆ Medical Secretary

Future Careers

- ◆ Medical secretary
- ◆ Receptionist
- ◆ Secretary
- ◆ Administrative officer (courts)
- ◆ Administrative Assistant
- ◆ Legal secretary
- ◆ Medical secretary
- ◆ Receptionist
- ◆ Personal Assistant
- ◆ Housing officer
- ◆ Printing Administrator
- ◆ Travel Agent
- ◆ Local government officer
- ◆ Car Rental Agent
- ◆ Civil Service
- ◆ Administrative Officer
- ◆ Advocate's clerk
- ◆ Payroll Administrator
- ◆ Court officer
- ◆ Hotel receptionist
- ◆ Tourist information Centre Assistant

BUSINESS MANAGEMENT



COURSE DESCRIPTION

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role. The Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

Candidates gain skills in personal financial awareness through improving knowledge of financial management in a business context. The course introduces candidates to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

The course enables candidates to develop:

- ◆ knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- ◆ an insight into the systems organisations use to ensure customers' needs are met
- ◆ enterprising skills and attributes
- ◆ financial awareness, in a business context
- ◆ an insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- ◆ an awareness of how external influences impact on organisations

AREAS OF STUDY

UNDERSTANDING BUSINESS

- ◆ Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

MANAGEMENT OF MARKETING

- ◆ Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

MANAGEMENT OF OPERATIONS

- ◆ Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

MANAGEMENT OF PEOPLE

- ◆ Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

MANAGEMENT OF FINANCE

- ◆ Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

SKILLS DEVELOPED

- ◆ Knowledge and understanding of the impact of business activities on society
- ◆ Developing an awareness of ethical business practices
- ◆ Develop enterprising skills
- ◆ Understanding how to enhance employability skills
- ◆ Understanding financial data to ensure effective financial management of a business
- ◆ Learning marketing strategies and how to promote a business / product.
- ◆ Evaluating a range of production techniques used to maximise the quality of goods/services

PROGRESSION

These are some of the Business Management related courses available in colleges and universities across Scotland.

Courses at levels NQ, HNC, HND, Degree, Masters

- ◆ Business and Financial Services Skills
- ◆ Procurement
- ◆ Supply Chain Management
- ◆ Bachelor of Business Administration
- ◆ Business Enterprise
- ◆ Business Technology
- ◆ Economics
- ◆ Management
- ◆ Finance
- ◆ Hospitality & Tourism Management
- ◆ Human Resource Management
- ◆ International Business and Modern Languages
- ◆ Management Science
- ◆ Marketing
- ◆ Business
- ◆ Law
- ◆ Legal Services

Future Careers

- ◆ Business Adviser
- ◆ Business Analyst
- ◆ Business Development Manager
- ◆ Corporate Investment Banker
- ◆ Management Consultant
- ◆ Project Manager
- ◆ Risk Manager
- ◆ Stockbroker Supply Chain Manager
- ◆ Human Resources Officer
- ◆ Logistics and Distribution Manager
- ◆ Marketing Executive
- ◆ Financial Trader
- ◆ Marketing Executive
- ◆ Public Relations Account Executive
- ◆ Sales Executive
- ◆ Supply Chain Manager
- ◆ Digital Marketer
- ◆ Financial Manager
- ◆ Management Consultant
- ◆ Recruitment Consultant
- ◆ Advertising Account Executive
- ◆ Digital Marketer
- ◆ Market Researcher
- ◆ Public Relations Officer
- ◆ Sales Promotion
- ◆ Event Manager

COMPUTING SCIENCE



COURSE DESCRIPTION

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to enable learners to:

- ◆ Introduce and develop aspects of computational thinking across a range of contemporary contexts
- ◆ Develop knowledge and understanding of key facts and ideas in computing science
- ◆ Apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- ◆ Communicate computing concepts clearly and concisely using appropriate terminology
- ◆ Develop an understanding of the impact of computing science in changing and influencing our environment and society

AREAS OF STUDY

SOFTWARE DESIGN AND DEVELOPMENT

- ◆ Using a range of software applications such as Scratch, Visual Studio and other programming environments to develop programming skills through practical tasks.

COMPUTER SYSTEMS

- ◆ Data representation: describes how computers store numbers, text, and graphics.
- ◆ Computer structure: learn about the basic components of a computer system
- ◆ Environmental impact: learn how computers can be used to save energy and help the environment.
- ◆ Security precautions: learn how encryption and firewalls work to secure data.

DATABASE DESIGN AND DEVELOPMENT

- ◆ Learn to plan, design and create relational databases.
- ◆ Learn how to search and sort databases using Structured Query Language

WEB DESIGN AND DEVELOPMENT

- ◆ Design and create interactive, multimedia web pages using languages such as HTML, CSS and JavaScript.

SKILLS DEVELOPED

- ◆ Problem solving skills.
- ◆ Designing apps, web pages and databases.
- ◆ Developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code.
- ◆ Developing core IT skills.
- ◆ Building multimedia websites and learning the languages used to create web pages.

PROGRESSION

These are some of the Computing related courses available in colleges and universities across Scotland.

