



**Personalisation & Choice
in
the
Broad General Education**



a guide for S2 pupils, parents & carers

2022/23

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THE CURRICULUM

Rationale and design of the curriculum

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

The curriculum in Linwood High School embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

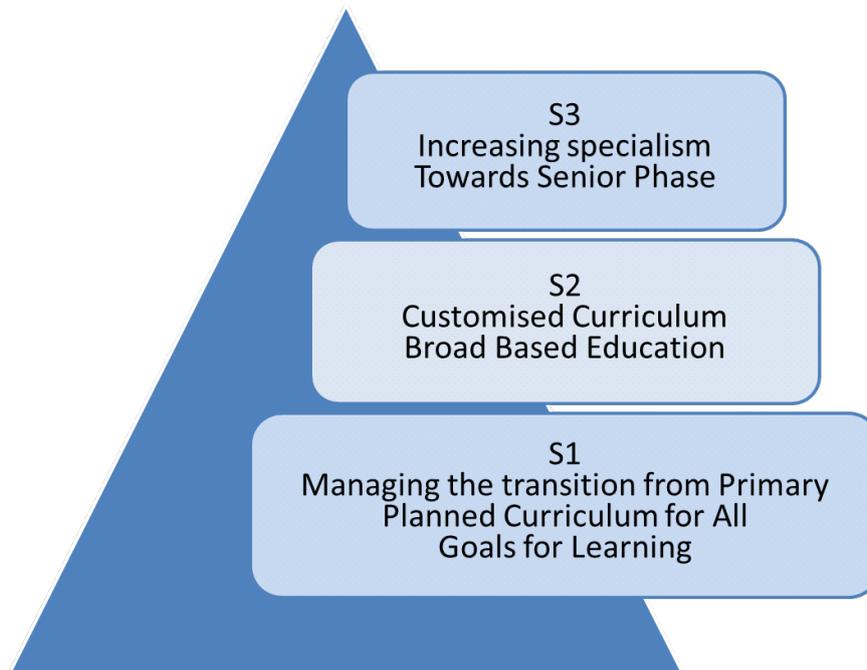
We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- | | |
|---------------------------|------------------------------|
| ➤ Challenge and enjoyment | ➤ Personalisation and choice |
| ➤ Breadth | ➤ Coherence and |
| ➤ Progression | ➤ Relevance |
| ➤ Depth | |

The Broad General Education: S1 – S3

Within the Broad General Education (S1 to S3) our curriculum is built around the Experiences and Outcomes. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate, departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition, the school has developed a system for recognising and recording the many and various wider achievements of our young people.

In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning.



The Broad General Education in Linwood High School will begin at the start of S1, building on strong pastoral and curricular links with associated primary schools and continue through to the end of S3. Well planned transition arrangements are in place and are being developed further within the context of Curriculum for Excellence.

Courses and programmes are carefully matched to the outcomes and experiences as set out in the national advice on implementation of Curriculum for excellence and are underpinned by the principles and practice guidance contained within the curricular framework. Experiences and outcomes across subject areas are planned on a whole school basis to ensure our young people's entitlement to a broad general education up to and including the third level is met. Increasingly in S3 there will be a focus on Experiences and Outcomes for young people within the fourth level. This will enhance the transition from Broad General Education in S3 to the Senior Phase in S4 where young people will work towards National Qualifications throughout S4 and continue this work as they progress through S5 and S6.

At the end of S2 young people have the opportunity to personalise their curriculum by making a number of choices across the key curricular areas as well as additional elective options from all the curricular areas. This model is dependent upon young people experiencing the outcomes and experiences across the curriculum up to level 3 during the course of S1 and S2. In all, pupils will continue with areas of study – five of which will be compulsory and six which young people choose following advice and support by teachers and pastoral care staff. Courses will be matched against Experiences and Outcomes at third and fourth level. At the same time these courses will serve as a foundation year for study in S4 when young people undertake National Qualification courses at various levels.

Overview of Curriculum for Excellence in Linwood High School

The following table provides an overview of the progression in Linwood High School from the Broad General Education (S1 – S3) through the Senior Phase (S4 – S6)

Year		Course
Broad General Education		
S1	>	S1 CfE Curriculum
S2	>	S2 CfE Curriculum
S3	>	S3 CfE Curriculum with element of choice
Senior Phase		
S4	>	National 3, National 4 & National 5
S5	>	National 4, National 5 & Higher
S6	>	National 5, Higher & Advanced Higher

Other aspects of the curriculum

Literacy and Numeracy

Across the school all teachers take responsibility for developing literacy and numeracy skills of young people. Where appropriate Experiences and Outcomes which focus on developing literacy are built in to learning and teaching activities.

Health and well-being

Health and well-being experiences and outcomes are explicitly built into the delivery of subjects such as Physical Education, Home Economics and Personal and Social Education. Across the school all teachers take responsibility for developing this aspect of young people's development and build this area into learning and teaching activities as appropriate.

Careers Education

Careers Education forms an important part of the Personal & Social Education programme. Pupils are introduced to the role of the Careers Adviser and to several online resources, which provide access to an enormous amount of careers information.

Personal and Social Development

Pupils are encouraged to assess their own developing skills and aptitudes, and to think through the various situations, which can arise, in personal relationships in the workplace or in private life.

