



# **S4 and S5 Course Choice Booklet**

**March 2022**



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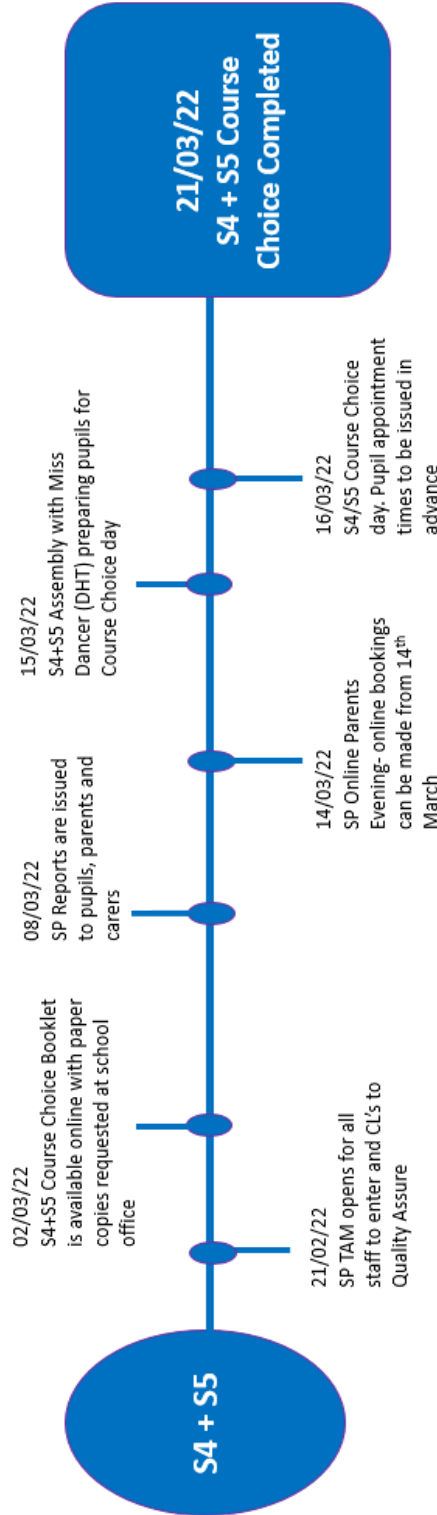
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# Course Choice Timeline for S4 and S5

## S4 + S5 Course Choice Timeline 2022/23



# Curriculum and Pathways

## Your Journey

This year we have decided to combine our booklet into one for all current S4 and S5 pupils. As many of our pupils look to stay on and become a 'Senior', they'll aim to take their learning further into Highers or perhaps gain more National 5's to broaden their portfolio of qualifications. For some it might mean thinking about employment or a college/university pathway. Whatever your journey is, we endeavour to support you and with the expertise of our staff, ensure that you receive the best advice and information to fully attain and achieve.

For those wishing to stay on, pupils who do wish to stay on in S5 and S6 are considered ambassadors and role models for our school and it is a pre-requisite that pupils strictly adhere to the following:

- Wear school uniform daily
- Attend regularly and are punctual
- Demonstrate positive behaviours to all other pupils in school

Over the next month or so pupils will receive a series of interviews, information and input to assist them and I want to take this opportunity to advise all involved (pupils and parents particularly) to attend these so they can make the most informed choice for next session.

## Curriculum Rationale

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

## Curriculum Objectives and Pathways

As a result of the current COVID crisis, we are all facing a period of uncertainty about what the next few years might look like. We know that there are going to be a number of societal and economic factors that may affect your outcomes and therefore course choice this year is perhaps more important than in previous years. Our curriculum is designed in so that we can fulfil three objectives.

### 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. We hope we can gradually begin to increase our wider curriculum offering to pupils as we move out of COVID with more flexible options becoming available in due course.

### 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.

# Making the right choice

The S5 and S6 curriculum consists of six subjects with 4 periods a week for each subject. At this stage **pupils will pick a total of 6 subjects - 4 preferred 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 S4, 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

As a result of the disruption brought about by COVID-19, 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 S5 and S6 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. The School College Partnership is an excellent option for many of our pupils as Edinburgh College can offer specialist courses and programmes.