Courses at levels NQ, HNC, HND, Degree, Masters

- ◆ Digital Art And Animation
- ◆ Computing
- ◆ 3D Computer Animation
- ◆ Computer Games Development
- ◆ Computing with Digital Media
- ◆ Digital Design and Web Development
- ◆ Computer Science
- ◆ Computing: Networking and Cyber Security
- ◆ Digital Media & Information Studies
- ◆ Electronic & Software Engineering
- ◆ Software Engineering
- ◆ Data Science
- ◆ Information Security
- ◆ Information Technology
- ◆ IT Cyber Security
- ◆ Software Development
- ◆ Security, Intelligence & Strategic Studies

FUTURE CAREERS

- ◆ Network Engineer
- ◆ Network Security
- ◆ Web Developer
- ◆ IT Support Engineer
- ◆ Front end developer (UI, CSS, Javascript,HTML)
- ◆ Junior Cyber Security Engineer
- ◆ Cyber Security Analyst
- ◆ IT Consultant
- ◆ Software Engineer
- ◆ Social Media Manager
- ◆ Forensic Computer Analyst
- ◆ Search Engine Optimisation
- ◆ Systems Analyst
- ◆ Cyber Threat Intelligence Analyst
- ◆ Technical Support Analyst
- ◆ Database Administrator
- ◆ Multimedia Programmer
- ◆ UX Designer
- ◆ VFX Artist
- ◆ Animator Applications Developer
- ◆ Data Scientist
- ◆ Web Developer

BIOLOGY



COURSE DESCRIPTION

Biology affects everyone and aims to find solutions to many of the world's problems. Biology – the study of living organisms – plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

The aims of the course are for candidates to:

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

AREAS OF STUDY

CELL BIOLOGY

- ◆ The key areas covered include cell structure and the various processes within cells

MULTICELLULAR ORGANISMS

- ◆ The key areas covered include a comparative approach to the study of plants and animals.

LIFE ON EARTH

- ◆ The key areas covered include studying world ecosystems, evolution and how organisms interact with one another.

RESEARCH

- ◆ These units involve applying scientific investigative and research skills to a particular task, leading to an assignment completed under exam conditions in class. This will count towards the final award in S4.

SKILLS DEVELOPED

- ◆ An experimental and investigative approach is used to develop knowledge and understanding of Biology concepts.
- ◆ The courses develop learners' interest and enthusiasm for Biology in a range of contexts.
- ◆ The skills of scientific inquiry and investigation are developed, throughout the courses, by investigating the applications of Biology. This will enable learners to become scientifically literate citizens.

Skills developed in Biology can also complement skills in the other Sciences. It's a good idea to look at picking more than one Science.

Biology, along with Chemistry and Physics is offered at two levels from S4 – National 4 and National 5. Pupils are encouraged to find a comfortable level which will offer progression through to S5/6.

PROGRESSION

Gaining a qualification in Biology, like all Sciences demonstrates and ability to think analytically, creatively and independently, and to make reasoned evaluations.

These skills are useful for courses and careers in

- ◆ Science and Laboratory work
- ◆ Medicine
- ◆ Dentistry
- ◆ Veterinary careers, supporting medical careers like physiotherapy and podiatry.

Biology can also lead to careers in

- ◆ Sport
- ◆ natural history
- ◆ Ecology
- ◆ Teaching

Science courses also develop complementary skills which could lead to Biochemistry or Medical Physics.

CHEMISTRY



COURSE DESCRIPTION

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.

The aims of the course are for candidates to:

- ◆ develop and apply knowledge and understanding of chemistry
- ◆ develop an understanding of the impact of chemistry on everyday life
- ◆ develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make on society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills in a chemistry context
- ◆ develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- ◆ develop planning skills
- ◆ develop problem-solving skills in a chemistry context

AREAS OF STUDY

CHEMICAL CHANGES AND STRUCTURE

- ◆ rates of reaction; atomic structure and bonding related to

PROPERTIES OF MATERIALS

- ◆ formulae and reacting quantities; acids and bases.

NATURE'S CHEMISTRY

- ◆ homologous series; everyday consumer products; energy from fuels.

CHEMISTRY IN SOCIETY

- ◆ metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

RESEARCH UNIT

- ◆ applying scientific investigative and research skills to a particular task, leading to an assignment completed under exam conditions in class. This will count towards the final award in S4

In S3, the following units are taught up to Level 4 in preparation for the National courses in S4 and give pupils a foundation to work from.

- ◆ **PROPERTIES AND USES OF SUBSTANCES**
- ◆ **EARTH'S MATERIALS**
- ◆ **MATERIALS AND CHEMICAL CHANGES**

The three topics above are then taught in more depth in S4.

SKILLS DEVELOPED

An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts. The course develops learners' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of Chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

This will enable learners to become scientifically literate citizens.

Skills developed in Chemistry can also complement skills in the other Sciences. It's a good idea to look at picking more than one Science.

Biology, along with Chemistry and Physics is offered at two levels from S4 – National 4 and National 5. Pupils are encouraged to find a comfortable level which will offer progression through to S5/6.

PROGRESSION

Gaining a qualification in Chemistry, like all Sciences, demonstrates and ability to think analytically, creatively and independently, and to make reasoned evaluations.

These skills are useful for courses and careers in

- ◆ Science and Laboratory work
- ◆ Forensics
- ◆ Geochemistry
- ◆ Pharmacy
- ◆ Pharmacology and other medical careers.

Chemistry can also lead to careers in

- ◆ Materials development and manufacturing
- ◆ Chemical engineering
- ◆ Toxicology
- ◆ Environmental science
- ◆ Teaching etc.

Science courses also develop complementary skills which could lead to Biochemistry or Nuclear Physics.

PHYSICS



COURSE DESCRIPTION

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. The study of physics is of benefit, not only to those intending to pursue a career in science, but also to those intending to work in areas such as the health, energy, leisure and computing industries.

Physics is the basic science, involved in one way or another with everything around us, living and non-living. Physics is a constantly exciting, developing, challenging subject at the heart of all science, engineering and technology.

