

**S2 into S3  
Course Choice and Pathways  
2026/27**

## Contents

Course Choice.....	5
<b>Steps in using the booklet</b> .....	<b>7</b>
<b>Deadline for Choices</b> .....	<b>7</b>
Curriculum Structure .....	8
S2 Course Choice Timeline 2026 .....	11
Job Market Information .....	12
Business & Finance.....	27
Childcare.....	28
Computing.....	29
Construction .....	30
Creative Industries .....	31
Engineering.....	32
Health & Care .....	33
Sciences .....	34
Sport & Leisure.....	34
Tourism & Hospitality.....	36
Trades.....	37
Personal Choice.....	38
Qualifications explained.....	39
Progression Pathways.....	40
Courses and Progression Pathways within School.....	41
Design and ICT.....	43
Art & Design .....	44
Computing Science.....	45
Engineering Science .....	47
Graphic Communication .....	48
Practical Woodworking .....	49
English.....	50
ESOL.....	52
Gaelic.....	53
Gàidhlig.....	54
Gaelic (Learners) .....	55
GME History / Eachdraidh.....	56
GME Modern Studies / Nuadh Eòlas.....	57
Health & Wellbeing.....	58
National 5 and NPA Dance .....	59
Physical Education.....	60
Early Learning and Childcare.....	61

Practical Cookery.....	62
Humanities.....	63
King's Trust/Achieve Award.....	64
Business Management.....	65
Modern Studies.....	66
RMPS.....	69
Maths.....	70
Mathematics.....	71
Applications of Mathematics.....	73
Modern Languages.....	75
Modern Languages.....	76
Performing Arts.....	78
Drama.....	79
Media.....	80
Music.....	81
Music Technology.....	82
Sciences.....	83
Biology & Health Sector.....	84
Chemistry.....	86
Physics.....	87
Social Subjects.....	88
Environmental Science.....	89
Geography.....	90
History.....	91
Travel and Tourism.....	92
Support for Learning.....	93

---

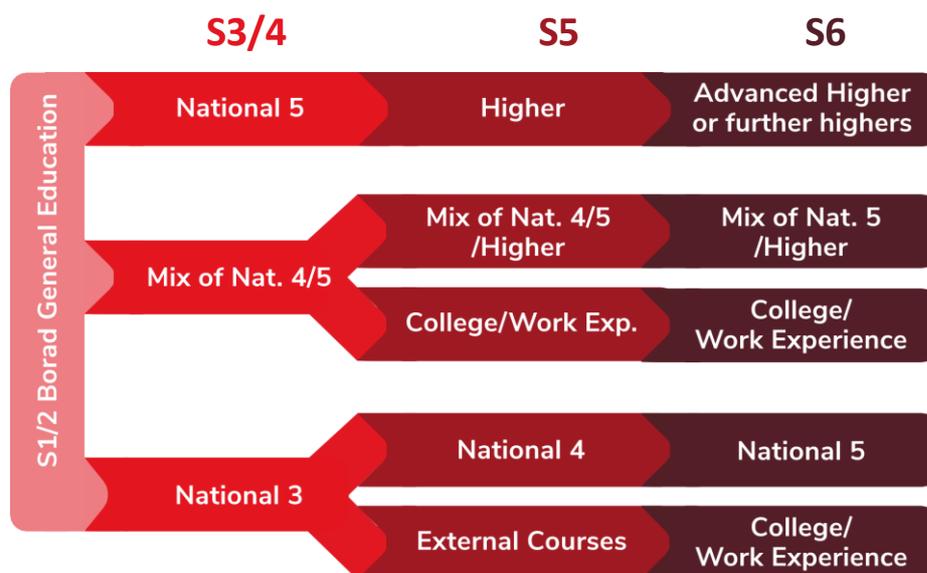
## Learner Journey

This is the pathway through school that you will take to achieve and attain the best possible outcome for you and your future.

Pupils will progress through courses at different levels and at a different pace - each person's journey is unique to them.

You will have the opportunity to move through the levels, dependent upon a variety of factors including coursework completion, grasp of relevant knowledge and skills, and performance in formal and informal assessments.

Below are possible pathways during school:



**S1/2** Pupils develop knowledge, skills and enjoyment across a broad range of subjects.

**S3/4 Nat. 3/Level 3:** rudimental knowledge and skills required

**Nat. 4/Level 4:** broad knowledge and skills desirable

**Nat. 5/Level 5:** breadth and depth of knowledge and skills necessary

**S5 Higher/Level 6:**

The jump from National 5 to Higher should not be underestimated. To cope with the rigour and challenge at this level, you are required to have achieved a grade A or B pass at National 5 level. Consideration for a C pass may be given under certain circumstances and strictly with the advice from the appropriate Curricular Leader and your Pupil Support Leader

**Nat. 4/Nat. 5 (Levels 4/5):**

A **strong** subject knowledge from the subject in S2 or a National 4 pass is required to study at this level.