## 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 S4 and S5 will be published on our website on 2<sup>nd</sup> March 2022.
- Step 2 We have planned events for pupils and for parents and carers via reports and Parents Evenings on the 8<sup>th</sup> March 2022 and the 14<sup>th</sup> March 2022 respectively - see Course Choice Timeline on page 2.
- Step 3 If you require any additional support at any stage, email
- |                             |   |                         |
|-----------------------------|---|-------------------------|
| Ms Ramsay                   | - | S4 Pupil Support Leader |
| Mrs Valentine               | - | S5 Pupil Support Leader |
| Skills Development Scotland | - | Jo Holmes               |
| Miss Dancer                 | - | S4 Year Head            |
- Step 4 **STOP – remember that the subject and courses you make for S5 and S6 will have a greater bearing on your desired pathway therefore please make sure that subjects your son/daughter chooses can be sustained throughout the year.**
- Step 5 Course Choice day for all S4 and S5 pupils is Wednesday 16<sup>th</sup> March 2022. We will send your son/daughter an appointment time and a link how to complete and submit the form online.
- Step 6 Once all 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 May 2022 and your son/daughter will start S5 and S6 then.

### Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	Administrative Theory and Practices	Administrative Practices	Administrative Practices
<b>Unit 2</b>	IT Solutions for Administrators	IT Solutions for Administrators	IT Solutions for Administrators
<b>Unit 3</b>	Communication in Administration	Communication in Administration	Communication in Administration
<b>Final Assessment</b>	Assignment + Question Paper	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

	Advanced Higher	Higher	National 5	National 3/4
<b>Expressive Unit</b>	Expressive Portfolio (external) <b>or</b>	Expressive Portfolio (external)	Expressive Portfolio (external)	Expressive Portfolio (internal)
<b>Design Unit</b>	Design Portfolio (external)	Design Portfolio (external)	Design Portfolio (external)	Design Portfolio (internal)
<b>Question Paper</b>	Contextual Analysis (external)	Examination (external)	Examination (external)	N/A

### 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:

Miss Ogston, Expressive Arts Curriculum Leader



## Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	DNA and the Genome	Cell Biology	Cell Biology
<b>Unit 2</b>	Metabolism and Survival	Multicellular Organisms	Multicellular Organisms
<b>Unit 3</b>	Sustainability and Interdependence	Life on Earth	Life on Earth
<b>Final Assessment</b>	Assignment +Exam	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 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 *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

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

	Higher	National 5	National 4
<b>Unit 1</b>	Chemical Changes and Structure	Chemical Changes and Structure	Chemical Changes and Structure
<b>Unit 2</b>	Nature's Chemistry	Nature's Chemistry	Nature's Chemistry
<b>Unit 3</b>	Chemistry in Society	Chemistry in Society	Chemistry in Society
<b>Unit 4</b>	Researching Chemistry	N/A	N/A
<b>Final Assessment</b>	Assignment + Question Paper	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 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 *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
<b>Unit 1</b>	Software Design and Development	Software Design and Development
<b>Unit 2</b>	Information System Design and Development	Information System Design and Development
<b>Unit3</b>	Web Design	N/A
<b>Unit 4</b>	Computer Systems	N/A
<b>Final Assessment</b>	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 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 *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:

Ms Corrigan, Curriculum Leader of Maths & BEC

## Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	Design Package	Design Package	Design Package
<b>Unit 2</b>	Materials & Manufacturing	Materials & Manufacturing	Materials & Manufacturing
<b>Unit 3</b>	N/A	N/A	N/A
<b>Final Assessment</b>	Question paper + Assignment	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 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 *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

## Course Content and Assessment

	<b>Higher</b>	<b>National 5</b>	<b>National 4</b>
<b>Unit 1</b>	Drama Skills	Drama Skills	Drama Skills (mandatory)
<b>Unit 2</b>	Production Sills	Production Skills	Production Skills (mandatory)
<b>Final Assessment</b>	External: Practical Exam + Question Paper	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 himself/herself 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:**

Miss Ogston, Expressive Arts Curriculum Leader

## Course Content and Assessment

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

	<b>Higher</b>	<b>National 5</b>	<b>National 4</b>	<b>National 3</b>
<b>Unit 1</b>	ESOL in Context	ESOL in Context	ESOL in Context	ESOL in Context
<b>Unit 2</b>	ESOL in Everyday Life	ESOL in Everyday Life	ESOL in Everyday Life	ESOL in Everyday Life
<b>Unit 3</b>	N/A	N/A	N/A	N/A
<b>Final Assessment</b>	Question Papers + Talking 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 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 *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

