



S3 into S4 Course Choice Booklet

February 2023



Contents

Page

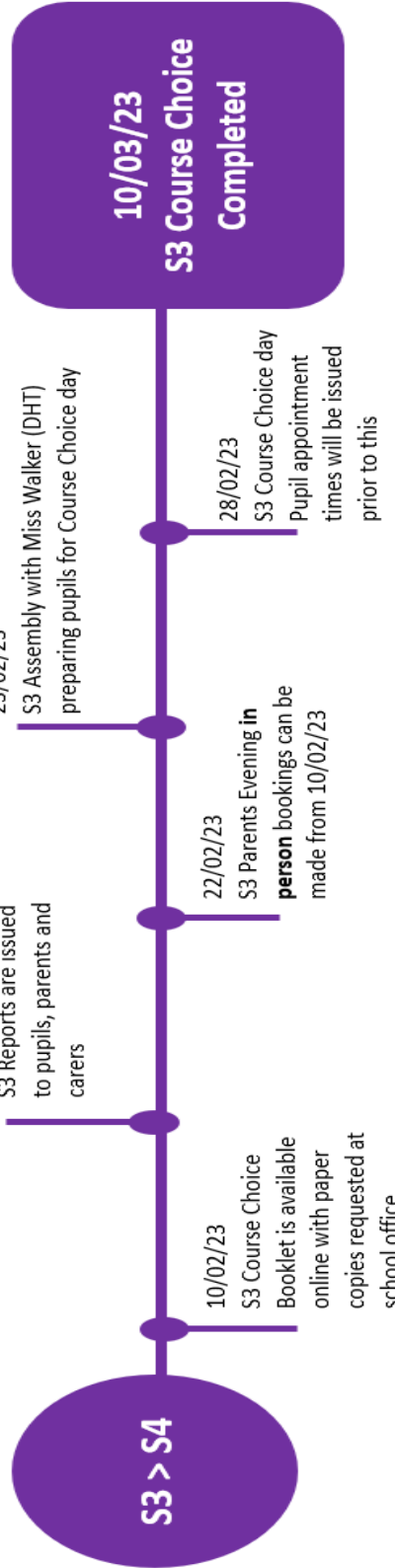
3	Section 1 - Course Choice Timeline for S3 into S4
4	Section 2 - Curriculum and Pathways
5	Section 3 - Making the Right Choice
6	Section 4 - What you need to do next

Page Subjects

7	Administration & IT
8	Art & Design
9	Biology
10	Business Management
11	Chemistry
12	Computing Science
13	Design & Manufacture
14	Drama
15	English
16	English for Speakers of Other Languages (ESOL)
17	French
18	Geography
19	History
20	Hospitality: Practical Cookery
21	Hospitality: Skills for Work
22	Mathematics
23	Media
24	Modern Studies
25	Music
26	Photography
27	Physical Education
28	Practical Woodwork
29	Spanish
30	School College Partnership (SCP)
31	Travel & Tourism

Course Choice Timeline for S3 into S4

S3 into S4 Course Choice Timeline 2022/23



Section 1 - Curriculum and Pathways

Your Journey

S4 is arguably the most important year of school life. It marks the beginning of your Senior Phase and for all pupils and it will be the first time you will experience working towards formal National Qualifications in May 2024. As a result, S4 pupils often experience a 'gear change' in mindset and work rate and have commented on a different level of intensity in their learning and assessment. Therefore, in order to make sure S4 as successful as possible we want to make sure we get the course choice process right from the start of it.

Curriculum Rationale

To enable all young people to achieve successful outcomes regardless of ability or background.

Curriculum Objectives

We are all facing a period of uncertainty about what the next few years might look like. We know that there could be ongoing economic factors that may affect future outcomes and therefore course choice this year is perhaps more important than in previous years. To achieve our overall aim we have identified 3 objectives that should influence your choices.

1. Positive Destinations

To provide a clear learning pathway to one of three positive destinations. These include:

- Employment or Training (Modern or Foundations Apprenticeships)
- College or Further Education
- University or Higher Education

2. Learning

To have a positive ethos of learning and engagement in our school. This is usually achieved by ongoing events and activities in and out of the classroom that enhance pupils' experiences and outcomes.

3. Close the poverty related attainment gap

It is well documented that pupils from disadvantaged backgrounds do not gain the same level or amount of qualifications as those from more affluent areas. Our Curriculum and use of resources are designed to maximise learning opportunities by providing disproportionate opportunities for 'catch up' activities that enhance life chances.