**S6 Advanced Higher/Level 7/A-Level (Art and Design only)/Scottish Baccalaureate**

Due to the breadth and depth of knowledge required at this level, you must have achieved a grade A or B pass at Higher level. Consideration for a C pass may be given under the advice of the appropriate Curricular Leader and your Pupil Support Leader

**Nat.5/Level 5 or Higher/Level 6:** entry requirements as for S5.

## Course Choice

S2 Course Choice is the process where you start to select the subjects that interest you most or will help you towards the sort of job you eventually want.

### Curriculum Structure

This explains how many subjects you study each year and will help you understand how to plan for your future.

### Types of Qualification

Qualifications have changed a lot over the years, so we have included a section that explains how Standard Grade, Intermediates, National Exams, etc. all compare as parents/carers can understand how current qualifications equate to their experience.

We have also included qualifications that we don't normally hear about in schools.

### Different Pathways

*Pathways Diagrams* are built around key employment areas and show various routes into the job market. We want you to see that there are many ways to reach a destination.

We know that many pupils express an interest in going to university straight from school than achieve this.

University is a perfectly achievable destination for many of our pupils but the route through college is sometimes a better choice.

By presenting this information at this stage we hope that everyone is more aware of the options available and makes well informed choices to keep their options open.

### Job Market

There is information about the job market and likely changes in the number of jobs available in different areas. This information has been gathered from a range of sources including employers and Skills Development Scotland (SDS).

### Courses on Offer

We have also included a table of all the school-based courses we offer from S3 to S6, so you can see the progression route through school.

You can see how these courses align with different courses in the future so you can start to plot a route towards your future career path.

Finally, we have the descriptions of the courses available for study in S3/4.

## Course Choice – Some Helpful Hints

It is likely that you have many skills and interests, and this may make narrowing down your choices and establishing a learning pathway challenging.

You may also be unsure of which subjects you wish to study throughout S3/4 or what sort of job you wish to do once you leave education.

At James Gillespie's High School, we aim to offer a wide variety of courses and opportunities to help you prepare for a whole range of future possibilities.

## Seek Support

If you are unsure of which subjects to choose, your Pupil Support Leader will discuss these with you at a 1:1 meeting conducted in January.

Please refer to My World of Work and enter some details to find out possible pathways and job options:

<https://www.myworldofwork.co.uk/secondary/>

### Some key questions to ask yourself before making your choices:

- What do you enjoy?
- What motivates you?
- What skills for employability are you seeking?
- Are you choosing a balanced and wide range of subjects if undecided about your future career or area of study?

#### DO....

- ✓ Choose subjects that you will enjoy and relate to your interests and strengths.
- ✓ Choose what you are good at, and what you feel you can do well in.
- ✓ Think about what you may wish to do when you leave school.
- ✓ Find out about careers and the different paths you can take to access them.
- ✓ Keep your options open and take a variety of subjects if you are unsure about what you will do when you leave school.
- ✓ Check which subjects and qualifications you may need to get into any careers or courses you are interested in.
- ✓ Think about the skills you will need to be successful in the future.
- ✓ Ask for help or information if you need it.

#### DON'T.....

- Choose a subject based on your teacher.
- Choose a subject to be with your friends.
- Choose a subject without finding out about it, and how it will be taught in S3/4.
- Worry if you don't know yet what you want to do after school.
- Choose a subject because you think you won't need to work hard in it.
- Leave this decision until the last minute or make it on your own.
- Miss the course choice deadline of **Friday 6 February 2025**.

## Steps in using the booklet

# 01

Look over the information about what subjects to choose, and the courses available for S3/4.

Look at the curricular structure diagram to find out how many subjects are studied each year from S3.

Look at **Jobs of the Future** which outlines the numbers of jobs in various sectors and the growth areas up until 2031. This may support with your planning, especially if you are unsure of your career path.

We strongly advise that you look at **My World of Work** ([myworldofwork.co.uk](http://myworldofwork.co.uk)) as this has a pupil and parent section and can help with identification of your skills and strengths. Use the '*finding out about*

---

The **Education Pathways Diagrams** show you the various routes into an area.

You can also find out more about the types of courses and jobs that are available from S4 onwards. You can leave school if you are aged 16 by 30<sup>th</sup> September of S4 and you feel that this is the right choice for you. These diagrams can help you work out what your best route might look like.

# 02

Speak to friends and family to find out when they left school what they did next.

The **qualifications** section can help to make sense of the different routes and should be used alongside the Pathways Diagrams.

# 03

Try to write your own **Pathways Diagram**. We've included some blank templates so that you can sketch out various options. Use *My World of Work* to help with your research.

If you are unsure about what you might want to do, don't worry about it! If this is the case, you should keep your options open, take a broad range of subjects and not specialise too much.

Your Pupil Support Leader will discuss your course choices with you during 1:1 meeting in January.

# 04

Finally, **choose your courses** for next year. Use the course detail in this booklet to research the content and topics for subjects you are interested in, and feel free to talk to your teachers to gain any other information.

Use your 1:1 meeting with your PSL and career coach Kyle Hamilton or Jen O'Neill from Skills Development Scotland to support you with making your decision. All S2 pupils will have been issued with an appointment to speak with our career coaches before course choice deadline.

If you are unsure about what you would like to do, keep your options open and select a wide range of subjects. Don't be scared to ask for advice.