The aims of the course are for candidates to:

- ◆ develop and apply knowledge and understanding of physics
- ◆ develop an understanding of the impact of physics on everyday life
- ◆ develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills in a physics context
- ◆ develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- ◆ develop planning skills
- ◆ develop problem-solving skills in a physics context

AREAS OF STUDY

- ◆ **ELECTRICITY AND PROPERTIES OF MATTER** includes conservation of energy, practical electricity and electronic circuits, electrical power, conservation of energy and gas laws.
- ◆ **WAVES AND RADIATION** includes wave behaviour, sound, electromagnetic spectrum (including types of radiation and their uses), light and refraction, nuclear radiation and its applications in Medicine.
- ◆ **DYNAMICS AND SPACE** includes applications of Newton's laws and space exploration.
- ◆ **RESEARCH** units which will involve applying scientific investigative and research skills to a particular task, leading to an assignment completed under exam conditions in class. This will count towards the final award in S4.
- ◆ In S3, the following units are taught up to Level 4 in preparation for the National courses in S4 and give pupils a foundation to work from.

SKILLS DEVELOPED

- ◆ Physics gives candidates an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.
- ◆ An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.
- ◆ This course enables candidates to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They develop scientific methods of research in which issues in physics are explored and conclusions drawn.

Skills developed in Physics can also complement skills in the other Sciences. It's a good idea to look at picking more than one Science.

Biology, along with Chemistry and Physics is offered at two levels from S4 – National 4 and National 5. Pupils are encouraged to find a comfortable level which will offer progression through to S5/6.

PROGRESSION

Gaining a qualification in Physics, like all Sciences, demonstrates and ability to think analytically, creatively and independently, and to make reasoned evaluations.

These skills are useful for courses and careers in

- ◆ Science and Laboratory work
- ◆ the many disciplines of Engineering (Mechanical, Electrical etc.)
- ◆ Astrophysics
- ◆ Renewable Energies, Prosthetics
- ◆ Optometry and other medical careers.

Physics can also lead to careers in

- ◆ Materials development and manufacturing
- ◆ IT
- ◆ Accountancy
- ◆ Environmental science
- ◆ Teaching

Science courses also develop complementary skills which could lead to Medical Physics or Chemical engineering.

ART & DESIGN



COURSE DESCRIPTION

A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design and the world around them. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of society.

WHO IS THIS COURSE FOR?

The course is a broad-based qualification. It is suitable for learners with an interest in art and design, and for those who would like to progress onto higher levels of study. It allows learners to consolidate and extend their art and design skills. The course is learner-centred and includes investigative and practical learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts. This makes it highly accessible, as it can be contextualised to suit a diverse range of learners' needs and aspirations.

AREAS OF STUDY

- ◆ Pupils will be expected to study 2 main areas in S3-S4 leading in most cases to either a National 4 or 5 qualification.
- ◆ Pupils will produce two practical folios
 - ◆ **EXPRESSIVE FOLIO** which will look at developing skills of observation whilst building drawing and painting techniques. This will culminate in a larger scale painting of either a still life arrangement or portrait.
 - ◆ **DESIGN FOLIO** pupil 's will make a choice about what they wish to design. This is left open and flexible to ensure personalisation. Past examples include, posters, jewellery, animation and fashion to name a few.
- ◆ Pupils will also learn about historical and contemporary artists and designers and build an understanding of different working methods, approaches and techniques. This will prepare them for a written exam at the end of S4.

SKILLS DEVELOPED

- ◆ To use a range of materials creatively to design and make products
- ◆ To use drawing, painting and/or sculpture to develop and share their ideas, experiences and imagination
- ◆ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and tone
- ◆ To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

PROGRESSION

Students with aspirations of pursuing a career in the following areas would be well suited to studying Art & Design

- ◆ 3D Design
- ◆ Product Design
- ◆ Graphic Design
- ◆ Digital Design
- ◆ Fashion Design
- ◆ Architecture Interior
- ◆ Interior Designer
- ◆ Jewellery Design
- ◆ Art Director
- ◆ Multi Media Designer
- ◆ Animator
- ◆ Digital illustrator
- ◆ Special effects,
- ◆ Photographer
- ◆ Film maker
- ◆ Sculptor
- ◆ Artist
- ◆ Set Designer
- ◆ and many, many more.

MUSIC



COURSE DESCRIPTION

In S3, pupils will continue to develop their skills on two instruments which can include drum kit and voice through discussion with the pupil and class teacher.

Pupils do not need to have private tuition to continue with the Broad General Education course in S3, nor in S4 to follow National courses.

They will continue to build on their knowledge and understanding of music through exploration of various topics – including Rock and Pop, Blues, Jazz and Scottish.

They will develop their musical literacy skills through improvisation and composition relating to the topics studied.

Pupils will be required to have the motivation and self-discipline to practise regularly in order to improve their skills in all areas. This will involve some lunchtime practice in school if they cannot practise at home.

AREAS OF STUDY

ASSESSMENT

Assessment in S3 is ongoing, with no formal written exam but unit tests will take place throughout the year.

In S4 there will be no external exam for National 3 and National 4 qualifications but assessment will be ongoing throughout the course.