Section 2 - Making the right choice

The S4 curriculum consists of 7 subjects with 4 periods a week for most subjects. English and Maths are compulsory at this stage therefore **pupils will pick a total of 5 subjects with 2 reserve subjects.**

Prior to making choices, pupils and parents should consider the following overarching principles:

1. Career Education

As pupils progress through their Senior Phase, one of our objectives is to ensure each pupil is matched into one of three pathways:

- Employment or Training (Modern or Foundations Apprenticeships)
- College or Further Education
- University or Higher Education

The starting point for all pupils is look at the career you are interested in and think about what the future might look like for you. This will then inform the subjects and combination of subjects you should take to ensure you have skills and knowledge to progress into that pathway. We work very closely with Skills Development Scotland and our school Careers Advisor is Jo Holmes. Jo is available for an informal discussion, application support or more in depth and ongoing advice. All her details can be found on the school website.

2. Aspirations

Matching subject choice to your interests, your skills and your future aspirations keeps you motivated and engaged. Make sure you read the Course Descriptor for each subject, what the course content is and whether you like that kind of work. Then, based on the how you have been working in S1, S2 and S3, decide if that subject is going to give you the best chance of achieving the highest possible attainment.

It is much better to choose subjects where there is a chance of gaining a National 5 rather than opting for a National 4

3. Progression and Continuity

We strongly recommend that you continue with subjects you had selected in S3. If your teacher does not recommend that this is the most meaningful pathway then we will consider another subject otherwise this ensures that progression of knowledge and skills are continued into S4 and that you are giving yourself the best possible chance to attain National Qualifications and improve your outcomes. Where that is not possible your PSL will discuss with you the next steps.

4. Balance - Breadth of Experiences

If you are not entirely clear on what your future might look like, you may want to keep your options open in terms of the future, and so, picking a range of courses that create a breadth of experiences and a portfolio of skills and knowledge is a wise option.

Section 3 - What you need to do next

As our Course Choice process is now online your son/daughter will need access to their school supported iPad to complete the process effectively.

Step 1 The Course Choice booklet for S3 will be published on our website on 10th February 2023.

Step 2 We have planned separate online events for pupils and for parents and carers via reports and parents evening on the 22nd February 2023 - see S3 into S4 Course Choice Timeline on page 2.

Step 3 If you require any additional support at any stage, email

Ms Ramsay	-	S3 Pupil Support Leader
Ms MacLennan	-	Support for Learning
Skills Development Scotland	-	Jo Holmes
Miss Dancer	-	S3 Year Head

Step 4 **STOP – remember that the subject choices you make for S4 will lead to possible exams in May 2024, therefore please make sure any subjects your son/daughter chooses can be sustained throughout the year.**

Step 5 Course Choice Day for all S3 pupils is 28th February 2023. We will send your son/daughter an appointment time and a link how to complete and submit the form online.

Step 6 Once all S3 pupils have completed the Course Choice Process we will send your son/daughter's subject choices via email so you can check them.

Step 7 Once all checks are complete, we will begin to create new classes and begin the timetabling process.

Step 8 We aim to launch our new timetable in June 2023 and your son/daughter will start S4.

Course Content and Assessment

	National 5	National 4
Unit 1	Administrative Practices	Administrative Practices
Unit 2	IT Solutions for Administrators	IT Solutions for Administrators
Unit 3	Communication in Administration	Communication in Administration
Final Assessment	Assignment + Question Paper	Added Value Unit: Administration and IT Assignment

What skills will I develop?

An understanding of administration in the workplace and of the attributes required of good administration. Knowledge and understanding of key legislation affecting organisations and employee. Knowledge and understanding the benefits to organisations of good customer care. IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts. The ability to use IT skills in more complex administrative tasks

Organisational skills in the context of organising and supporting events. The ability to use technology appropriately for communication and investigation in familiar and some unfamiliar contexts. Skills in organising, processing and communicating information in largely familiar contexts. Knowledge and understanding of social issues such as business use of IT and the impacts of IT. Problem-solving, team-working and using initiative

During a pupils learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Administration & IT* may find an interest in the following career paths:

Administrative Assistant, Airport Information Assistant, Civil Service, Company Secretary, Customer Service Manager

Please use the My World of Work tool to find out more:

[Subject choices \(Administration and Information Technology\) | My World of Work](#)

For more information about *Administration & IT* please speak to:

Mrs Valentine, Teacher of Business Education

Course Content and Assessment

	National 5	National 4
Expressive Unit	Expressive Portfolio (external)	Expressive Portfolio (internal)
Design Unit	Design Portfolio (external)	Design Portfolio (internal)
Question Paper	Examination (external)	N/A

Introduction: N4/N5 course is split into three parts. Expressive Portfolio and Design Portfolio that consists of Research, Development and final piece, and the Theory. Both levels must complete theory work but only N5 and above sit a written exam.

What skills will I develop?

- Respond to an Expressive theme and Design brief in an effective and imaginative way.
- Communicate personal thoughts, feelings and ideas effectively and skilfully in Expressive and Design activities.
- Demonstrate problem solving, critical thinking and decision-making skills in Expressive and Design activities.
- Understand how artists and designers use materials and techniques for creative and visual effect.
- Understand and analyse the impact of artists' and designers' creative choices in Expressive Art and Design works.
- Plan, develop, produce and present creative Expressive Art and Design work.
- Use Expressive Art and Design materials, techniques and technology in a creative and skilful way.
- Reflect on and evaluate your own Art and Design work.
- Understand and analyse the influence of social and cultural factors on Expressive Art and Design practice.