---

## Deadline for choices

You will meet with your Pupil Support Leader to discuss your course choices before the deadline.

It is important that you have discussed your options at home and are ready for your meeting with your PSL, which will take place during January, starting **the week beginning 5<sup>th</sup> January**.

**The final deadline for making choices using our online platform TOOLS is Friday 6<sup>th</sup> February.**

---

## Curriculum Structure

S3

- **8 Courses**
- Five curriculum areas plus three free choices (one of these may be Support for Learning)
- You will also have PSE (1 period), core PE (2 periods) and core RME (1 period) per week.

S4

- **8 Courses**
- You will continue to study the subjects in S3 and will be presented for qualification in these in April/May of S4. (National 3, 4 or 5, dependant on your journey).

S5

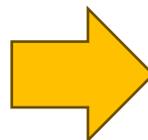
- **5 Courses**
- College courses and Foundation Apprenticeships are available at this stage.
- You will continue with PSE (1 period), core PE (1 period) and an activity (1 period).

S6

- **Mininum 15 points required**
- You are required to take a minimum of 3 curricular subjects and 15 points to remain for S6.
- Each level is awarded certain points.
- College courses, courses at neighbouring schools and Scottish Baccaleaureate are available.
- You will also have a PSE lesson (1 period) and a minimum of 2 study periods.

The following are mandatory courses of study during S3 and S4:

- Maths **or** Application of Maths  
(*as advised by PSL and Maths faculty*)
- English **or** English for Speakers of Other Languages\* (ESOL)
- PSE
- Core PE
- Core RME



You will need to choose **1 subject** from each of these areas:

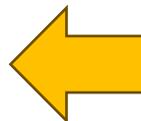
- Sciences
- Social Subjects
- Modern Languages

If you wish to study more than one Science, Social Subject or Modern Language, you can select these from the 'free choice' column.



You will need to choose **2 reserve subjects** from the 'reserve' column.

This is required in case we have problems making your preferred course choices fit into the column structure or we cannot offer a course due to uptake or staffing changes.



You will then need to choose **3 additional subjects** from the 'free choice' column.

#### Additional notes:

- You must refer to the '**S2 Course Choice and Pathways**' booklet for detailed information on each of the courses listed below. Gaelic (GME) pupils **must** select Gàidhlig in the Language column. However, they can select another language in the 'free choice' column if they wish.
- Gaelic (GME) pupils who wish to study History and/or Modern Studies, **must** select History GME and/or Modern Studies GME.
- You should only choose Support for Learning Tutorial Group if you have an identified support need and currently receive SfL and/or have been advised to choose this by your Support for Learning teacher or Pupil Support Leader.
- \* English as an Additional Language (EAL) pupils can choose English for Speakers of Other Languages (ESOL) for study in S3/4. More information will be issued about this by English staff, and Pupil Support Leaders can discuss this during coursing conversations in PSE during January.
- Course choices will be made using an online system TOOLS – you will be given more information on this during an assembly and in PSE during January.
- Deadline for course choice is **Friday 6<sup>th</sup> February 2026**. If you do not submit choices by then, you may be allocated subjects not of your own choosing.

**Please note that the school may need to amend or remove any of the courses due to pupil uptake or staffing capacity. If this occurs, reserve subjects will be used**

MODERN LANGUAGES Choose ONE	SOCIAL SUBJECTS/ HUMANITIES Choose ONE	SCIENCES Choose ONE	'FREE CHOICE' SUBJECTS Choose THREE	'RESERVE' SUBJECTS Choose TWO
Language studied in S1/2:	Geography	Biology	Achieve (King's Trust) Art and Design	Achieve (King's Trust) Art and Design
French	History	Chemistry	'Fast Track' Language for beginners: <i>French, German, Mandarin, Spanish</i>	'Fast Track' Language for beginners: <i>French, German, Mandarin, Spanish</i>
Spanish	History GME (for Gaelic pupils)	Physics	Biology	Biology
Gàidhlig (mandatory for GME pupils)	Modern Studies	Engineering Science	Business Management	Business Management
Mandarin	Modern Studies GME (for Gaelic pupils)	Environmental Science	Chemistry	Chemistry
German	Psychology	Computing Science	Computing Science	Computing Science
<b>Alternative language pathway:</b>	(note Nat. 5 level only)		Dance	Dance
Languages for Life & Work (German)			Drama	Drama
Support for Learning Tutorial Group (only as advised by SfL or PSL)			Early Learning and Childcare	Early Learning and Childcare
			Engineering Science	Engineering Science
			Environmental Science	Environmental Science
			Gàidhlig (Learners)	Gàidhlig (Learners)
			Geography	Geography
			Graphic Communication	Graphic Communication
			History or History GME	History or History GME
			Languages for Life and Work (German)	Languages for Life and Work (German)
			Media	Media
			Modern Studies or Modern Studies GME	Modern Studies or Modern Studies GME
			Music or Music GME	Music or Music GME
			Music Technology	Music Technology
			Physical Education	Physical Education
			Physics	Physics
			Practical Cookery	Practical Cookery
			Practical Woodworking	Practical Woodworking
			Product Design & Manufacture	Product Design & Manufacture
			Psychology	Psychology
			Religious, Moral & Philosophical Studies	Religious, Moral & Philosophical Studies
			Support for Learning Tutorial Group (as advised by SfL or PSL)	Support for Learning Tutorial Group (as advised by SfL or PSL)
			Travel and Tourism	Travel and Tourism