Developing the Young Workforce

Throughout the course of S3 all pupils will be given opportunities to reflect on their learning across subjects within the context of future career pathways. At some point during the Senior Phase there will be opportunities for pupils to undertake a meaningful workplace experience. There will also be an opportunity to discuss future pathways with a range of partners such as colleges, employers and Skills Development Scotland.

Homework

In the Third Year, by and large, pupils can expect an increase in the amount of homework which each pupil is expected to do. The actual amount will vary. Courses at fourth level which are likely to progress to National 5 in the Senior Phase tend to involve more homework than third level courses which progress to National 4. Some subjects require more than others.

In every case homework forms an important part of every pupil's learning.

Homework falls into two kinds. Both are equally important.

Firstly, work set by the teacher - to be read or written or learned - which will be specifically checked up on.

Secondly - work which pupils without specific instruction, should undertake, such as

- Consistent use of diary planner
- Learning of basic information
- Keeping and tidying up notes
- Preparing for tests or other assignment
- Reading of notes, booklets, and books

Throughout the course of S3 and S4 all pupils will be asked to complete extended homework tasks in the form of assignments, projects, extended essays and presentations. It is essential that adequate time is set aside to complete tasks.

In addition, at different points in the year learning will be measured through summative assessments. Young people will be given plenty of notice of such assessments and again it is essential that adequate time is spent revising.

Satchel One is our online homework tool designed to help our young people manage their homework tasks efficiently. All class teachers make use of **Teams** as a learning tool and this can be accessed through Glow. Please contact school if you require further details for this.

Attendance

Courses in S3/S4 involve a considerable workload for all pupils involved in studying them. The depth of learning continues to increase at this stage and the learning will become more challenging.

It is essential that pupils achieve as full an attendance as possible.

Of course, health comes first. But all the evidence suggests that absence from class is a major obstacle to attainment and achievement at the highest level possible.

PERSONALISATION AND CHOICE

Making Choices

This information which follows has been produced to help pupils and parents select the subjects they wish to take forward into National Qualifications.

At Linwood we involve pupils, parents and staff as partners in the decision-making process. This process is seen as part of the young person's education itself. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

How many subjects are studied?

At the end of S2 pupils will select five subjects, along with English, Maths and Modern Languages. Pupils in S3 take forward seven of their eight subjects as they move into S4 and prepare for national qualifications with English and Maths being compulsory. Pupil choice will be heavily based on progress and achievement through S2, interest and career aspirations.

In addition, pupils will study Personal and Social Education, Physical Education and Religious Education.

Some General Advice

Equal Opportunities

Linwood High School does its best to provide equal opportunities for every individual, regardless of race, sex, cultural background, or disability.

When it comes to course planning, we try not to reinforce traditional stereotyped images of male and female-orientated subjects and/or careers or occupations.

In particular, girls are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been male dominated, such as science, engineering, and technological employment. Likewise, boys are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been female dominated, such as catering, caring, and aesthetic areas.

Preparation through PSE

In the weeks leading up to making choices, pupils are extensively informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, from the school careers advisor, pastoral care staff and subject teachers.

Timeline

Date	Event
December 2021	<ul style="list-style-type: none">• Careers Presentation during PSE classes• Dry run of options in PSE classes
December 2021	<ul style="list-style-type: none">• S2 Reports issued to parents
January 2022	<ul style="list-style-type: none">• S2 Parents Meeting• S2 Options Information evening• S2 Options meeting with pastoral care staff
March 2022	<ul style="list-style-type: none">• Confirmation of S3 options

SOME DOs AND DON'Ts

- DO** Listen to advice from your teachers, your parents, and careers officer.
- DO** Remember that it may not be possible to offer every pupil her or his first choice of subjects. Of course, we will do our best.
- DO** Pay attention to S2 Parents Evening advice. Generally speaking, you will probably do better to choose subjects in which you have done well.
- DO** Consider also how much you ENJOY a subject. You will be much more motivated to work hard in subjects you enjoy.
- DO** Remember to think about what you may wish to do in S5/6 and as a potential career pathway.
- DON'T** Choose a subject just because your friend has chosen it.
- DON'T** Choose a subject just because you like (or dislike!) the teacher. You may have a different teacher next session
- DON'T** Give up a subject without thinking whether or not you may need it

REMEMBER that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.



Linwood High School



SAMPLE

S2 Option Choice Form

Name								Class			
All pupils must study English, Maths, Modern Languages, PE & RE as CORE subjects in S3											
Make 5 additional choices for study in S3											
Science	✓	Creative Arts	✓	Social Subjects	✓	Technologies	✓	Additional choice	✓		
Biology		Art		Geography		Admin		Art			
Chemistry		Music		History		Computing		Biology			
Physics		PE		Modern Studies		Practical Cookery		Graphic Communication			
Science		Practical Cookery		RMPS		Practical Craft Skills		Music			
Classes will only run if there is sufficient demand. If a class is oversubscribed, pupils will be asked to make another choice.											
Are there any subjects that you wish to take but were unable to?											
Future plans											
Leaving LHS	✓	Career plans			✓	Career idea					
End of S4		Employment									
End of S5		Modern Apprenticeship									
End of S6		College									
		University									
Comments											
Adviser signature								Date			
Parent signature								Date			
Pupil signature								Date			

Information on school subjects

Administration & IT



Course Description

Administration and IT develops essential skills required in our society. Job opportunities which incorporate the skills developed within the course are increasing. All modern businesses require employees who are proficient in the use of Microsoft Office packages in all areas of the business, to make sure that they are organised and functioning properly. Studying Administration and IT will uniquely enhance a learner's employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively in every aspect of Business in order to ensure success. The course focuses on using IT and Administration in Events Management.