Pupils who enjoy *Art & Design* may find an interest in the following career paths:

Graphic design, product design, fashion design, jewellery design, interior design, architecture, multimedia design, web design, games design, illustration, animation, commercial art, photography, hair and beauty, body art, floristry, teaching, or a route into college/university.

Please use the My World of Work tool to find out more

[Subject choices \(Art and Design\) | My World of Work](#)

For more information about *Art & Design* please speak to:

Mrs Ogston, Curriculum Leader of Expressive Arts

Course Content and Assessment

	National 5	National 4
Unit 1	Cell Biology	Cell Biology
Unit 2	Multicellular Organisms	Multicellular Organisms
Unit 3	Life on Earth	Life on Earth
Final Assessment	Assignment + Exam	Added Value Unit: Biology Assignment

What skills will I develop?

A deeper knowledge and understanding of biology
 A deeper understanding of biology's role in scientific issues
 An understanding of biology in society and the environment
 Scientific inquiry skills to plan and carry out experiments
 Scientific analytical thinking skills in a biology context
 The ability to use technology, equipment and materials, in scientific activities
 Problem solving skills in biology context
 Use and understand scientific literacy, to communicate ideas and issues
 Finding associations and investigating models in real life contexts
 The knowledge and skills for more advanced learning in biology
 The ability to review science-based claims in media reports
 Evaluating environmental and scientific issues
 Risk assessment and decision making

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Biology* may find an interest in the following career paths:

Working with animals, Environmental Science, Healthcare & Medicine, Sports Science, Food and Drink industry, Academic Research, Teaching, marine Biology, Immunology, Genetics, Conservation.

Please use the My World of Work tool to find out more:

[Subject choices \(Biology\) | My World of Work](#)

For more information about *Biology* please speak to:

Mrs Mills, Curriculum Leader, Science & Technology
 Dr Fulton, Teacher of Biology & Chemistry

Course Content and Assessment

	National 5	National 4
Unit 1	Understanding Business	Business in Action
Unit 2	Management of People and Finance	Influences on Business
Unit 3	Management of Marketing and Operations	N/A
Final Assessment	Assignment + Question Paper	Added Value Unit

What skills will I develop?

The ways in which society relies on business and other organisations to satisfy its needs. A range of methods businesses and other organisations use to ensure customer's needs are met. Enterprising skills and attributes by studying relatively complex business issues. Business-related financial matters. The ways businesses and other organisations can use resources to achieve maximum efficiency. The steps taken by businesses and other organisations to improve overall performance and effectiveness. The main effects that external influences, such as economic impact and sustainability, have on large organisations. The use of ICT to support business function. Management styles business manager use to motivate staff.

During a pupils learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Business Management* may find an interest in the following career paths:

Advertising Accounts Manager, Bank Manager, Self Employed, Hotel Manager, Human Resources Manager, Leisure Centre Manager, Project Manager

Please use the My World of Work tool to find out more:

[Subject choices \(Business Management\) | My World of Work](#)

For more information about *Business Management* please speak to:

Mrs Valentine, Teacher of Business Education

Course Content and Assessment

	National 5	National 4
Unit 1	Chemical Changes and Structure	Chemical Changes and Structure
Unit 2	Nature's Chemistry	Nature's Chemistry
Unit 3	Chemistry in Society	Chemistry in Society
Unit 4	N/A	N/A
Final Assessment	Assignment + Question Paper	Added Value Unit: Chemistry Assignment

What skills will I develop?

Application of knowledge to new situations and a more advanced understanding of chemistry and its impact

Scientific inquiry and investigation skills

Scientific analytical thinking skills

The ability to use technology, equipment and materials

Questioning and independent thinking

Problem-solving in a chemistry context

Using and understanding scientific literacy in everyday contexts

Planning experiments to test hypotheses or illustrate effects

Recording observations

Collecting, processing and analysing data

Making predictions and generalisations based on evidence

Drawing valid conclusions with explanations and evidence

Risk assessment and decision making

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Chemistry* may find an interest in the following career paths:

Materials Science, Engineering, Healthcare & Medicine, Manufacturing industry, Food & Drink industry, Forensic Science, Biochemistry, Academic Research, Teaching, Environmental Science, Laboratory Science Technician.

Please use the My World of Work tool to find out more:

[Subject choices \(Chemistry\) | My World of Work](#)

For more information about *Chemistry* please speak to:

Mrs Mills, Curriculum Leader, Science & Technology
Dr Fulton, Teacher of Biology and Chemistry

Course Content and Assessment

	National 5	National 4
Unit 1	Software Design and Development	Software Design and Development
Unit 2	Information System Design and Development	Information System Design and Development
Unit3	Web Design & Development	N/A
Unit 4	Computer Systems	N/A
Final Assessment	Assignment & Question Paper	Added Value Unit: Computing Science Assignment

What skills will I develop?