**Researching subjects that you are interested in is vital before making your choices**

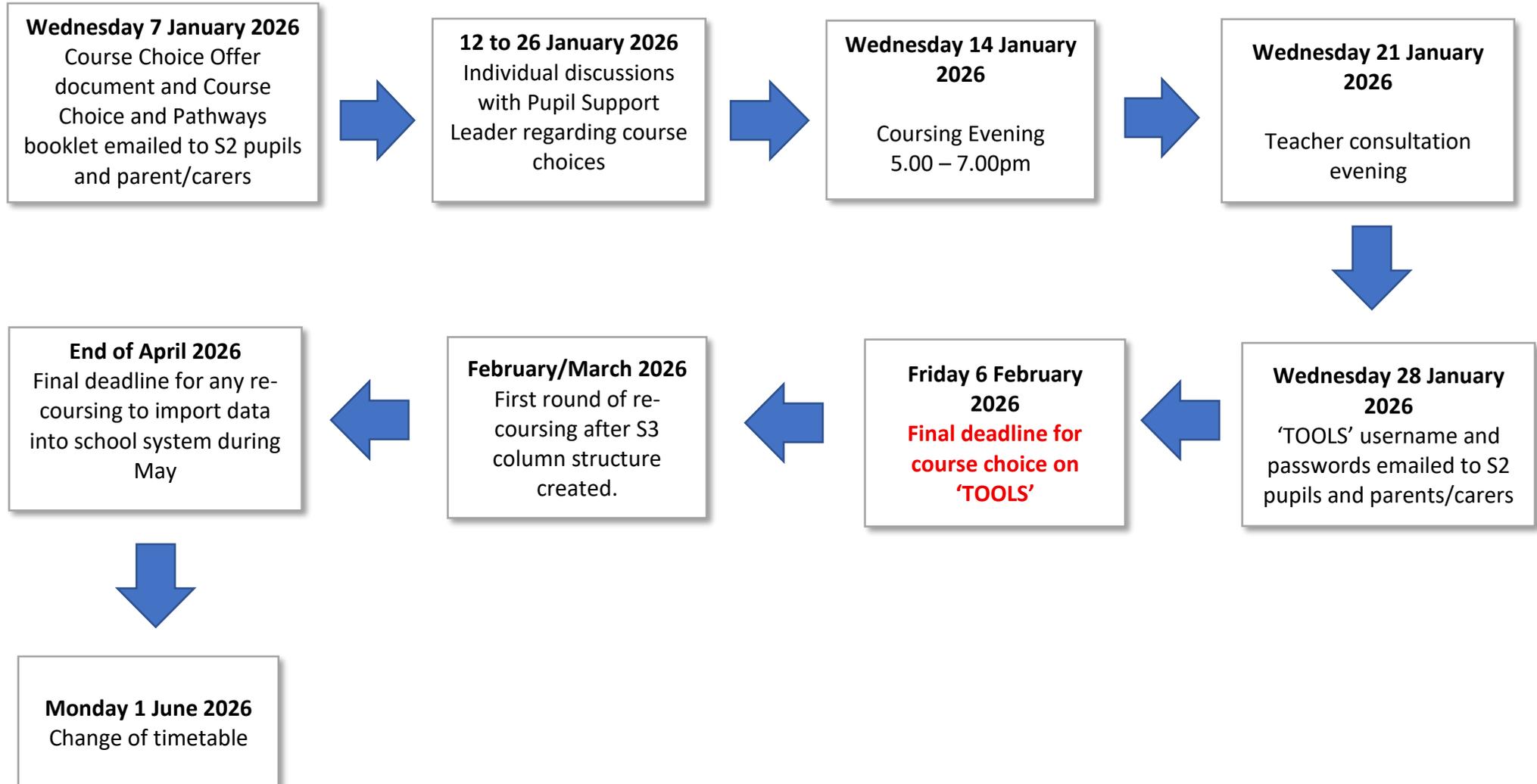
**Please consult this S2 Coursing and Pathways booklet before submitting your choices.**

Please research your career options on  
<https://www.myworldofwork.co.uk/secondary/>

Discuss these course options with parents/carers and your Pupil Support Leader before making your final decision.