Moreover, the course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Course Content

In S3 pupils studying Administration and IT will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section. Thereafter pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Administration and IT.

National 4 course consists of the following units:

- Administrative Practices
- IT solutions for Administrators
- Communication in Administration
- Added Value Unit

National 5 course consists of the following units:

- Administrative Practices
- IT solutions for Administrators
- Communication in Administration

Skills Development

Administration and IT develops the following critical skills, knowledge and understanding.

- Organisational skills (e.g. time and task management, preparing for business events)
- IT skills using spreadsheet, database, word processing and desk top publishing software to solve business problems
- IT skills using technology for communication and investigation (e.g. e-mail and the internet)
- Problem solving skills

Subject Pathway

- National 3/4
- SCQF Level 5 units
- National 5
- SCQF Level 6 units
- Higher

Career Pathways

Event Management • Travel and Tourism • Civil Service Clerical • Receptionist • Human Resources • Insurance Paralegal Services • Customer Services Procurements Banking Office Management • Financial Services • Call Centre Operations

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
- <https://www.npfs.org.uk/>
- <https://www.bbc.co.uk/bitesize/secondary>
- <https://www.myworldofwork.co.uk/>

ART & DESIGN



Course Description

We aim to develop imagination, creativity, independence, resourcefulness and resilience in our pupils through the teaching and learning of a wide variety of practical and academic skills in the areas of Art, Craft, Design and the history and the appreciation of Art and Design. Our pupils have access to a range of arts and media and there are unlimited opportunities to discover their potential in the subject. We aim to foster a life-long appreciation of art and visual culture through practical art making and creativity and through the study of art and design history. Pupils are encouraged to visit galleries and museums and to develop an awareness and enjoyment of the visual world around them.

Skills Development

Pupils will develop a wide variety of skills:

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

Subject Pathway

- National 3/4/5
- SCQF Level 5 units
- SCQF Level 6 units
- Higher/Advanced Higher

Course Content

Courses consist of 3 units: Expressive, Design and Art and Design Studies.

Pupils will be expected to study 2 main areas in S3-S4 leading in most cases to either a National 4 or 5 qualification. Pupils will produce two practical folios EXPRESSIVE FOLIO which will look at developing skills of observation whilst building drawing and painting techniques. This will culminate in a larger scale painting of either a still life arrangement or portrait.

DESIGN FOLIO: Pupils will make a choice about what they wish to design. This is left open and flexible to ensure personalisation. Past examples include, posters, jewellery, animation and fashion to name a few. Pupils will also learn about historical and contemporary artists and designers and build an understanding of different working methods, approaches and techniques. This will prepare them for a written exam at the end of S4.

Career Pathways

3D Design • Product Design • Graphic Design • Digital Design • Fashion Design • Architecture Interior • Interior Designer • Jewellery Design • Art Director • Multi Media Designer • Animator • Digital illustrator • Special effects • Photographer • Film maker • Sculptor • Artist • Set Designer

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
- <https://www.npfs.org.uk/>
- <https://www.bbc.co.uk/bitesize/secondary>
- <https://www.myworldofwork.co.uk/>

BIOLOGY



Course Description

Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases, and developing new sources of food. The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology.

The S3 course delivers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society.

Skills Development

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

Subject Pathway

- National 3/4/5
- SCQF Level 5 units
- SCQF Level 6 units
- Higher
- Advanced Higher

Course Content

There are 3 units which are undertaken in Biology:

CELL BIOLOGY

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

MULTICELLULAR ORGANISMS

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

LIFE ON EARTH

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

Career Pathways

Science and Laboratory work • Medicine • Dentistry • Veterinary careers • Physiotherapy • Podiatry • Sport Science • Natural history • Ecology • Teaching

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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CHEMISTRY



Course Description

What in the world is not chemistry? We live in a world of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development. By studying chemistry, you will find out why chemistry is vital to everyday life-remember not all chemists wear white coats! It will help you to understand how society's needs are met and how you could shape the world in which we live in- now there is an exciting challenge!

The courses offered all have a central core of key knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, and as a result will become scientifically literate which is a key skill in today's society. Successful chemists think creatively, analyse and solve problems by working individually and collaboratively- does this sound like you?

Course Content

In S3 you will build on your knowledge of chemistry from S1/S2 by looking more closely at elements and the structure of the atom, how atoms bond and the properties of these compounds. From that point you will go on to discover the impact of these compounds on society and start to evaluate the consequences of some decisions made by chemists.

There are 3 mandatory units of study:

- Chemical Changes & Structure
- Nature's Chemistry
- Chemistry in Society

Skills Development

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

Subject Pathway

- National 3/4
- SCQF Level 5 units
- National 5
- SCQF Level 6 units
- Higher/Advanced Higher

Career Pathways

Science and Laboratory work • Forensics • Geochemistry • Pharmacy • Pharmacology • Materials development and manufacturing • Chemical engineering • Toxicology • Environmental science • Teaching

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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COMPUTING SCIENCE



Course Description

Computing Science is vital for everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields that include science, communications, entertainment, education, business and industry. Our society needs more Computer Scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

Skills Development

- Computing Science develops the following skills: -
- Knowledge and understanding – key facts and ideas in Computing
 - Computational thinking
 - Analysing, designing and modelling to a range of problems
 - Designing, implementing and testing digital solutions to problems
 - Investigating a range of real-life and relevant information systems, problems and solutions

Subject Pathway

- National 3/4/5
- SCQF Level 5 units
- SCQF Level 6 units
- Higher
- Advanced Higher

Course Content

In S3 pupils, studying Computing Science will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section.