	Higher	National 5	National 4
<b>Unit 1</b>	Reading	Reading	Understanding Language (reading and listening)
<b>Unit 2</b>	Writing	Writing	Using Languages (talking and writing)
<b>Unit 3</b>	Listening	Listening	N/A
<b>Unit 4</b>	Assignment Writing/Performance Talking	Assignment Writing/Performance Talking	N/A
<b>Course Assessment</b>	Final Exam: Reading, Direct Writing, Listening, Speaking	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 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 *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

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

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.

### 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:

Mr Sinclair, Curriculum Leader, Social Studies

## Course Content and Assessment

	<b>Higher</b>	<b>National 5</b>	<b>National 4</b>
<b>Unit 1</b>	Scottish History	Historical Study : Scottish	Historical Study : Scottish
<b>Unit 2</b>	British History	Historical Study: British	Historical Study: British
<b>Unit 3</b>	European and World History	Historical Study European and World	Historical Study European and World
<b>Final Assessment</b>	Assignment + Question Paper	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 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 *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

	Higher	National 5	National 4
<b>Unit 1</b>	N/A	Cake Baking	N/A
<b>Unit 2</b>	N/A	Cake Finishing	N/A
<b>Unit 3</b>	N/A	N/A	N/A
<b>Final Assessment</b>	N/A	Assignment, Question Paper + Practical Assessment	N/A

### What skills will I develop?

A range of practical food preparation skills and techniques using appropriate tools and equipment  
 Knowledge and understanding of the functional properties of food  
 The ability to prepare food safely and hygienically  
 Organisational skills in planning, preparing and evaluating food products and processes  
 The ability to produce food products which meet individual needs  
 The ability to use personal creativity to design, make and evaluate cake products

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 *Practical Cake Craft* may find an interest in the following career paths:**

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

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

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

### **For more information about *Practical Cake Craft* please speak to:**

Miss Tugman, Curriculum Leader, Health and Wellbeing

### Course Content and Assessment

	National 5	National 4
<b>Unit 1</b>	Cookery Skills, Techniques and Processes	Cookery Skills, Techniques and Processes
<b>Unit 2</b>	Organisational Skills for Cooking	Organisational Skills for Cooking
<b>Unit 3</b>	Understanding and Using Ingredients	Understanding and Using Ingredients
<b>Final Assessment</b>	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 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 *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:**

Mrs Baird, Curriculum Leader, Health and Wellbeing

## Course Content and Assessment

	National 5	National 4
<b>Unit 1</b>	Developing Skills for Working in Hospitality	Working in the Hospitality Industry
<b>Unit 2</b>	Developing Skills for Working in the Professional Kitchen	Working in the Professional Kitchen
<b>Unit 3</b>	Front of House Operations	Working Front of House
<b>Unit 4</b>	Hospitality Events	Introduction to Events
<b>Final Assessment</b>	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 an 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 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 *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:**

Mrs Baird, Curriculum Leader, Health and Wellbeing

### Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	Expressions and Functions	Expressions and Formulae	Expressions and Formulae
<b>Unit 2</b>	Relationships and Calculus	Relationships	Relationships
<b>Unit 3</b>	Applications	Applications	Numeracy
<b>Final Assessment</b>	Non-calculator Exam Calculator Exam	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 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 *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:

Ms Corrigan, Curriculum Leader, Mathematics & BEC

## Course Content and Assessment

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

	Higher	National 5	National 4
<b>Unit 1</b>	Democracy in Scotland and The United Kingdom	Democracy in Scotland and The United Kingdom	Democracy in Scotland and The United Kingdom
<b>Unit 2</b>	Social Issues in The United Kingdom	Social Issues in The United Kingdom	Social Issues in The United Kingdom
<b>Unit 3</b>	International Issues	International Issues	International Issues
<b>Final Assessment</b>	Added Value Unit: Assignment + Question Paper	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 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 *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

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

Miss Ogston, Expressive Arts Curriculum Leader

### Course Content and Assessment

	<b>Level 6</b>
<b>Unit 1</b>	Theatre Skills in Performance
<b>Unit 2</b>	Professional Theatre in Context
<b>Final Assessment</b>	Ongoing

### What skills will I develop?

The National Progress Awards (NPA) in Acting and Performance at SCQF Level 6 will give you the opportunity to further develop your skills in the area of acting and performing as well as developing your knowledge and understanding of theatre.