Final deadline for submitting your course choices is:

**Friday 6<sup>th</sup> February 2026**

**S2 Course Choice Timeline 2026**

### Job Market Information

# FUTURE JOB OPENINGS

Edinburgh, Midlothian & East Lothian (2034)



**Health & Social Care**  
9,800 jobs



**Construction**  
3,100 jobs



**Tourism**  
3000 jobs



**Financial & Business Services**  
2,500 jobs



**Creative Industries**  
1,400 jobs



**Digital Technologies**  
1,400 jobs



**Childcare**  
1000 jobs



**Life & Chemical Sciences**  
800 jobs



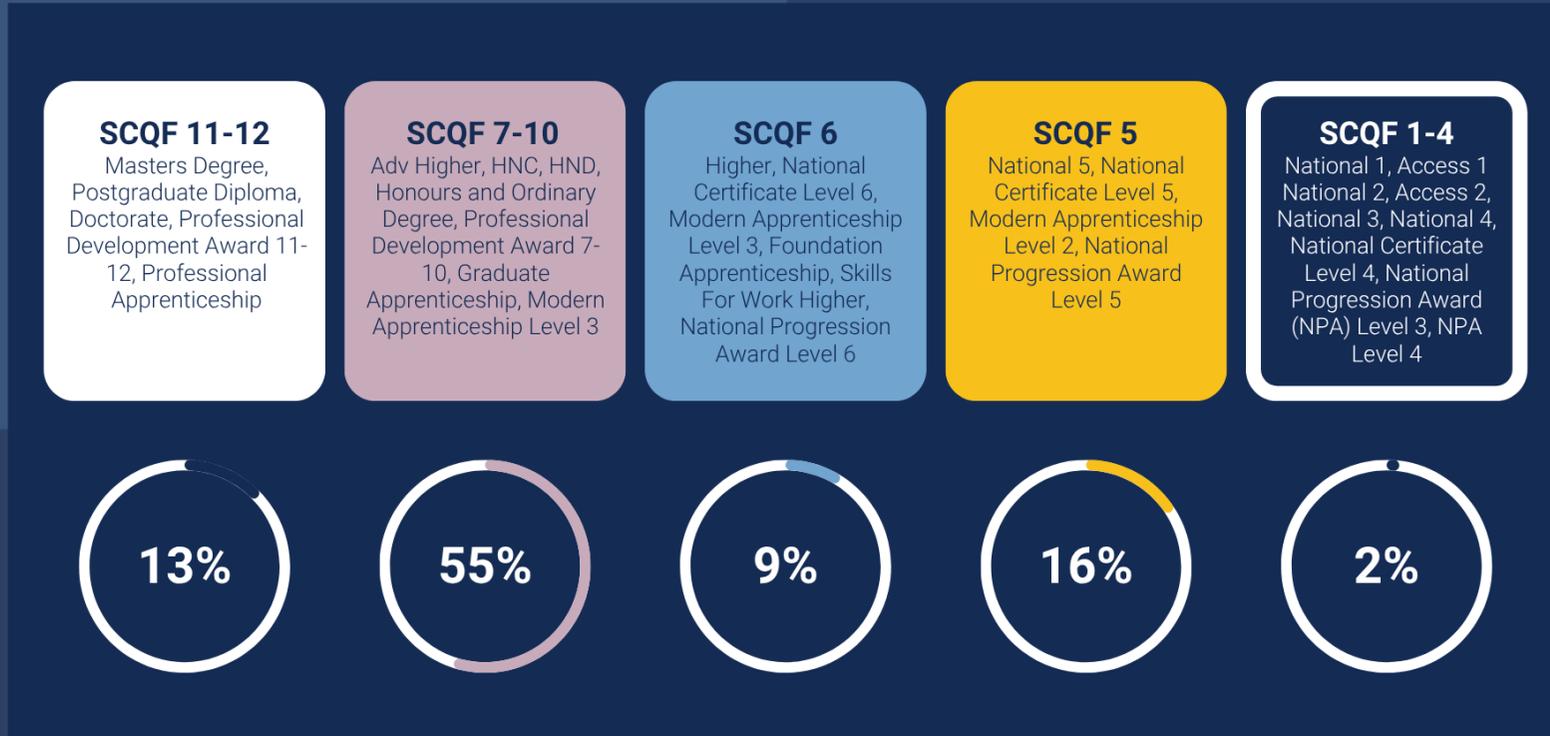
**Engineering**  
600 jobs



**Energy**  
100 jobs

# EMPLOYMENT BY QUALIFICATION\*

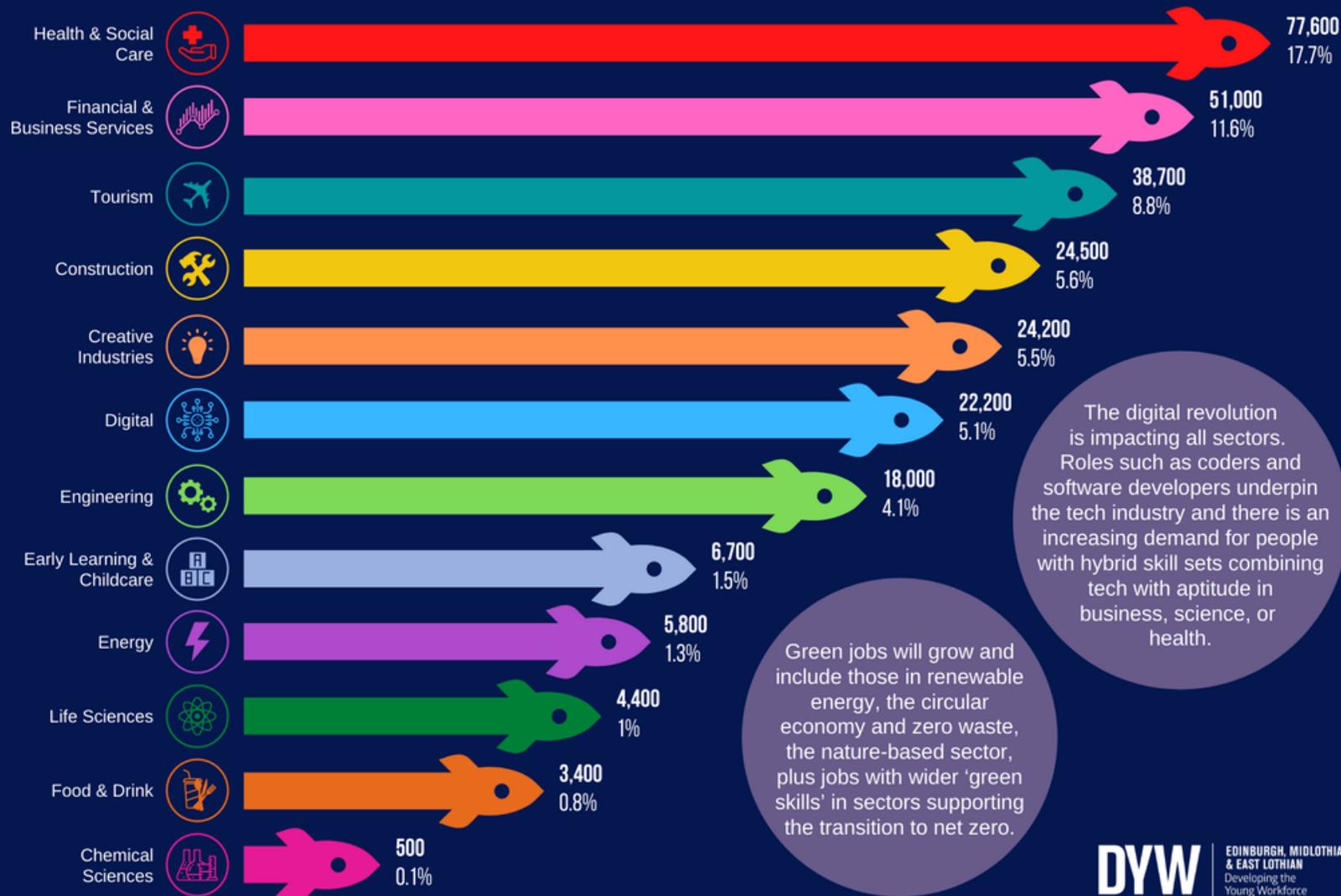
Edinburgh, Midlothian & East Lothian (2024-27)



\*4% of jobs won't require any qualifications.

### FUTURE WORLD OF WORK

Edinburgh, Midlothian & East Lothian (2021-2031)



The digital revolution is impacting all sectors. Roles such as coders and software developers underpin the tech industry and there is an increasing demand for people with hybrid skill sets combining tech with aptitude in business, science, or health.

Green jobs will grow and include those in renewable energy, the circular economy and zero waste, the nature-based sector, plus jobs with wider 'green skills' in sectors supporting the transition to net zero.

[www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/regional-skills-assessments/data-matrix/](http://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/regional-skills-assessments/data-matrix/)

Chemical Sciences

# CHEMICAL SCIENCES

There will be an estimated 500 job openings in the Chemical Sciences Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Chemist**

Working out how to use chemicals and materials to make new medicines, create better food and protect the environment.



**Chemical Plant Process Operator**

Checking and running the machines that make products like paints, plastics, cosmetics and toiletries.



**Biotechnologist**

Using your biology knowledge to come up with products and processes that improve our health, our food and our world.



**Chemical Engineer**

Researching to improve the manufacturing methods used to turn raw materials into fuel, plastics, food, medicine and more.



**Forensic Scientist**

Helping to solve crimes by finding evidence that links a suspect to a crime scene.