Thereafter pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Computing Science.

National 4 Computing Science includes the following units: -

Computer Systems

Software Design and Development

Database Design and Development

Web Design and Development

Added Value Unit - an investigation to find a solution to a computing problem and the production of a short report.

National 5 and Higher Computing Science includes the following units: -

Computer Systems

Software Design and Development

Database Design and Development

Web Design and Development

Career Pathways

Network Engineer • Network Security • Web Developer • IT Support Engineer • Front end developer • Junior Cyber Security Engineer • Cyber Security Analyst • IT Consultant • Software Engineer • Social Media Manager • Forensic Computer Analyst • Search Engine Optimisation • Systems Analyst • Cyber Threat Intelligence Analyst • Technical Support Analyst • Database Administrator • Multimedia Programmer • UX Designer • VFX Artist • Animator Applications Developer • Data Scientist • Web Developer

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
- <https://www.npfs.org.uk/>
- <https://www.bbc.co.uk/bitesize/secondary>
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ENGLISH



Course Description

English develops skills in reading, writing, talking and listening. It improves our ability to communicate and to understand. This enables us to engage with the world and lead a full and productive life. The skills that you learn in English will serve you well for the rest of your life and will touch every single area of your life. For all of the texts you will create, for all of the texts you will want to understand and respond to, English is important. You create and engage with texts that are written, seen or heard on a daily basis. English enables you to develop your own variety of expression and vocabulary. It helps you to collaborate with others and build relationships. English will help you to become a more effective communicator and better able to analyse what you read, watch or listen to, as well as articulating what you think and feel. It will enable you to develop skills for learning, life and work.

Skills Development

Pupils will continue to develop the skills from S1/S2:

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

Subject Pathway

- National 3/4/5
- SCQF Level 4/5/6 Literacy
- SCQF Level 4/5/6 Units
- Higher
- Advanced Higher

Course Content

In S3, pupils' learning is guided by the Experiences and Outcomes at Level 4.

In S4, English will be offered at National 3, National 4 and National 5.

These three courses are made up of two units:
Creation and Production – writing and talking
Analysis and Evaluation – reading and listening

Over S3 and S4, pupils will:

- Read and analyse poetry, prose, drama and media
- Write personal, creative and discursive pieces
- Take part in group discussions and give solo presentations
- Research issues and topics
- Analyse previously unseen texts
- Listen and respond to texts

Career Pathways

Librarian • Advertising copywriter • Archivist • Arts administrator • Education consultant • Information officer • Marketing executive • Media researcher • Teacher • Public relations officer • Social media manager • Digital copywriter • Editorial assistant • Lexicographer • Journalist • Publishing copy-editor • Web content manager • Writer

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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- <https://www.bbc.co.uk/bitesize/secondary>
- <https://www.myworldofwork.co.uk/>

FRENCH



Course Description

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

Research proves that the benefits of learning a language include:

- better understanding of different cultures
- improved self confidence Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability
- Improved memory skills

Course Content

In S3 pupils' learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4.

In S4 a modern language will be offered at National 3, National 4 and National 5.

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S3 and S4 pupils will study the following contexts and topics: Society, Learning, Employability & Culture

Skills Development

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

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

Subject Pathway

- National 3/4 /5
- SCQF Level4/5/6 Modern Languages for Life & Work
- Higher
- Advanced Higher

Career Pathways

Languages Teacher • Interpreter • Political risk analyst
• Translator • Tutor • Law • Engineering • Science •
Business • Academic researcher • Marketing •
Journalist • Tour guide • Resort Staff • Flight Attendant

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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- <https://www.myworldofwork.co.uk/>

GEOGRAPHY



Course Description

Geography creates new experiences for learners to explore the physical environment around them and to study the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged so that learners can interact with their environment.

The contexts for study focus on local, national and global examples. Geography draws upon the social and natural sciences; interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will equip learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

Course Content

The Geography course focuses on the development of geographic skills and techniques in the context of physical and human environments and global issues. You will develop knowledge and understanding of the processes and interactions in these contexts.

- Physical Environments - Key topics will include location of landscape type and formation of key landscape features. You will look at a river landscape within Scotland, limestone landscapes; land use management and sustainability; and weather
- Human Environments - Key topics will include contrasts in development; world population distribution and change; and issues in changing rural landscapes
- Global Issues – Key topic covered is climate change. You will study impacts and the strategies adopted to manage these including environmental hazards such as earthquakes, volcanoes, and tropical storms.

Skills Development

Skills learned include:

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

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Career Pathways

Geoscientist • Meteorologist • Oceanographer
National Park Ranger • Estate agent • Cartographer
Forestry officer • Teacher • Landscape architect
Quantity surveyor • Hospitality and Tourism
Town planner • Engineering

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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GRAPHIC COMMUNICATION



Course Description

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

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

Skills Development

Pupils will develop skills in graphic communication techniques, including

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

Subject Pathway

- National 3/4
- SCQF Units at Level 3/4/5/6
- National 5
- Higher
- Advanced Higher

Course Content

The course develops skills in two main areas. Learners are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information

- 2D graphic communication - Learners develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness
- 3D and pictorial graphic communication - Learners develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Pupils will also develop 3D graphic spatial awareness

Career Pathways

Engineering •Graphic Design •Architecture
Web/App Designer• Advertising •Photojournalism
Art/Design Director•Teacher

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
- <https://www.npfs.org.uk/>
- <https://www.bbc.co.uk/bitesize/secondary>
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HISTORY



Course Description

The purpose of History is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Learners will have the opportunity to engage with key themes relevant to understanding the past and their own times such as: international relations, conflict, peace, race, state building and poverty.