Understanding of the technologies that underpin the digital world
 Essential skills for everyday life
 Understanding and applying computational processes and thinking
 Knowledge and understanding of key facts and ideas in computing science
 Analysing, designing, modelling, implementing, testing and evaluating digital solutions (including computer programs) to problems
 Reading and interpreting code. Computational thinking
 Programming skills and software and information system design
 Communicating computing concepts and computational behaviour
 Planning researching, organising and problem-solving with complex features
 Understanding the impact of computing science on our society
 Understanding the legal and environmental implications of IT
 Understanding information representation and transfer

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Computing Science* may find an interest in the following career paths:

Games Developer, Software Development, Web Designer, Computer Programmer, Systems Analyst

Please use the My World of Work tool to find out more:

[Subject choices \(Computing Science\) | My World of Work](#)

For more information about *Computing Science* please speak to:

Mrs Heritage, Curriculum Leader of Maths & BEC

Course Content and Assessment

	National 5	National 4
Unit 1	Design Package	Design Package
Unit 2	Materials & Manufacturing	Materials & Manufacturing
Unit 3	N/A	N/A
Final Assessment	Question Paper + Assignment	Added Value Unit: Design & Manufacture Assignment

What skills will I develop?

Skills in design and manufacturing of straightforward 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
 Knowledge and understanding of industrial designers and commercial production
 The ability to devise design and manufacturing solutions to more complex practical problems
 The ability to select and use a range of tools, equipment, software and materials
 The ability to use modelling and manufacturing techniques in 3D
 The ability to communicate design proposals
 Creativity in an exciting and dynamics technological context
 The ability to evaluate and apply suggestions for improvement
 The ability to read drawings and diagrams
 Planning analysing and evaluation skills

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Design & Manufacture* may find an interest in the following career paths:

Architecture, Automotive Designs, Engineering, CAD Technician, Product Design, Textile Design, Graphic Design, Animation, Web Design, Game Design.

Please use the My World of Work tool to find out more:

[Subject choices \(Design and Manufacture\) | My World of Work](#)

For more information about *Design & Manufacture* please speak to:

Mrs Mills, Curriculum Leader Science & Technology
 Mr Stanley, Teacher of Craft, Design & Technology
 Ms Halley, Teacher of Craft, Design & Technology
 Mr Farquhar, Teacher of Craft, Design & Technology

Course Content and Assessment

	National 5	National 4
Unit 1	Drama Skills	Drama Skills (mandatory)
Unit 2	Production Skills	Production Skills (mandatory)
Final Assessment	External: Question Paper + PFP, Practical Exam	Internal: Added Value Unit Practical Assessment

What skills will I develop?

- A range of practical skills in creating and presenting drama.
- Knowledge, understanding and the use of a range of drama production skills.
- Creativity and the ability to express yourself in different ways.
- Knowledge and understanding of social and cultural influence on drama.
- The ability to respond to stimuli when creating drama.
- Knowledge and understanding of form, structure, genre, style.
- The ability to generate and communicate meaning, thoughts and ideas when creating drama.
- Voice, movement and characterisation skills.
- Design Skills.
- Directing Skills.
- The ability to work collaboratively, sharing and using drama ideas.
- Problem-solving, reflection, analysing and evaluation skills.

During a pupils' learner journey, they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Drama* may find an interest in the following career paths:

Acting, Directing, Producing, Press & Marketing, Journalism, Design for Theatre/film and television, HR, Communication, Public Relations, Law, Teaching

Please use the My World of Work tool to find out more:

[Subject choices \(Drama\) | My World of Work](#)

For more information about *Drama* please speak to:

Mrs Ogston, Curriculum Leader of Expressive Arts

Course Content and Assessment

	National 5	National 4
Unit 1	“Spoken Language” (combined speaking and listening) Pass/Fail	Analysis and Evaluation
Unit 2	N/A	Creation and Production
Unit 3	N/A	Literacy
Final Assessment	Course Assessment: Portfolio of work + Question Paper	Added Value Unit: English Assignment

What skills will I develop?

Understanding, explaining, analysis and evaluating detailed texts (language, literature and media) both orally and in writing. Creating, structuring and producing straightforward texts for different purposes. Developing detailed language skills in literature and media contexts. Using different media for learning and communication. Identifying sources, selecting and using information.