The NPA is designed to develop your communications skills, interpersonal skills, self-presentation, self-evaluative analytical skills, ability to work independently, confidence, professional attitudes and skills as actors and performers. There will be a balance of types of assessment – written assignments and projects, but with an emphasis on practical assignments which reflects the nature of the subject.

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

### **Pupils who enjoy *Acting and Performance* 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.

### **For more information about *Acting and Performance* please speak to:**

Miss Ogston, Expressive Arts Curriculum Leader

### Course Content and Assessment

	<b>Level 6</b>
<b>Unit1</b>	Music: Live Performing
<b>Unit 2</b>	Performing Music on One Instrument or Voice
<b>Unit 3</b>	Performing Music on One (contrasting) Instrument or Voice
<b>Assessment</b>	On-going

### What skills will I develop?

This course involves the practical exploration of performing skills and the steps performers must take when preparing for auditions and performances. This course bridges the gap between N5 and Higher Music, and provides a pathway beyond Higher to prepare for employment opportunities. This is a vocational course which involves a range of performance opportunities accompanied by folio of research and logs. This will also develop the following skills;

Communication and Interpersonal skills.

Skills in live performing.

Initiative and organisational skills.

A professional attitude.

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 *Music Performing* 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 Performing* please speak to:**

Miss Ogston, Expressive Arts Curriculum Leader

### Course Content and Assessment

	Level 4	Level 5
<b>Unit1</b>	Understanding Photography	Understanding Photography
<b>Unit 2</b>	Photographing people	Photographing people
<b>Unit 3</b>	Photographing Places	Photographing Places
<b>Assessment</b>	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:

Mr Jonathon Ramsay, Teacher of Art and Design

**Option 1: Sport and Recreation**

N5

**Option 2: NPA Sport & Fitness:  
Team Sports**

SCQF Level 5

**Course Content and Assessment**

Select **one option** per academic session:

Option 1	National 5 Sport and Recreation	Option 2	National Progression Award Sport and Fitness: Team Sports
Unit 1	Assist with a Component of Activity Sessions	Unit 1	Coaching Development
Unit 2	Assist with Fitness Programming	Unit 2*	Sporting Activity Participation and Performance
Unit 3	Employment Opportunities in the Sport and Recreation Industry	Unit 3*	Sport Officiating and Organising
Unit 4	Assist with Daily Centre Duties	<i>*These units are completed in one sport of choice.</i>	

**What skills will I develop?**

- Prepare learners for a career within the Sport and Fitness industry.
- Develop key employability skills for learners, such as; Teamwork, Communication, IT, Problem Solving, Timekeeping and Leadership.
- Familiarising and implementing the latest trends in order to improve sporting performance.
- Focus on developing a range of functional skills in Sport and Fitness which reflect ongoing changes in the industry.
- Develop skills in planning, implementing and evaluating physical activity sessions to accommodate a wide variety of participant needs.

**Suggested entry requirements/interests:**

- Qualification in Physical Education such as National 3/4/5 or Higher.
- Enjoy sport.
- Enjoy working with and leading others.

**Pupils who enjoy N5 Sport and Recreation and NPA Sport and Fitness 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 \(Skills for Work: Sport and Recreation\) | My World of Work](#)

**For more information about N5 Sport and Recreation and NPA Sport and Fitness please speak to:**

Miss Burns, Curriculum Leader, Health and Wellbeing.

### Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	Performance Skills	Performance Skills	Performance Skills
<b>Unit 2</b>	Factors Impacting on Performance	Factors Impacting on Performance	Factors Impacting on Performance
<b>Unit 3</b>	N/A	N/A	N/A
<b>Final Assessment</b>	Performance + Question Paper	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 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 *Physical Education* may find an interest in the following career paths:**

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

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

Miss Burns, Curriculum Leader, Health and Wellbeing

## Course Content and Assessment

	National 5	National 4
<b>Unit 1</b>	N/A	Flat-Frame Construction
<b>Unit 2</b>	N/A	Carcase Construction
<b>Unit 3</b>	N/A	Machine and Finishing
<b>Final Assessment</b>	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 uses of a range of woodworking materials  
 Knowledge and understanding of sustainability issues in a practical woodworking context

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 *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



## Course Content and Assessment

	<b>Higher</b>	<b>National 5</b>	<b>National 4</b>
<b>Unit 1</b>	World Religion	World Religion	World Religion
<b>Unit 2</b>	Morality and Belief	Morality and Belief	Morality and Belief
<b>Unit 3</b>	Religious and Philosophical Questions	Religious and Philosophical Questions	Religious and Philosophical Questions
<b>Final Assessment</b>	Assignment & Question Paper	Assignment & Question Paper	Added Value Unit: RMPS Assignment

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.

### What skills will I develop?

- Detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions.
- Detailed factual knowledge and understanding of religions, 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 details.
- Commenting on the meaning and context of sources.

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

Law, Police Officers, Social Work, Health Care, Journalism, Human resources managers

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

[Subject choices \(Religious Moral and Philosophical Studies - RMPS\) | My World of Work](#)

### For more information about *RMPS* please speak to:

Mr Sinclair, Curriculum leader, Social Studies

## Course Content and Assessment

	Higher	National 5	National 4
<b>Unit 1</b>	Reading	Reading	Understanding Language (reading and listening)
<b>Unit 2</b>	Writing	Writing	Using Languages (talking and writing)
<b>Unit 3</b>	Listening	Listening	N/A
<b>Unit 4</b>	Assignment Writing/Performance Talking	Assignment Writing/Performance Talking	N/A
<b>Course Assessment</b>	Final Exam: Reading, Direct Writing, Listening, Speaking	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 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 *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

Sport & Physical Activity	Next Steps	Wellbeing	Social
Fitness sessions Football Multi-sport Creating fitness plans	My World of Work Career Options Online Etiquette Money Management CVs Application processes Interviews Enterprise	Mental Health Sexual Health Diet & Nutrition Drugs & Alcohol Gambling Social Media	Confidence Teamwork Skills & Qualities Strengths & Weaknesses Communication Interpersonal Skills

### What skills will I develop?

Our new Street League partnership is a brand-new course for the 2021/22 session. We have worked closely with Street League for a number of years and referred school leavers to their very successful programme which engages young people in the world of work.

This course is for any S4-S6 interested in learning new skills outside of the traditional classroom environment, has an interest in fitness or wellness and is looking for a new opportunity. Students on the course will work towards SCQF Level 4 or Level 5 qualifications that will help you be ready for your next steps.

More information on inspiring stories from young people who are already involved with Street League can be found at: <https://www.streetleague.co.uk/our-purpose/young-people-s-stories/>

Street League aims to better prepare you for the world of work and understand the barriers young people face in the current climate. Completing workshops as part of a group, we will support you in improving key interpersonal skills and utilise the power of the group to increase your confidence and resilience. You will work towards an SQA qualification and develop skills associated with finding and sustaining employment or further education. Working towards achieving agreed goals, our staff will tailor the programme to suit the needs of each student.

At Street League we believe that taking part in sport and physical activity will not only bring benefits to your mental and physical wellbeing, but also support you on your journey towards employment. We aim to provide students with an increased awareness of the importance of regular physical activity and healthy eating and will ensure that half of the time you are with us will be spent in the gym, in the sports hall or on the outside pitches.

### Pupils who enjoy *Street League* may find an interest in the following career paths:

The best thing about Street League is their will tailor the programme to whatever career you are already thinking of. Not sure what you are going to do? Street League will help you with your skills.

### For more information about *Street League* please speak to:

Miss Dancer and I will put you in touch with our friendly Street League partners.

## Course Content and Assessment

	National 5	National 4
<b>Unit 1</b>	Scotland	Scotland
<b>Unit 2</b>	UK and Worldwide	UK and Worldwide
<b>Unit 3</b>	Customer Service	Customer Service
<b>Unit 4</b>	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 job-seekers 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 job-seekers 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 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 *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

## **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 1pm until 4pm.

Are there any travel arrangements for me?

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

For more information speak to Miss Dancer

Courses and Programmes on offer

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