NATIONAL 5 COURSE QUESTION PAPER

All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

ASSIGNMENT

The assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

PERFORMANCE

Candidates demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- ◆ melodic accuracy/intonation
- ◆ rhythmic accuracy
- ◆ maintaining tempo and flow of the music
- ◆ conveying mood and character
- ◆ instrumental/vocal tone
- ◆ dynamics

SKILLS DEVELOPED

- ◆ skills in listening to music to promote aural perception and discrimination
- ◆ knowledge and understanding of music styles, concepts, notation signs and symbols
- ◆ skills in creating original music using compositional methods
- ◆ reviewing the creative process and evaluating own composing
- ◆ skills in performing music on two contrasting instruments in contrasting styles
- ◆ self-reflection and review of rehearsal and practice skills
- ◆ demonstrate a depth of knowledge and understanding of music, music concepts, and music literacy
- ◆ create original music and review the composing process
- ◆ prepare and perform a programme of music on two selected instruments or one instrument and voice

PROGRESSION

Why study music?

- ◆ Musicians are high achievers across the curriculum.
- ◆ Music enriches the life of a child and makes them a happier person.
- ◆ Musicians develop unique transferable skills.
- ◆ Musicians develop positive self-esteem.
- ◆ Music is a sociable subject providing a platform for developing relationships.
- ◆ Musicians remain musicians for the rest of their lives

Pupils that study music in S3 & S4 can progress to study Higher and Advanced Higher in S5 & S6.

Pupils can also study Music Technology in S5 & S6.

MUSIC TECHNOLOGY



COURSE DESCRIPTION

Music technology is an exciting option choice for pupils that enjoy being creative and have good digital skills. Throughout S3 pupils will learn about sound design and develop skills in recording and using editing software alongside learning about modern musical styles and developments.

AREAS OF STUDY

There are 3 main elements to the course:

Music Technology Skills

Exploring sound design, microphone techniques and the use of editing software

Music Technology in Context

Creating projects e.g. creating sounds for a video game/movie, creating a podcast or recording live musicians

Understanding 20th and 21st Century Music

Learning about a range of musical styles and technological developments through the decades.

SKILLS DEVELOPED

- ◆ knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- ◆ knowledge of the features and functions of music technology hardware and software
- ◆ skills in using music technology hardware and software to capture and manipulate audio
- ◆ planning, implementing and evaluating a sound production
- ◆ application of music technology in creative ways
- ◆ awareness of a range of contexts in which music technology can be applied

PROGRESSION

Pupils in S3 will typically go on to study Music Technology at National 4 or 5 in S4.

In the senior phase pupils will have the opportunity to progress on to National 5 or Higher Music Technology.

Pupils with an interest in the following careers would be well suited to Music Technology:

- ◆ Sound technician
- ◆ Studio engineer
- ◆ Audio engineer
- ◆ Recording artist
- ◆ Music producer
- ◆ Media and Event Support Specialist
- ◆ Foley artist
- ◆ Games design
- ◆ Teacher

PHYSICAL EDUCATION



AREAS OF STUDY

S2 PHYSICAL EDUCATION

In S2 Curriculum for Excellence PE. Pupils will get the chance to experience new and exciting activities throughout this year over 3 periods. They will have experienced around 10 activities over the year, for example; Football, Rugby, Badminton, Basketball, Gymnastics, Netball, Volleyball, Table Tennis and Athletics.

Assessment is based on six areas:

- ◆ Decision Making
- ◆ Kinaesthetic Awareness
- ◆ Coordination & Fluency
- ◆ Speed
- ◆ Flexibility,
- ◆ Motivation and Responsibility & Leadership.

By the end of S2, pupils will have experienced 8 activities over the year with the main focus being Skill development and learning to co-operate with classmates in challenging environments. Pupils will have been exposed to a range of challenging contexts developing personal qualities such as Self Esteem, resilience and determination. This is reported on with Skill development being assessed at levels 3 and 4.

S3 PHYSICAL EDUCATION

In S3 all pupils will have 3 compulsory periods of PE (Core). Those pupils who then go on to select Sports Development will have an additional 3 periods per week giving a total of 6 periods per week. However, as part of this course, there is a written element of 1 theory lesson in the classroom per week, where you develop knowledge and understanding for the course leading on to National Courses.

In S4, pupils in the National 4 course will have a formal written element within this course to gather evidence for submission to the SQA. This will take the form of a course booklet including outcomes incorporating a pass/fail assessment. Pupils must show a basic knowledge in physical, skill related and mental fitness, skill acquisition and many other factors within the area. They will also perform in 4 different activities with 2 contributing to the overall grade.

In S4, pupils in the National 5 course will have a formal written element within this course to gather evidence for submission to the SQA. This will take the form of a 'Portfolio' which will be completed in school based on the preparation and performance in an activity. They will also perform in 4 different activities where they will then be assessed in 2 one-off performances. The course breakdown will be

- ◆ **Practical – 50%**
- ◆ **Portfolio – 50%.**

SKILLS DEVELOPED

This is a physically demanding subject and participation in PE engagement is fundamental to every child's development and learning. Health and wellbeing is central to this and learning about living a healthy happy lifestyle is high on the schools agenda. A good quality physical education is all inclusive; beyond enhancing motor skills, it builds a child's confidence and provides foundation skills and knowledge for a lifetime of activity. This skill can even help in shaping up a future working life in sport if children excel in sports and physical activity.

PROGRESSION

Career Prospects

Physical Education can lead to a multitude of further education courses. It can lead to NC, NQ, HNC, and HND qualifications across the Health and Wellbeing sector.

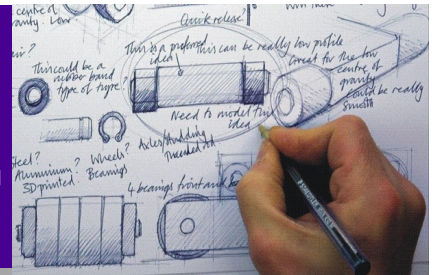
Courses you could study include

- ◆ Dance
- ◆ Sport and Fitness
- ◆ Coaching and Development
- ◆ Fitness
- ◆ Health and Exercise
- ◆ Personal Training and Fitness
- ◆ Sports Therapy
- ◆ Soft Tissue Therapy
- ◆ Sport Coaching
- ◆ Applied Sport and Exercise Psychology
- ◆ Outdoor Education, Complimentary Therapies
- ◆ Social Care
- ◆ Nursing
- ◆ Medical Sciences and much more.