Social and interpersonal skills. Planning, researching and decision-making. Effective questioning and reflection. Justifying ideas with evidence. Communicating ideas, feelings and information orally and in writing with technical accuracy. Understanding how language works. Developing cultural awareness. Using creative and critical thinking to synthesise ideas and arguments

During a pupil’s learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *English* may find an interest in the following career paths:

Digital copywriter, Editorial Assistant, EAL Teacher, Journalist, Web Content Manager

Please use the My World of Work tool to find out more:

[Subject choices \(English\) | My World of Work](#)

For more information about *English* please speak to:

Mr Reid, Curriculum Leader, Languages Faculty

Course Content and Assessment

	National 5	National 4	National 3
Unit 1	ESOL in Context	ESOL in Context	ESOL in Context
Unit 2	ESOL in Everyday Life	ESOL in Everyday Life	ESOL in Everyday Life
Unit 3	N/A	N/A	N/A
Final Assessment	Question Papers + Talking Assessment	Added Value Unit	N/A

What skills will I develop?

Developing specialised vocabulary.

Greater accuracy in the 4 main literacy skills: reading, writing, listening and talking.

Understand more detailed written and spoken texts in the contexts of everyday life and familiar contexts of work and study.

Interact with others showing better understanding and using more detailed spoken English in the context of everyday life, and work and study.

Applying knowledge and understanding of language in written and spoken English.

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *ESOL* may find an interest in the following career paths:

Interpreter, EAL Teacher, Hospitality and Tourism, Retail, Customer Services

Please use the My World of Work tool to find out more:

[Subject choices \(ESOL\) | My World of Work](#)

For more information about *ESOL* please speak to:

Mr Reid, Curriculum Leader, Languages Faculty

Course Content and Assessment

	National 5	National 4
Unit 1	Reading	Understanding Language (reading and listening)
Unit 2	Writing	Using Languages (talking and writing)
Unit 3	Listening	N/A
Unit 4	Assignment Writing/Performance Talking	N/A
Course Assessment	Final Exam: Reading ,Talking, Speaking, Writing	AVU: Investigation of a chosen topic Talking performance

What topics will I cover?

The content of the senior phase will cover various topics within four main real-life contexts:

Society, Learning, Employability, Culture

What skills will I develop?

Pupils in S3 who have chosen French will continue to develop their competence in the skills of listening and talking, reading and writing. They will engage with French in real life contexts and through a range of transactional conversations and activities. Experiences and outcomes for S3 pupils may include:

Working in groups to deliver oral presentations, making video films, reading from a variety media and developing essential writing skills. Pupils are actively encouraged to communicate in French within the classroom and to develop their confidence in speaking through a wide variety of teaching approaches.

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *French* may find an interest in the following career paths:

Travel writer, food critic, translator, lawyer, teacher, doctor, marketing manager, video-games tester

Please use the My World of Work tool to find out more:

[Subject choices \(French\) | My World of Work](#)

For more information about *French* please speak to:

Mr Reid, Curriculum Leader, Languages Faculty

Course Content and Assessment

	National 5	National 4
Unit 1	Physical Environments	Physical Environments
Unit 2	Human Environments	Human Environments
Unit 3	Global Issues	Global Issues
Final Assessment	Added Value Unit: Assignment & Question Paper	Added Value Unit: Assignment & Question Paper

During a pupil's learner journey, they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

What skills will I develop?

- Detailed knowledge and understanding of our changing world and its human and physical processes.
- A range of geographical skills, techniques and experiences including fieldwork and practical activities.
- Detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way.
- A geographical perspective on environment and social issues.
- An open mind and respect for other values, beliefs and cultures.
- An interest in, and concern for the environment, leading to sustainable development and environmental stewardship.
- Using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data.
- The ability to investigate, research, critically evaluate and communicate information and findings.
- An awareness of geographical information systems (eg using ICT).

Pupils who enjoy *Geography* may find an interest in the following career paths:

Cartography, Environmental Work, Surveying, Transport Management, Teaching, Nature Construction

Please use the **My World of Work** tool to find out more:

[Subject choices \(Geography\) | My World of Work](#)

For more information about *Geography* please speak to:

Mrs Millar, Geography Teacher, Social Studies

Course Content and Assessment

	National 5	National 4
Unit 1	Historical Study : Scottish	Historical Study : Scottish
Unit 2	Historical Study: British	Historical Study: British
Unit 3	Historical Study European and World	Historical Study European and World
Final Assessment	Assignment +Question Paper	Added Value Unit: History Assignment

What skills will I develop?

Exploring, analysing, describing, explaining.
 Developing a detailed knowledge and understanding of historical themes and event.
 Evaluating the impact of historical developments.
 Evaluating the origin purpose, content/context of historical sources.
 Handling a variety of primary and secondary sources e.g. print, photographs, artefacts, newspaper archives, oral recordings.
 Comparing and contextualising those sources and drawing reasoned conclusions from them.
 Presenting information and views.
 Researching, organising and analysing information.
 Decision-making and problem-solving.
 Communicating for different purposes.
 Thinking independently.