Skills Development

This course will help pupils develop a range of vital skills. They encourage active learning in the process of developing an understanding of people and society in the past. Learners need to acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical themes.

Subject Pathway

- National 3/4 /5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Course Content

S3 History

The Origins of the First World War: this short course takes place at the start of S3 and provides pupils with knowledge on the main reasons why the First World War began. Pupils study the naval arms race ,the rising tensions between European countries over their empires. In addition, pupils study the rise of nationalism in central Europe and the role of the alliance system in the First World War.

Scotland in the Era of the Great War, 1900-1928: this topic considers the impact of technology on the soldiers on the Western Front and also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

S4 History

Hitler and Nazi Germany, 1919-1939: a study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the rise of Hitler and the Nazi party. The course also analyses how Hitler and the Nazi party were able to stay in power.

The Making of Modern Britain, 1880-1951: a study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

Career Pathways

Lawyer • Politics • History Teaching • Journalist
Social Worker • Psychologist • Advertising
Police Officer • Counsellor • Market Research
Civil Service • Youth Worker • Human Resources
Research Work • Charity Worker

Further Information

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MATHEMATICS



Course Description

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make decisions.

Mathematics has applications in many subject areas and skills developed in this course could support progression in other curriculum areas.

Your progress in S1 & S2 Mathematics and Numeracy will determine your Mathematical route into S3 & S4. Teaching staff will recommend whether you follow a Mathematics or Applications of Mathematics course to ensure that you study a relevant course that will allow you to reach the highest levels of attainment.

Course Content

In both National 3/4/5 Mathematics and in Applications of Mathematics courses, pupils will continue to build on prior learning and knowledge gained in S1 and S2. Pupils will continue to study:

- Number, Money and Measure
- Shape, Positions and Movement
- Information Handling
- Numeracy

Skills Development

- understanding and applying straightforward mathematical skills in algebra, geometry, trigonometry, and statistics
- using mathematical techniques and reasoning skills to solve mathematical problems
- skills in using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical skills
- understanding the importance of accuracy
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills

Subject Pathway

- National 3/4 /5 Mathematics
- National 3/4/5 Applications of Mathematics
- SCQF Level 4/5 Numeracy units
- SCQF Level 5 Personal Finance
- SCQF Level 6 units
- Higher
- Advanced Higher

Career Pathways

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

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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MODERN STUDIES



Course Description

In Modern Studies you will study and examine contemporary society and the world around you. Modern Studies allows you to make sense of the complex 21st century world, your place in it and how it impacts upon you and others. You will be expected to draw on your own experiences and observations and apply them to complement your learning.

Modern Studies is a highly relevant subject that also provides many opportunities to actively participate in learning. As a department we complement the classroom environment class with various external learning experiences. Examples include: Visits to the Scottish & UK Parliaments and visits to Paisley Sheriff Court.

Outside speakers including MPs, MSPs, Scottish Law Society, and Police Scotland

Skills Development

Through Modern Studies you will be equipped with a wide range of transferable skills and abilities including

- data handling and organising skill
- Investigating skills, planning, selecting, gathering & presenting information
- Skills to detect bias, exaggeration & selectiveness in the use of facts
- Skills to be able to make and justify decisions.
- The ability to put forward and support OR criticise points of views
- The ability to collect evidence from a range of complex sources
- The ability to use a variety of research methods
- The ability to present your work in a variety of formats

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Course Content

In S3 students will follow a broad general education to complete Level 4 Experiences & Outcomes and will progress on to National 3, National 4 or National 5 level. Courses consist of the following topics:

- **Political Issues:** Democracy in the UK & Scotland
- **Social Issues:** Crime & the Law
- **International Issues:** The USA

Career Pathways

Law •Teaching •Broadcasting•Media •Public relations
Journalism •Marketing •Policing •Advertising
Civil Service •Social Work •Criminology •Politics
Economics •Banking

Further Information

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MUSIC



Course Description

Music is a universal language that embodies one of the highest forms of creativity. We aim to provide a high quality music education which will engage and in-spire you to develop a love of music and your talent as a musician.

Music can improve your attainment in other subjects.

Develops discipline for practise and study.

Helps to build confidence.

Improves memory as it engages both sides of the brain.

Music fosters creativity.

Music can improve your social and leadership skills.

Skills Development

Through music, you will develop your ability to express yourself and develop your personal creativity and self-confidence when performing and creating.

Performing and creating music allows you to express yourself musically and to reflect on your learning. This encourages you to think imaginatively and to explore and develop your own ideas, making use of your understanding of music concepts and applying this to your own practice.

Understanding Music, through listening and analysis, enables you to build your knowledge and understanding of music, bringing depth to your learning and raising your social and cultural awareness of the influences on musicians and composers.

As well as equipping you with the skills and knowledge to enter the music industry, Music provides you with a range of transferable skills which are of value to any

Course Content

Performing

You will be encouraged to sing/play music on two instruments, or one instrument and voice, performing music from a range of styles and cultures. You will also have the opportunity to perform with others as part of a group. All pupils are also encouraged to take part in extra curricular activities such as choirs, percussion groups, bands etc.