Having a greater interest in Physical Education can lead you onto many different higher educational courses through university. An interest in Physical Education may take you onto courses such as

- ◆ Physiology (BSc Hons)
- ◆ Sport Science (BSc Hons)
- ◆ Human Nutrition and Dietetics (BSc Hons),
- ◆ International Sport Management (BA Hons)
- ◆ Podiatry (BSc Hons)
- ◆ Primary Education (BA Hons)
- ◆ Physical Education (MA), Physical Activity and Health (BSc Hons)
- ◆ Sport and Psychology (BSc Hons)
- ◆ Sport Coaching (BSc Hons)
- ◆ Sport Development (BA).

DESIGN & MANUFACTURE



COURSE DESCRIPTION

Design and Manufacture is a diverse and exciting course with great progression through N4 to Higher and beyond into Further and Higher Education. The S3 curriculum offers flexibility, provides opportunity for deep learning, with a focus on skills and application of learning. There is plenty scope for personalisation and choice through creative and stimulating design exercises. The course allows candidates to develop knowledge and skills enabling them to appreciate, contribute and adapt to the diverse opportunities offered in manufacturing industries and prepares students for progression towards SQA courses in the senior phase.

PURPOSE AND AIMS

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing.

The course enables candidates to develop:

- ◆ skills in designing and manufacturing 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

WHO IS THIS COURSE FOR?

This course is suitable for learners attracted by practical activities. It provides a foundation for those considering further study or a career in design, manufacturing, engineering, science, marketing, and related disciplines. The course also offers a complementary practical experience for those studying subjects in the technologies and expressive arts.

AREAS OF STUDY

S3 DESIGN AND MANUFACTURE COURSE OUTLINE

- ◆ Practice Joints and Practical Skills
- ◆ Materials and Manufacture Theory Unit
- ◆ Design Skills Unit
- ◆ Sunglasses Design Unit
- ◆ Reverse Engineering Project
- ◆ Commercial Design Folio - Sunglasses
- ◆ Clock Project - Design and Manufacture

S4 DESIGN AND MANUFACTURE COURSE OUTLINE

- ◆ Reverse Engineer Unit
- ◆ Materials and Manufacture Theory
- ◆ Design and Commercial Manufacturing Theory
- ◆ Design Skills Unit
- ◆ SQA Assignment

SKILLS DEVELOPED

Candidates develop creative and practical skills by designing and making solutions to real problems. In addition, they gain an understanding of the impact of design and manufacture on everyday life. The course encourages candidates to take a broad view of design and manufacture, through making decisions and taking responsibility for their own actions, generating and developing ideas, applying knowledge, and justifying decisions. These transferrable skills place candidates in a strong position regardless of the career path they choose.

PROGRESSION

Students with aspirations of pursuing a career in the following areas would be well suited to studying Design and Manufacture

- ◆ Design Engineering
- ◆ Commercial Manufacturing Technologies
- ◆ Product Design
- ◆ Architecture
- ◆ Construction skills based trade

GRAPHIC COMMUNICATION



COURSE DESCRIPTION

Graphic Communication provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions. The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact. There are great progression opportunities through N4 to Advanced Higher and beyond into Further and Higher Education.

PURPOSE AND AIMS

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with 2D and 3D Graphics. The course enables candidates to develop:

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

WHO IS THIS COURSE FOR?

This course is a broad-based qualification, suitable for learners with an interest in both digital and paper-based graphic communication. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto higher levels of study or a related career.

AREAS OF STUDY

S3 GRAPHIC COMMUNICATION

- ◆ 2D and 3D Sketching Unit
- ◆ Production Graphics Unit
- ◆ DTP Magazine Unit
- ◆ DTP Game Case Cover Assessment
- ◆ Geometric Shapes Unit
- ◆ CAD Modelling Techniques
- ◆ Bottle Assignment

S4 GRAPHIC COMMUNICATION

- ◆ 2D & 3D Sketching
- ◆ Gasses Case and Label Task
- ◆ DTP Comparison Page Task
- ◆ Constraints Unit
- ◆ Mug Tree Task
- ◆ Prisms, Pyramids and Cylinders
- ◆ BSI & Building Drawings
- ◆ Practice Assignment
- ◆ SQA Assignment

SKILLS DEVELOPED

Candidates develop skills in graphic communication techniques, including

- ◆ the use of equipment
- ◆ graphics materials and software
- ◆ the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- ◆ an understanding of the impact of graphic communication technologies on our environment and society.

PROGRESSION

Career Prospects

Students with aspirations of pursuing a career in

- ◆ Engineering
- ◆ Graphic Design
- ◆ Architecture
- ◆ Web/App Design
- ◆ Advertising
- ◆ Photojournalism
- ◆ Art/Design Direction or Communications

would be well suited to studying Graphic Communication.

PRACTICAL WOODWORKING



COURSE DESCRIPTION

Practical Woodworking provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

PURPOSE AND AIMS

The course enables candidates to develop:

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

WHO IS THIS COURSE FOR?

This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career.