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *History* may find an interest in the following career paths:

Journalism, Tourism, Cultural Heritage, Law, Restoration Work, Civil Service

Please use the My World of Work tool to find out more:

[Subject choices \(History\) | My World of Work](#)

For more information about *History* please speak to:

Mrs Oliver, History Teacher, Social Studies

Course Content and Assessment

	National 5	National 4
Unit 1	Cookery Skills, Techniques and Processes	Cookery Skills, Techniques and Processes
Unit 2	Organisational Skills for Cooking	Organisational Skills for Cooking
Unit 3	Understanding and Using Ingredients	Understanding and Using Ingredients
Final Assessment	Assignment, Question Paper + Practical Assessment	Practical Assessment

What skills will I develop?

Knowledge and understanding of the relationships between health, food and nutrition
 The ability to produce food products which meet individual needs in range of contexts
 A range of practical food preparation skills and techniques using appropriate tools and equipment
 Knowledge and understanding of the functional properties of food
 Knowledge and understanding of consumer food issues, choices and rights
 The ability to prepare food safely and hygienically
 Organisational skills in planning, preparing and evaluating food products and processes
 Problem-solving for straightforward health, food, nutrition and consumer needs
 Understanding on how the production of food can impact on the environment
 The ability to cost recipes to ensure profits
 The ability to produce food products which meet individual needs in straightforward contexts

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Practical Cookery* may find an interest in the following career paths:

Chef, Baker, Butcher, Food Developer, Home Economics Teacher

Please use the My World of Work tool to find out more:

[Subject choices \(Hospitality: Practical Cookery\) | My World of Work](#)

For more information about *Practical Cookery* please speak to:

Mr Henderson, Curriculum Leader, Health and Wellbeing Faculty.

Course Content and Assessment

	National 5	National 4
Unit 1	Developing Skills for Working in Hospitality	Working in the Hospitality Industry
Unit 2	Developing Skills for Working in the Professional Kitchen	Working in the Professional Kitchen
Unit 3	Front of House Operations	Working Front of House
Unit 4	Hospitality Events	Introduction to Events
Final Assessment	Ongoing internal assessment	Ongoing internal assessment

What skills will I develop?

Provide learners with an introduction to the different sectors of the hospitality industry
 Provide opportunities to prepare for and experience a job interview
 Allow learners to experience vocationally related learning
 Encourage learners to take responsibility for their own learning and development
 Provide opportunities to develop a range of core skills
 Facilitate progression to further education and/or training

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Hospitality: Skills for Work* may find an interest in the following career paths:

Event Planning/Coordinating, Chef, Front of House, Hotel Management

Please use the My World of Work tool to find out more:

[Subject choices \(Skills for Work: Hospitality\) | My World of Work](#)

For more information about *Hospitality: Skills for Work* please speak to:

Mr Henderson, Curriculum Leader, Health and Wellbeing Faculty.

Course Content and Assessment

	National 5	National 4
Unit 1	Expressions and Formulae	Expressions and Formulae
Unit 2	Relationships	Relationships
Unit 3	Applications	Numeracy
Final Assessment	Non-calculator Exam Calculator Exam	Added Value Unit: In-class Mathematics Test

What skills will I develop?

Understanding and applying mathematical skills in number, algebra, geometry, trigonometry and statistics

Simplifying and solving problems

Selecting and applying mathematical techniques to real-life contexts

Making connections and informed predictions

Using mathematical language and exploring mathematical ideas

Resilience and confidence in problem-solving

Analytical and evaluative skills

Interpreting, communicating and managing information in mathematical form

Logical reasoning skills. Assessing risk and making informed decisions

Creativity and the ability to think in abstract ways

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Mathematics* may find an interest in the following career paths:

Accountancy, Banking, Computing, Engineering, Maths Teachers, Insurance (Actuary), Statistician, Sales, HR, Admin

Please use the My World of Work tool to find out more:

[Subject choices \(Mathematics\) | My World of Work](#)

For more information about *Mathematics* please speak to:

Mrs Heritage, Curriculum Leader of Maths & BEC

Course Content and Assessment

	National 5	National 4
Unit 1	Analysis of Media Context	Creating media content—internally assessed pass/fail
Unit 2	Role of the Media	Analysing media content—internally assessed pass/fail
Unit 3	Assignment	N/A
Final Assessment	Exam	Added Value Unit

Media is everywhere; it is the films we watch, the newspapers we read, the adverts we are bombarded with. Media Studies is the study of communication in the form of film, TV, advertisements and print media. During the course, learners will become media literate and will develop production skills.

What skills will I develop?

Identifying audience and purpose. The ability to critically analyse the role of media in society. Communication and interpersonal skills. The ability to analyse media content. Justifying ideas with evidence. Using creative skills to design own media content. Communicating ideas and opinions towards different media content. Developing cultural awareness. Developing awareness of bias. Applying knowledge and understanding of the key aspects of media literacy to the analysis of a print text.