Composing

Through building musical literacy and analytical skills, you will learn to create and reflect on your own music.

This area of the course gives you the opportunity to explore musical ideas, solve problems and make personal decisions to develop creativity and express individuality.

Understanding Music

You will listen to a variety of music and learn to identify concepts from different styles and genres. Throughout the course, you will also be encouraged to give constructive feedback on you own work and the work of others, including professionals.

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Career Pathways

Music Teaching•Music Performance•Music Publishing
Music Management•Music Therapy•Composition•
Music Administration•Arts Officer

Further Information

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MUSIC TECHNOLOGY



Course Description

In Music Technology, we aim to expose you to as many of the areas of the music industry as possible, giving you an in-depth understanding of the technology behind the music production process.

You will develop your ability to express yourself through music technology, which encourages the development of creativity and independence. While developing original ideas for music and sound, you will begin to critically reflect on your learning and the quality of your work.

Skills Development

You will develop practical technical skills through creative use of music technology in a range of contexts. The course includes some opportunities for personalisation and choice in the selection of a variety of contexts for learning.

As well as equipping you with the skills and knowledge to enter the music industry, Music Technology provides you with a range of transferable skills which are valuable to any employer. These include ICT skills, communication skills, team-working skills, research/critical thinking skills, creativity/problem-solving skills, organisational/time management skills, commercial awareness.

Course Content

Music Technology in Context

You will investigate a technology timeline of recording and sound production techniques.

Understanding Music

Genres and recording techniques will be explored to enhance musical understanding and appreciation of 20th and 21st century Music.

It should be noted that there is no requirement in this course for musical performance.

Music Technology Skills

You will develop recording and editing skills by using hardware and software to capture and manipulate audio. The culmination of the acquisition and development of the above skills will lead to the creation of one or more of the following projects: radio show, audio book, foley work and music to video game or film footage. In addition, you will maintain a logbook journaling this creative process.

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Career Pathways

Music Teaching • Music Performance • Music Publishing • Music Management • Music Therapy • Composition • Music Administration • Primary Teaching,

Further Information

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PHYSICAL EDUCATION



Course Description

The S3 and S4 PE courses will enable learners to develop the skills, knowledge and understanding to perform effectively in a range of physical activities and will enhance their physical wellbeing. Learners will work both independently and with others to develop interpersonal skills.

PE provides learners with opportunities to develop skills for work including problem solving, decision making, teamwork and leading and supporting others. This makes Physical Education an ideal platform for developing confidence, resilience and responsibility and for working with others.

Skills Development

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

Course Content

If pupils pick Physical Education, they will follow a course in S3 that will be guided by the Experiences and Outcomes from Level 4. They will also work towards gaining a National 4 award in preparation for National 5.

In S4, learners will be presented for an award based on their attainment in S3 and the professional judgement of PE Staff.

Subject Pathway

- National 3/4 /5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

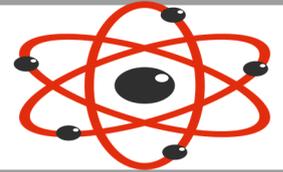
Career Pathways

Dance •Sport and Fitness •Coaching and Development
•Fitness •Health and Exercise •Personal Training and Fitness •Sports Therapy •Soft Tissue Therapy •Sport Coaching •Applied Sport and Exercise Psychology •Outdoor Education•Complimentary Therapies •Social Care •Nursing •Medical Sciences

Further Information

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PHYSICS



Course Description

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. The study of physics is of benefit, not only to those intending to pursue a career in science, but also to those intending to work in areas such as the health, energy, leisure and computing industries. Physics is the basic science, involved in one way or another with everything around us, living and non-living. Physics is a constantly exciting, developing, challenging subject at the heart of all science, engineering and technology.

Course Content

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

Skills Development

Pupils will:

- develop and apply knowledge and understanding of physics through practical scientific activities
- expand your scientific analytical thinking and problem solving skills in a physics context
- develop the knowledge and skills for more advanced learning in physics

Subject Pathway

- National 3/4
- SCQF Units at Level 3/4/5/6
- National 5
- Higher
- Advanced Higher

Career Pathways

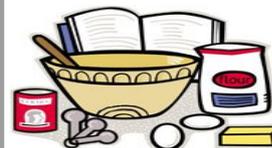
Science and Laboratory work •Engineering (Mechanical, Electrical etc.) •Astrophysics

Renewable Energies •Prosthetics •Optometry and other medical careers.

Further Information

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PRACTICAL COOKERY



Course Description

Practical Cookery offers a practical element to learning about food and cookery that pupils enjoy. The S3 Practical Cookery course offers pupils a vital life skill to be able to prepare food for themselves and for others. The course also sets the foundations for pupils wishing to study Practical Cookery in S4 and S5/6 with more advanced practical and organisational skills. The course not only provides a taste of working in one of Scotland's largest industries but also plays an important role in developing pupils' own physical health and wellbeing through food. Pupils learn how to make and adapt recipes, to enable them to make healthier choices around food, so that they are able to look after their own physical health now and in the future.

Skills Development

We provide scope for developing skills, knowledge, understanding and attributes through creative, practical and work-related activities. Learners will develop a range of transferable and employability skills including literacy, numeracy, evaluating, analysing, communicating, working with others, solving problem, managing time, planning, organising and taking responsibility for self-development.