AREAS OF STUDY

S3 PRACTICAL WOODWORKING

- ◆ Practice Frame
- ◆ Pencil Case
- ◆ Kitchen Roll Holder (Turning)
- ◆ Traditional Stool
- ◆ Jewellery Box
- ◆ Mini Chair

S4 PRACTICAL WOODWORKING

- ◆ Practice Frame
- ◆ Table (Frame)
- ◆ Tool Box (Machining and Finishing)
- ◆ Corner Unit (Carcase)
- ◆ Test Pieces
- ◆ SQA Assignment

SKILLS DEVELOPED

This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques.

The areas of study are

- ◆ Flat-frame construction
- ◆ Carcase construction
- ◆ Machining and Finishing

PROGRESSION

Career Prospects

Students with aspirations of pursuing a career in

- ◆ Joinery
- ◆ Construction
- ◆ Set building and design
- ◆ Furniture and Cabinet Making
- ◆ Musical Instrument Technology
- ◆ Shop fitting
- ◆ Glazing
- ◆ Ship Building

would be well suited to studying Practical Woodworking.

FASHION & TEXTILES



COURSE DESCRIPTION

Fashion and Textiles is a rapidly growing industry where individuals are surrounded by creativity. The course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through fashion and textile-related activities. The practical learning activities in the course encourage candidates to develop problem solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item. The course will use underpinning knowledge and focuses on designing, planning, making and evaluating detailed fashion/textile items.

PURPOSE AND AIMS

The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

This course is practical and experiential. Candidates will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items. Candidates will develop:

- ◆ Detailed knowledge of textile properties and characteristics.
- ◆ Detailed textile construction techniques.
- ◆ Detailed understanding of factors that influence fashion/textile choices.
- ◆ Detailed understanding of fashion/textile trends.
- ◆ The ability to plan and make detailed fashion/textile items.
- ◆ The ability to select, set up, adjust and use relevant tools and equipment safely and correctly.
- ◆ Detailed investigation, evaluation and presentation skills.

The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

WHO IS THIS COURSE FOR?

The course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. It is particularly suitable for learners who enjoy experiential learning through practical activities. This course offers learners opportunities to develop and extend a wide range of fashion and textile related skills, including practical skills and textile construction techniques. Course activities provide learners with opportunities to develop thinking and decision-making skills and skills in planning, organising and evaluating practical tasks. Learners can also develop skills for learning, skills for life and skills for work.

AREAS OF STUDY

- ◆ TEXTILE TECHNOLOGIES
- ◆ FASHION/TEXTILE ITEM DEVELOPMENT
- ◆ FASHION TEXTILE CHOICES

SKILLS DEVELOPED

- The ability to plan, make and review fashion/textile items with some accuracy
- The ability to use a range of textile construction techniques with some accuracy
- Knowledge and understanding of a range of textile characteristics, properties and technologies for a range of different applications
- Knowledge and understanding of the uses of textiles
- The ability to work to a brief
- Selecting, setting up, adjusting and safely using of tools and equipment
- Knowledge and understanding of a range of factors that influence fashion/textile choices
- Problem-solving in straightforward contexts with some complex features
- Communicating and justifying ideas
- Evaluating the development process and the completed fashion/textile items

PROGRESSION

Career Prospects

Studying Fashion & Textiles can lead to a wide range of career opportunities;

- ◆ Costume Designer
- ◆ Dressmaker
- ◆ Fashion Designer
- ◆ Garment Technologist
- ◆ Retail Buyer
- ◆ Sewing Machinist
- ◆ Textile Designer
- ◆ Visual Merchandiser

PRACTICAL COOKERY



COURSE DESCRIPTION

Practical Cookery (Previously call Hospitality) is a highly practical course which enables candidates to participate in engaging, motivating learning experiences, to develop cookery-related knowledge, understanding and skills, and to use them at home, in the wider community and, ultimately, in employment.

PURPOSE AND AIMS

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills. The course aims to enable candidates to:

- ◆ Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- ◆ Select and use ingredients to produce and garnish or decorate dishes
- ◆ Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- ◆ Develop an understanding of current dietary advice relating to the use of ingredients
- ◆ Plan and produce meals and present them appropriately
- ◆ Work safely and hygienically

WHO IS THIS COURSE FOR?

This course is suitable for learners who have an interest in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

AREAS OF STUDY

S3 PRACTICAL COOKERY

THE ROYAL ENVIRONMENTAL HEALTH INSTITUTE OF SCOTLAND ELEMENTARY FOOD HYGIENE COURSE

- ◆ Bacteria and their characteristics
- ◆ Personal hygiene and working habits of food handlers
- ◆ Common food pests and their control
- ◆ Food hygiene legislation

COOKERY SKILLS & TECHNIQUES UNIT

- ◆ Use of a wide range of food preparation equipment
- ◆ Skills taught enable the pupils to peel, skin, chop, slice, dice, cut matchsticks, cut batons, segment, blanch, puree and many more
- ◆ The application of cookery processes: baking, boiling, grilling, poaching, shallow frying/stir-frying, steaming and stewing

S4 PRACTICAL COOKERY

UNDERSTANDING AND USING INGREDIENTS UNIT

- ◆ Current dietary advice relating to the selection and use of ingredients
- ◆ The importance of sourcing sustainable ingredients
- ◆ Carrying out a costing exercise
- ◆ Safe storage and preparation of ingredients to reduce hazards and eliminate cross-contamination

ORGANISATIONAL SKILLS FOR COOKING UNIT

- ◆ Planning meals, requisitioning equipment, time planning
- ◆ Cooking and finishing dishes, controlling the stages of the cookery processes and testing food for readiness,
- ◆ Evaluating dishes for taste, texture and presentation

SKILLS DEVELOPED

This course allows pupils to develop the food preparation skills out lined above. They also develop and use the transferrable skills of research, organisation, evaluation, integration and application of knowledge and problem solving.