During a pupil's learner journey, they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Media* may find an interest in the following career paths:

Journalist, digital production, screen writer, TV/ film makeup artist / radio broadcaster, producer

Please use the My World of Work tool to find out more:

[Subject choices \(Media\) | My World of Work](#)

For more information about *Media* please speak to:

Mr Reid, Curriculum Leader, Languages Faculty

Course Content and Assessment

	National 5	National 4
Unit 1	Democracy in Scotland and The United Kingdom	Democracy in Scotland and The United Kingdom
Unit 2	Social Issues in The United Kingdom	Social Issues in The United Kingdom
Unit 3	International Issues	International Issues
Final Assessment	Added Value Unit: Assignment + Question Paper	Added Value Unit: Modern Studies Assignment

What skills will I develop?

Detailed knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK.

Detailed knowledge and understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities.

Awareness of different views about the extent of state involvement in society.

The ability to detect and explain bias and exaggeration.

An awareness of the nature and processes of conflict resolution.

Straightforward understanding of human and legal rights and responsibilities and their application in different societies.

A range of research and information handling skills.

The ability to draw valid conclusions from evidence.

Critical thinking skills such as explaining, analysing, evaluating.

During a pupil's learner journey, they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Modern Studies* may find an interest in the following career paths:

Law, Journalism, Social Work, Police, Administration, Management, Civil Service

Please use the My World of Work tool to find out more:

[Subject choices \(Modern Studies\) | My World of Work](#)

For more information about *Modern Studies* please speak to:

Mr Sinclair, Curriculum Leader, Social Studies

Course Content and Assessment

	National 5	National 4
Unit 1	Performing Skills (Exam)	Performing Skills
Unit 2	Composing Skills Assignment (sent away)	Composing Skills
Unit 3	Understanding Music - Listening Exam	Understanding Music
Final Assessment	Assessment: Performance + Question Paper + Composition	Assessment: Performance + Question Paper + Composition

What skills will I develop?

- Sufficiently accurate performing skills in solo at N5 on two selected instruments or on one instrument and voice.
- The ability to create original music using compositional methods and music concepts when composing.
- Deeper knowledge and understanding of the social and cultural factors influencing music.
- Deeper knowledge and understanding of music and musical literacy by listening to music.
- Identifying level-specific annotated music signs, symbols, concepts and styles.
- Understanding the creative process and expressing him or herself through music.
- Personal creativity and applying music concepts to personal practice.
- Critical and analytical listening skills and evaluation for improvement.

Pupils who enjoy *Music* may find an interest in the following career paths:

Sound Engineer, Digital Developer, Manager/Agent, Teacher/Tutor, Musician/Performer, DJ, Sales & Marketing, Events Organiser, Merchandiser, Press & Promotions, Music Journalist, Technician.

Please use the My World of Work tool to find out more:

[Subject choices \(Music\) | My World of Work](#)

For more information about *Music* please speak to:

Mrs Ogston, Curriculum Leader of Expressive Arts

Course Content and Assessment

	Level 4	Level 5
Unit1	Understanding Photography	Understanding Photography
Unit 2	Photographing people	Photographing people
Unit 3	Photographing Places	Photographing Places
Assessment	No final exam – Unit Awards	No final exam – Unit Awards

What skills will I develop?

- Understanding of different photography genre and concepts.
- Practical skills in [photographing people and places.
- Skills in organising and working with photographic images.
- The units are aimed at promoting self-confidence self-development and learning interests to promote positive progression routes.
- All units are internally marked with no formal exam at the end of the academic year.

SQA will provide rigorous external quality assurance, including external verification to ensure assessment judgements are consistent and meet national standards.

Pupils who enjoy *Photography* may find an interest in the following career paths:

You could use the Level 5 award to progress to SCQF Level 6, NC Photography, Higher Photography, SCQF Level 5 NC Creative Industries, Digital Media courses.

Please use the My World of Work tool to find out more:

[Subject choices \(Photography\) | My World of Work](#)

For more information about *Photography* please speak to:

Mrs Ogston, Curriculum Leader of Expressive Arts

Course Content and Assessment

	National 5	National 4
Unit 1	Performance Skills	Performance Skills
Unit 2	Factors Impacting on Performance	Factors Impacting on Performance
Unit 3	N/A	N/A
Final Assessment	Course Assessment: Performance + Portfolio	Added Value Unit: Performance

What skills will I develop?

Effective and safe performance in a comprehensive range of physical activities
 Understanding impacts on performance (wellbeing factors)
 Positive attitudes, fitness, self-reliance and self-management
 Recording, monitoring and evaluating to enhance performance
 Researching to develop knowledge, understanding and skills
 Decision-making and problem-solving
 Selecting, applying and adapting skills
 Planning, preparing and organisational skills
 Carrying out roles and responsibilities
 Demonstrating appropriate etiquette and following rules and guidelines
 Communication and interpersonal skills to build positive relationships
 Demonstrating initiative and Strategic skills
 Confidence and creativity
 Analysis and evaluation

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Physical Education* may find an interest in the following career paths:

Teacher, Sports Coach, Personal Training, Military, Manager, Emergency Services

Please use the My World of Work tool to find out more:

[Subject choices \(PE \(Physical education\)\) | My World of Work](#)

For more information about *Physical Education* please speak to:

Mr Henderson, Curriculum Leader, Health and Wellbeing Faculty.