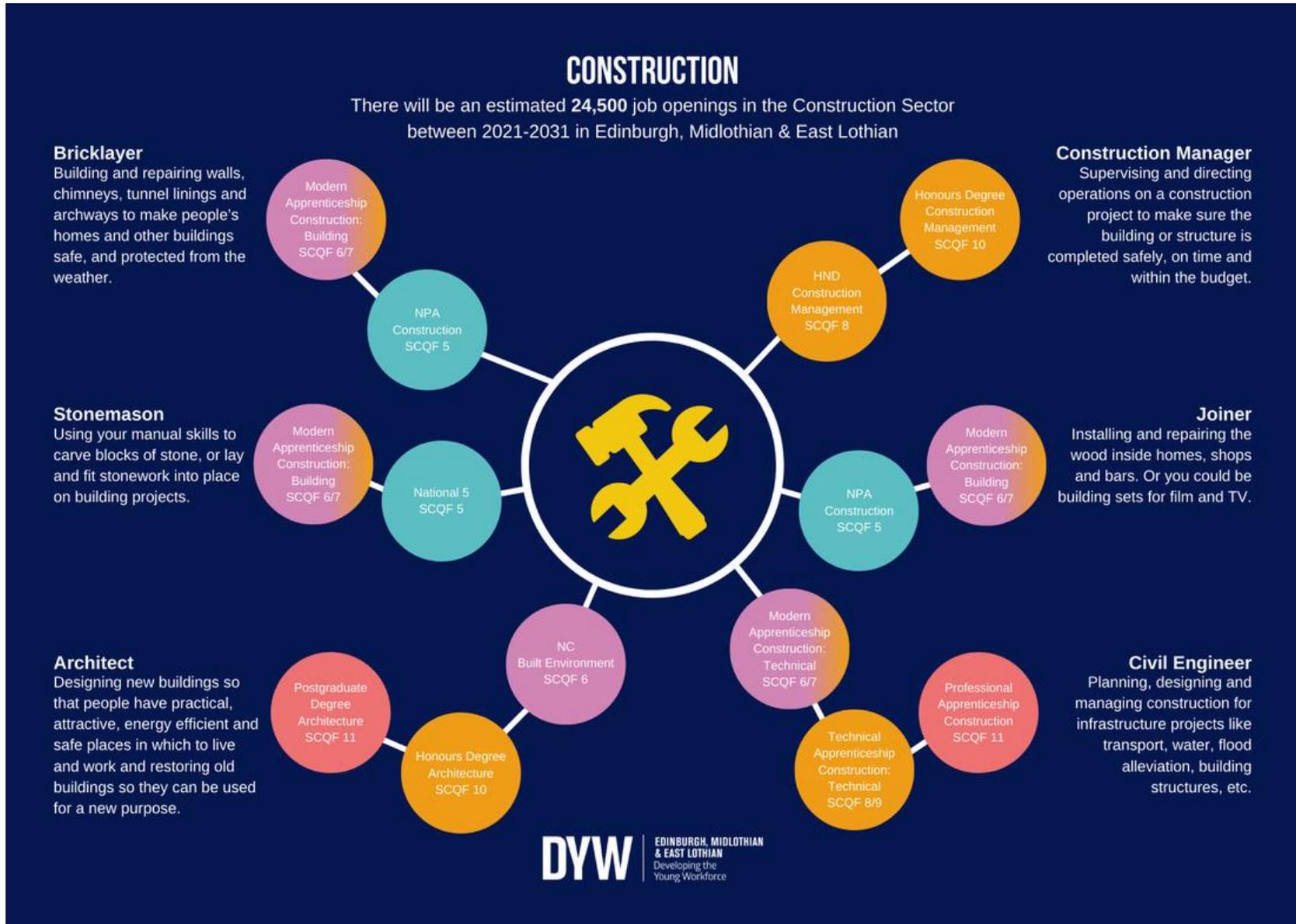


**Laboratory Technician**

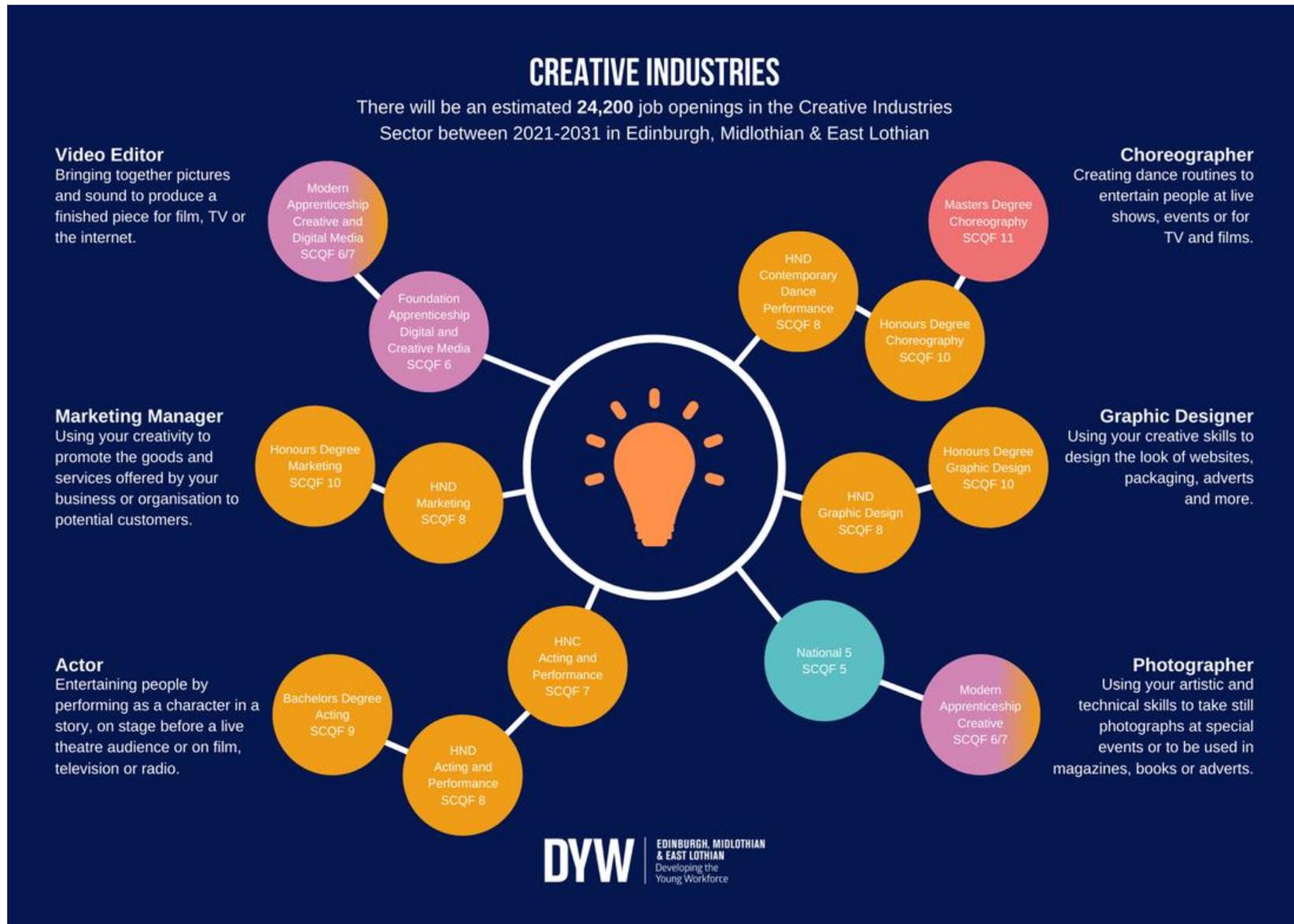
Doing tests, research and investigations and supporting scientists and their research.