PROGRESSION

Career Prospects

Studying Practical Cookery can lead to a wide range of career opportunities in the Hospitality and catering sector.

GEOGRAPHY



COURSE DESCRIPTION

The study of geography introduces you to our changing world, its human interactions and physical processes. You will develop the knowledge and skills to enable you to contribute to you local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for you to interact with your environment.

AREAS OF STUDY

S3 Course

AFRICA

A continent of contrasts? Exploring in more depth the human and physical Geography of this continent of contrasts.

CLIMATE CHANGE

Investigating the human and physical causes of climate change, why is it a big issue and what can we do about it?

CHANGING CITIES

A look at two cities in the world and how they are changing.

HOW DID THE LAST ICE AGE AFFECT SCOTLAND?

Discovering the different ways that the last ice age affected the landscape of Scotland and how it causes conflicts in Scotland to this day.

OUR CHANGING COASTS

How the landscape around the coast of the UK is being eroded in some areas and built up in others and how to identify these areas on maps.

S4 COURSE

DYNAMIC COASTS

Investigating the changing environment where the sea meets the land. Growing Populations - exploring the impacts of youthful and ageing populations.

SICK PLANET

How different diseases affect populations around the world

WHERE DOES OUR FOOD COME FROM?

Exploring how farming practices have changed to keep up with our demands for food in different places around the world

WEATHERING THE STORM

Learning how to read weather charts and how different weather systems impact our weather giving the UK a unique climate.

SKILLS DEVELOPED

Skills learned include

- ◆ Research,
- ◆ Interpreting graphs and numerical data to form an understanding of our world and it's system
- ◆ Map reading and interpreting
- ◆ Field work skills
- ◆ Working with factual and theoretical information to form opinions and ideas
- ◆ Giving detailed explanations.

PROGRESSION

Potential Careers include (but are not limited to)

- ◆ Geoscientist
- ◆ Meteorologist
- ◆ Oceanographer
- ◆ National Park Ranger
- ◆ Estate agent
- ◆ Cartographer
- ◆ Forestry officer
- ◆ Teacher
- ◆ Landscape architect
- ◆ Quantity surveyor
- ◆ Hospitality and Tourism
- ◆ Town planner
- ◆ Engineering
- ◆ Geographical Information Systems Officer

HISTORY



COURSE DESCRIPTION

In History pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

The course helps pupils to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

AREAS OF STUDY

S3 COURSE

THE HOLOCAUST

Pupils will study the Holocaust looking at first hand accounts of both the victims and the perpetrators. Pupils will study the main events of the Second World War, including the rise of the Nazis which led to which led to this dark period of history.

ERA OF THE GREAT WAR

A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front focussing on new warfare and trench life, changing the way WW1 was fought. It also considers the way in which the war changed life for civilians on the home front.

S4 COURSE

FREE AT LAST

A study of the development of race relations in the USA during the years 1918–68, looking at issues such as identity and power.

THE MAKING OF MODERN BRITAIN

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the events which created modern Britain.

SKILLS DEVELOPED

These courses will help pupils develop a range of vital skills.

- ◆ They encourage active learning in the process of developing an understanding of people and society in the past.
- ◆ Learners need to acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical themes.

PROGRESSION

Potential Careers include (but are not limited to)

- ◆ Law
- ◆ Politics
- ◆ History
- ◆ Teaching (Primary/Secondary)
- ◆ Journalism and any media
- ◆ Social Work
- ◆ Psychology
- ◆ Advertising
- ◆ Police
- ◆ Counselling
- ◆ Market Research
- ◆ Civil Service
- ◆ Marketing
- ◆ Youth Work
- ◆ Human Resources, Research Work
- ◆ Communications
- ◆ Charity/Non-Governmental Service Sector
- ◆ International Development Support

MODERN STUDIES



COURSE DESCRIPTION

Modern studies will prepare young people for the rapidly changing world they will soon inherit from the older generation. The Modern Studies course encourages pupils to develop a greater understanding of the world they live in and their place within. They also have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

AREAS OF STUDY

S3 COURSE

WAR AND CONFLICT

- ◆ Pupils will explore modern day conflict(s) and learn to understand the cause and consequence of world events.

CRIME AND THE LAW

- ◆ **Crime is in the genes?** Pupils will look at the causes of crime and decide if criminality is truly genetic or not.
- ◆ **Crime effects us all!** Pupils will explore the impact of crime on victims, offenders, families, communities and wider society
- ◆ **Prison works?** Pupils will explore ways in which criminals are punished in the UK and Scotland.

S4 COURSE

WORLD POWER - THE USA

Influence of the USA

- ◆ Pupils will study how much influence the USA has in Scotland and the rest of the world.

Social and economic issues in the USA

- ◆ Pupils will look at issues which are currently impacting American citizens, such as Black Lives Matter, Gun Crime, Immigration and Poverty.

Politics in the USA

- ◆ Pupils will study how America is governed, they will study the role of the President, Congress and the power of the people to make change happen.

DEMOCRACY IN SCOTLAND

How powerful is Scotland?

- ◆ Pupils will look at the role and powers of the Scottish government and what decisions they make that effect our everyday lives.

Power to the people

- ◆ Pupils will study how powerful people are to make change happen during elections or by taking part in a pressure group. They will learn about how they can use their political rights for change.

The Scottish Government

- ◆ Pupils will look at the role of the First Minister, MSPs and Committees in shaping the world that they are part.