Course Content and Assessment

	National 5	National 4
Unit 1	N/A	Flat-Frame Construction
Unit 2	N/A	Carcase Construction
Unit 3	N/A	Machine and Finishing
Final Assessment	Course Assessment: Practical Activity - Making a finished product from Wood & Question Paper	Added Value Unit: Practical Activity - Making a finished product from Wood

What skills will I develop?

Using a range of woodworking tools, equipment and materials safely and correctly
 Reading and interpreting drawings and diagrams
 Measuring and marking out timber sections and sheet materials
 Cutting and shaping tasks with some complex features
 Practical creativity in the context of woodworking tasks with some complex features
 Following given stages to take a practical problem-solving approach to woodworking tasks
 Awareness of safe working practices in a workshop environment
 Knowledge and understanding of the properties and use of a range of woodworking materials
 Knowledge and understanding of sustainability issues in a practical woodworking context

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Practical Woodwork* may find an interest in the following career paths:

Carpentry, Construction, Engineering, Product Design, Furniture Design & repair, Electrician, Welding, Cabinet making, Shop fitting, Set Making, Plumbing.

Please use the My World of Work tool to find out more:

[Subject choices \(Practical Woodwork\) | My World of Work](#)

For more information about *Practical Woodwork* please speak to:

Mrs Mills, Curriculum leader of Science & Technology
 Mr Stanley, Teacher of Craft, Design & Technology
 Ms Halley, Teacher of Craft, Design & Technology
 Mr Farquhar, Teacher of Craft, Design & Technology

Course Content and Assessment

	National 5	National 4
Unit 1	Reading	Understanding Language (reading and listening)
Unit 2	Writing	Using Languages (talking and writing)
Unit 3	Listening	N/A
Unit 4	Assignment Writing/Performance Talking	N/A
Course Assessment	Final Exam: Reading, Talking, Speaking, Writing	Investigation of a chosen topic Talking performance

What topics will I cover?

The content of the senior phase will cover various topics within four main real-life contexts:

Society, Learning, Employability, Culture

What skills will I develop?

Pupils in S3 who have chosen Spanish will continue to develop their competence in the skills of listening and talking, reading and writing. They will engage with Spanish in real life contexts and through a range of transactional conversations and activities. Experiences and outcomes for S3 pupils may include working in groups to deliver oral presentations, making video films, reading from a variety media and developing essential writing skills. Pupils are actively encouraged to communicate in Spanish within the classroom and to develop their confidence in speaking through a wide variety of teaching approaches.

During a pupil's learner journey, they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Spanish* may find an interest in the following career paths:

Travel writer, food critic, translator, lawyer, teacher, doctor, marketing manager, video-games tester

Please use the My World of Work tool to find out more:

[Subject choices \(Spanish\) | My World of Work](#)

For more information about *Spanish* please speak to:

Mr Reid, Curriculum Leader, Languages Faculty

Course Content and Assessment

What is the SCP?

School College Partnership is the name for the courses that are held at the College but are part of your school timetable. SCP courses allow you to experience College while staying on at school.

When does the SCP take place?

Tuesday and Thursday afternoon 1:00pm until 4:00pm.

Are there any travel arrangements for me?

Sighthill Campus is self-travel on foot, Granton Campus travel is arranged by taxi from school.

Courses and Programmes on offer

<https://www.edinburghcollege.ac.uk/information-and-advice/information-for-school-pupils-teachers-and-guardians/staying-at-school>

For more information about *School College Partnership* please speak to:

Miss Dancer will put you in touch with our friendly School College Partnership partners.

Course Content and Assessment

	National 5	National 4
Unit 1	Scotland	Scotland
Unit 2	UK and Worldwide	UK and Worldwide
Unit 3	Customer Service	Customer Service
Unit 4	Employability	Employability

What skills will I develop?

It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Skills to become effective jobseekers and employees.

Skills to deal effectively with all aspects of customer care and customer service in travel and tourism.

The product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

Prepare learners for work in the travel and tourism industry.

Develop customer care skills.

Understanding the importance of personal presentation.

Develop skills to become effective jobseekers and employees in the travel and tourism industry.

Develop a positive and responsible attitude to work and an understanding of the workplace.

Develop communication skills.

During a pupil's learner journey they may find that a full course fits in with their abilities and aspirations. In other cases, our curriculum is equipped to deliver part courses to ensure pupils achieve accreditation through units at the various levels.

Pupils who enjoy *Travel & Tourism* may find an interest in the following career paths:

Cabin crew, Pilot, Leisure Assistant, Tour guide, Hotel Management, Travel agent, Teacher, Business

Please use the My World of Work tool to find out more:

[Subject choices \(Skills for Work: Travel and Tourism\) | My World of Work](#)

For more information about *Travel & Tourism* please speak to:

Mrs Millar, Geography Teacher, Social Studies