Subject Pathway

- National 3/4 Practical Cookery
- SCQF Units at Level 3/4/5/6
- National 5 Practical Cake Craft

Course Content

The S3 Practical Cookery course allows learners to work towards National 4 and National 5 level in S4 (Practical Cookery) and National 5 level in S5/6 (Practical Cake Craft)

Topics covered in S3 include:

- Food hygiene for safe food handling
- Cookery processes, skills and techniques
- Developing organisational skills
- Understanding ingredients to make healthier choices
- Understanding the benefits of local and seasonal foods

S3 Practical Cookery consists of 3 lessons per week. More time is available in S3 to develop pupils' practical skills. Pupils cook every week and make a range of dishes including starters, main dishes and desserts. Pupils develop their practical and organisational skills to allow them to progress from making one dish per lesson to two dishes per lesson. The S4 course consists of 4 lessons per week, a double cookery and 2 single written periods which are essential to pass the course.

Career Pathways

Careers within Health Care • Nutrition • Public Health
Food and Drink Industry • Sports Nutrition
Food Product Development • Trading Standards
Food Quality Assurance • Environmental Health
Teaching

Further Information

- <https://www.sqa.org.uk/sqa/45943.html>
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Practical Woodworking Skills



Course Description

Practical Woodworking is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

Course Content

There are 3 units in this course:

- Flat Frame Construction

Pupils develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame, woodworking joints and assemblies

- Carcase Construction

Pupils develop skills in the preparing, producing and assembling basic woodworking joints suitable for use in carcase construction, working with manufactured board or with frames and panels

- Machining Finishing

Pupils develop skills in using common machine and power tools. It also helps learners develop skills in simple wood surface preparations and finishing techniques

Skills Development

Pupils will develop a wide variety of skills:

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

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- National 5 Practical Woodworking
- National 5 Practical Metalworking

Career Pathways

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

Further Information

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Religious, Moral & Philosophical Studies



Course Description

RMPS allows you to develop your thinking ability in order to engage, in a meaningful way, with the wider world. The world has become a complicated place to be; we face a variety of challenges every day and we should be equipped to engage with the issues. We have, quite proudly, described ourselves as a thought-based subject. Our aim is to develop independent thinking skills as well as the important work/life skills of analysis and evaluation in a relevant, interesting, and challenging way.

Skills Development

Pupils will begin to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today

- develop knowledge and understanding of the main beliefs and values of one world religion
- understand the way in which religious beliefs and values affect the lives of believers
- Examine their own beliefs and those of others
- understand the reasons for ideas, arguments and religious and non-religious viewpoints which may conflict with their own
- express opinions about religious, moral and philosophical issues and present these in a reasoned manner engage personally with a range of important questions and issues in order to inform their own beliefs and values

Course Content

Pupils who choose to study RMPS as part of their S3 pathway will further develop their knowledge and skills at Level 4 and explore topics within the National 4 and National 5 courses. This will provide a good platform for those who wish to continue their studies in RMPS in S4.

RMPS provides an excellent opportunity for individuals to explore their own beliefs and values, and to develop an appreciation of the beliefs and values of others.

Pupils will develop analytical and evaluative skills which are of relevance in a wide range of subject areas. All candidates will also be in an ideal position to develop as mature members of society who can contribute from a position of understanding, tolerance and respect for others.

The topics covered will include:

- A World Religion: Buddhism
- Morality and Belief; Morality and Justice
- Religious and Philosophical Questions; The Existence of God

Subject Pathway

- National 3/4/5
- SCQF Units at Level 3/4/5/6
- Higher
- Advanced Higher

Career Pathways

Law•Social Worker•Human Resources•Advice Worker
Archivist•Charity fundraiser•Counsellor•Civil Service
Administrator•Community Development Worker
International Aid/Development Worker•Mediator•
Chaplain•Psychologist• Youth Work •Teaching

Further Information

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SCIENCE



Course Description

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, it is important that everyone has an informed view of science.

Skills Development

Pupils will continue to develop a wide range of skills relevant to the world of work. They will be able to demonstrate and apply knowledge of science, to plan and evaluate experimental procedures, to process and present information, to draw valid conclusions and to be able to apply a variety of information handling skills.

Course Content

Fragile Earth: You will study 2 topics from energy, metals, water and food and carry out an investigation through activities related to their source, origin, production and/or extraction. You will also gain knowledge of how science is involved in environmental issues.

Human Health: You will develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. You will cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science: You will explore science's contribution to communication technologies and the impact that these have had on the environment/society. You will research the production and use of new materials.

Subject Pathway

- National 4/5 Biology/Chemistry/Physics
- SCQF Units at Level 4/5/6
- National 5 Laboratory Science Skills
- Higher Biology/Chemistry/Physics
- Advanced Higher Biology/Chemistry/Physics

Career Pathways

Science and Laboratory work •Physiotherapy•Podiatry
Health Care•Social Care •Sport Science •Natural
history•Ecology •Teaching

Further Information

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SPANISH



Course Description

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

Research proves that the benefits of learning a language include:

- better understanding of different cultures
- improved self confidence Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability
- Improved memory skills

Course Content

In S3 pupils' learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4.

In S4 a modern language will be offered at National 3, National 4 and National 5.

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S3 and S4 pupils will study the following contexts and topics: Society, Learning, Employability & Culture.