SKILLS DEVELOPED

- ◆ Pupils will learn how to spot fake news by detecting bias and exaggeration.
- ◆ Pupils will develop their research skills through assignments which strengthen their skills for learning, life and work.
- ◆ Pupils will be able to analyse and evaluate complex world issues and make sense of the world they live in.
- ◆ Pupils will develop their critical thinking and problem solving skills which will be directly transferrable to the world of work.

PROGRESSION

Potential Careers include (but are not limited to)

- ◆ Law
- ◆ Politics
- ◆ History
- ◆ Teaching (Primary/Secondary)
- ◆ Journalism and any media
- ◆ Social Work
- ◆ Psychology
- ◆ Advertising
- ◆ Police
- ◆ Counselling
- ◆ Market Research
- ◆ Politics
- ◆ Civil Service
- ◆ Marketing
- ◆ Youth Work
- ◆ Human Resources
- ◆ Research Work
- ◆ Communications
- ◆ Charity/Non-Governmental Service Sector
- ◆ International Development Support

SPANISH



COURSE DESCRIPTION

The S3 Spanish course offers pupils the opportunity to build on the knowledge they have gained in S1/2 as well as develop skills for learning, skills for life and skills for work.

Through the study of Spanish pupils will have the opportunity to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- ◆ read, listen, talk and write in Spanish
- ◆ explore a variety of situations which they might experience in a Spanish speaking country applying their knowledge and understanding of Spanish
- ◆ enhance their understanding and enjoyment of other cultures and of their own by learning about the culture of Spain and of other Spanish speaking countries

LITERACY

The Spanish course is designed by teachers to develop pupils' literacy skills by providing them with opportunities to read, listen, talk and write in the foreign language, and to reflect on how this relates to their use of English and other languages.

AREAS OF STUDY

ASSESSMENT

LISTENING AND TALKING

The ability complete short solo talks and take part in simple conversations in Spanish is assessed continuously throughout the course by the pupil's own teacher. In listening, pupils demonstrate their understanding of what they have heard in Spanish by answering questions in English.

READING

Pupils read short items in Spanish and demonstrate their understanding by answering questions in English.

WRITING

Pupils complete several pieces of different styles of writing in Spanish.

As well as completing key assessment pieces at appropriate times in their learning, pupils will be encouraged to take responsibility for their own learning by using self-assessment to identify their strengths and development needs and act on feedback given from peers as well as teachers in order to plan their next steps.

SKILLS DEVELOPED

SKILLS, KNOWLEDGE AND UNDERSTANDING

Throughout the course pupils will develop subject skills, knowledge and understanding by:

- ◆ reading, listening, talking, and writing in Spanish in the contexts of society, learning, employability, and culture
- ◆ learning to know and understand the detailed language required to use Spanish successfully
- ◆ applying grammatical knowledge and understanding

PROGRESSION

We would encourage all learners to continue studying Spanish in S4 so that they may achieve National 4 or National 5.

Thereafter pupils can progress to Higher Spanish, Advanced Higher Spanish and study Spanish in Higher Education.

There are many opportunities to study in Spain as part of degree courses in, for example,

- ◆ Languages,
- ◆ Law
- ◆ Engineering
- ◆ Science
- ◆ Business

FRENCH

COURSE DESCRIPTION

The S3 French course offers pupils the opportunity to build on the knowledge they have gained in S1/2 Spanish as well as develop skills for learning, skills for life and skills for work. Pupils who chose to learn French in S3 will do so in addition to Spanish. They may not swap Spanish for French.

Through the study of French pupils will have the opportunity to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- ◆ read, listen, talk and write in French
- ◆ explore a variety of situations which they might experience in a French speaking country applying their knowledge and understanding of French
- ◆ enhance their understanding and enjoyment of other cultures and of their own by learning about the culture of France and of other French speaking countries

LITERACY

The French course is designed by teachers to develop pupils' literacy skills by providing them with opportunities to read, listen, talk and write in the foreign language, and to reflect on how this relates to their use of English and other languages.

AREAS OF STUDY

ASSESSMENT

LISTENING AND TALKING

The ability complete short solo talks and take part in simple conversations in French is assessed continuously throughout the course by the pupil's own teacher. In listening, pupils demonstrate their understanding of what they have heard in French by answering questions in English.

READING

Pupils read short items in French and demonstrate their understanding by answering questions in English.

WRITING

Pupils complete several pieces of different styles of writing in French.

As well as completing key assessment pieces at appropriate times in their learning, pupils will be encouraged to take responsibility for their own learning by using self-assessment to identify their strengths and development needs and act on feedback given from peers as well as teachers in order to plan their next steps.

SKILLS DEVELOPED

SKILLS, KNOWLEDGE AND UNDERSTANDING

Throughout the course pupils will develop subject skills, knowledge and understanding by:

- ◆ reading, listening, talking, and writing in Spanish in the contexts of society, learning, employability, and culture
- ◆ learning to know and understand the detailed language required to use French successfully
- ◆ applying grammatical knowledge and understanding

PROGRESSION

We would encourage all learners to continue studying French in S4 so that they may achieve National 4 or National 5.

Thereafter pupils can progress to Higher French, Advanced Higher French and study French in Higher Education.

There are many opportunities to study in Spain as part of degree courses in, for example,

- ◆ Languages,
- ◆ Law
- ◆ Engineering
- ◆ Science
- ◆ Business

Why learn two foreign languages?

Learning an additional foreign language improves the functionality of the brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. Rather than confuse learners, evidence has shown that people, especially children, are skilled at switching between two systems of speech, writing, and structure allowing them to build on the skill of multi-tasking which will benefit them in all areas of the curriculum.