Skills Development

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

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

Subject Pathway

- National 3/4 /5
- SCQF Level 4/5/6 Modern Languages for Life & Work
- Higher
- Advanced Higher

Career Pathways

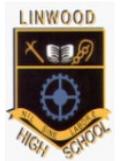
Languages Teacher • Interpreter • Political risk analyst
• Translator • Tutor • Law • Engineering • Science •
Business • Academic researcher • Marketing •
Journalist • Tour guide • Resort Staff • Flight Attendant

Further Information

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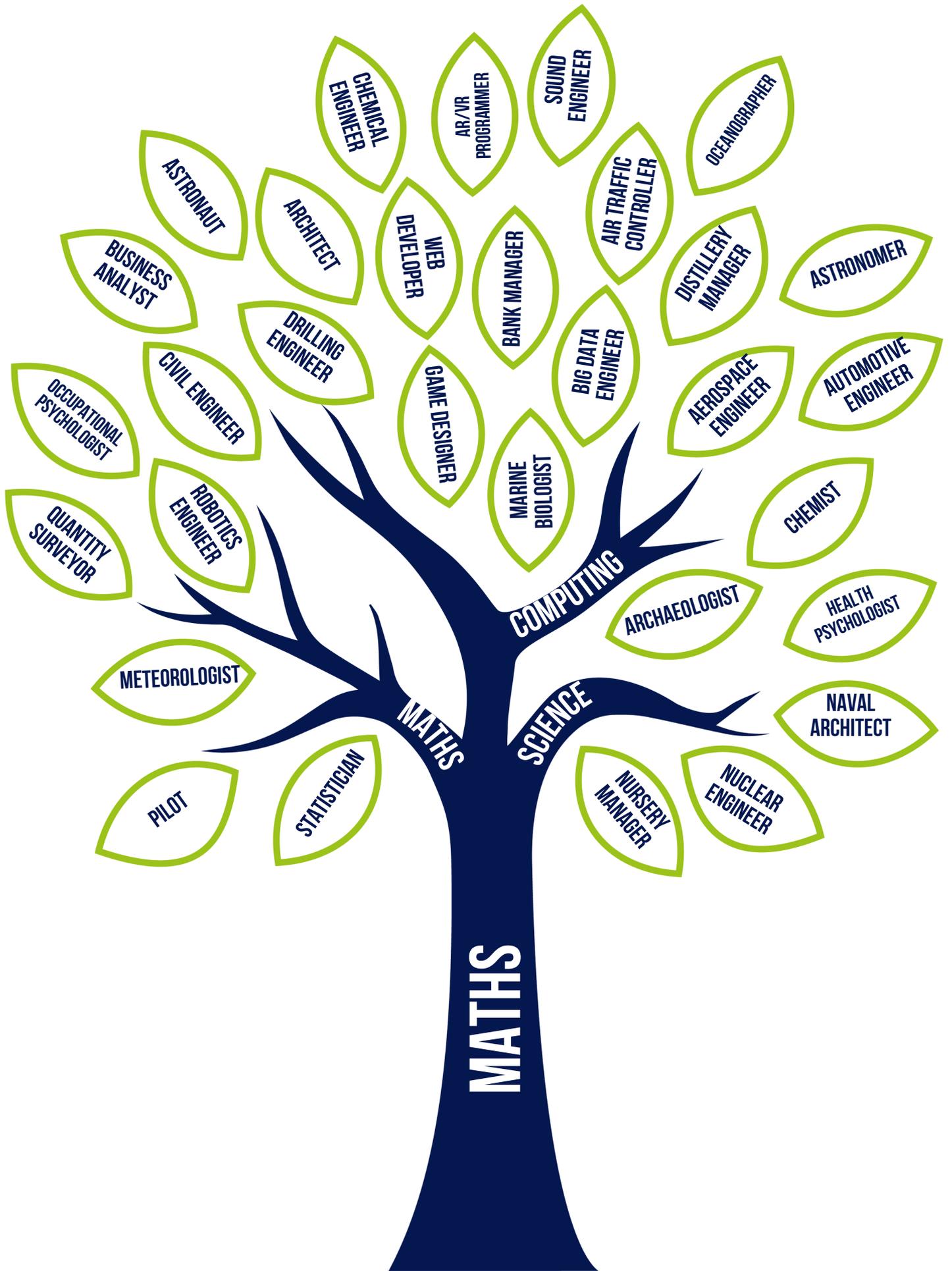


Linwood High School



SAMPLE

Name								Class			
All pupils must study English, Maths, Modern Languages, PE & RE as CORE subjects in S3											
Make 5 additional choices for study in S3											
Science	✓	Creative Arts	✓	Social Subjects	✓	Technologies	✓	Additional choice	✓		
Biology		Art		Geography		Admin		Art			
Chemistry		Music		History		Computing		Biology			
Physics		PE		Modern Studies		Practical Cookery		Graphic Communication			
Science		Practical Cookery		RMPS		Practical Craft Skills		Music/Music Technology			
								Spanish			
Classes will only run if there is sufficient demand. If a class is oversubscribed, pupils will be asked to make another choice											
Are there any subjects that you wish to take but were unable to?											
Future plans											
Leaving LHS	✓	Career plans			✓	Career idea					
End of S4		Employment									
End of S5		Modern Apprenticeship									
End of S6		College									
		University									
Pastoral Care Teacher signature								Date			
Parent signature								Date			
Pupil signature								Date			



LANGUAGES

ENGLISH

SPANISH

FRENCH