Construction



Creative Industries



Digital

**DIGITAL**

There will be an estimated **22,200** job openings in the Digital Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Web Developer**

Designing, building and looking after websites and web applications for clients.

Honours Degree  
Web Development  
SCQF 10

HND  
Multimedia  
Computing: Web  
Development  
SCQF 8

HND  
Computing:  
Software  
Development  
SCQF 8

Foundation  
Apprenticeship  
Software  
Development  
SCQF 6

Technical  
Apprenticeship  
Data Analytics  
SCQF 8/9

Modern  
Apprenticeship  
IT and  
Telecommunications  
SCQF 6/7

**Database Administrator**

Planning and building computer systems to hold vital information for organisations. Making sure the systems are secure and work properly.

**Games Tester**

Playing console or online games many times to spot any bugs and mistakes that need to be fixed before the game goes on sale to the public.

**Software Developer**

Designing and building computer programs for organisations, including; databases, robotic systems, mobile applications and more.

NC  
Computer-Aided  
Design and  
Technology  
SCQF 6

HND  
Computer Aided  
Draughting and  
Design  
SCQF 8

**CAD Technician**

Drawing plans and creating 3D designs for buildings and machinery so that engineers and technicians can understand their construction.

**Ethical Hacker**

Protecting networks and computers from attacks from unethical hackers, who illegally access computers with the intention of accessing confidential information.

Masters Degree  
Ethical hacking  
and Cyber  
Security  
SCQF 11

Honours Degree  
Ethical Hacking  
SCQF 10

HNC  
Cyber Security  
SCQF 7

HNC  
Computer Aided  
Draughting and  
Design  
SCQF 7

Early Learning and Childcare

**EARLY LEARNING & CHILDCARE**

There will be an estimated **6,700** job openings in the Early Learning & Childcare Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Early Years Teacher**  
Doing fun activities with babies and children to help them learn and develop.

**Teacher Primary School**  
Teaching primary school children and helping them enjoy learning. Encouraging them to take pride in their achievements outside school and be confident in their abilities.

**Nursery Manager**  
Leading a team of people who provide daycare and learning for babies and young children from birth to five years.

**Training Officer**  
Organising training to help staff improve their skills and get more out of their jobs.

**Learning Support Assistant**  
Helping children and young people who need special support to make the most of education by working with them in the classroom.

**Classroom Assistant**  
Encouraging children and young people with learning activities in the classroom. Working closely with teachers to ensure the pupils learn in a safe and caring environment.



Energy

**ENERGY**

There will be an estimated **5,800** job openings in the Energy Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Electrical Engineer**  
Designing, building and maintaining the electrical systems and equipment that are vital to industry, the railways and manufacturing.

**Water Treatment Technician**  
Using the equipment in a water treatment plant to make water clean and safe for people to drink.

**Building Surveyor**  
Advising people who own or want to buy a building whether it meets building regulations or needs any serious repairs.

**ENERGY**

There will be an estimated **5,800** job openings in the Energy Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Qualifications:**

- HND Electrical Engineering SCQF 8
- Modern Apprenticeship Electrical Installation SCQF 6/7
- HND Engineering Systems SCQF 8
- Honours Degree Energy Engineering SCQF 10
- Modern Apprenticeship Water Industries SCQF 5
- National 5 SCQF 5
- HND Mechanical Engineering SCQF 8
- Honours Degree Mechanical and Offshore Engineering SCQF 10
- HNC Building Surveying SCQF 7
- National 5 SCQF 5
- Honours Degree Building Engineering SCQF 10
- HND Building Surveying SCQF 8
- Modern Apprenticeship Gas Industry SCQF 6/7

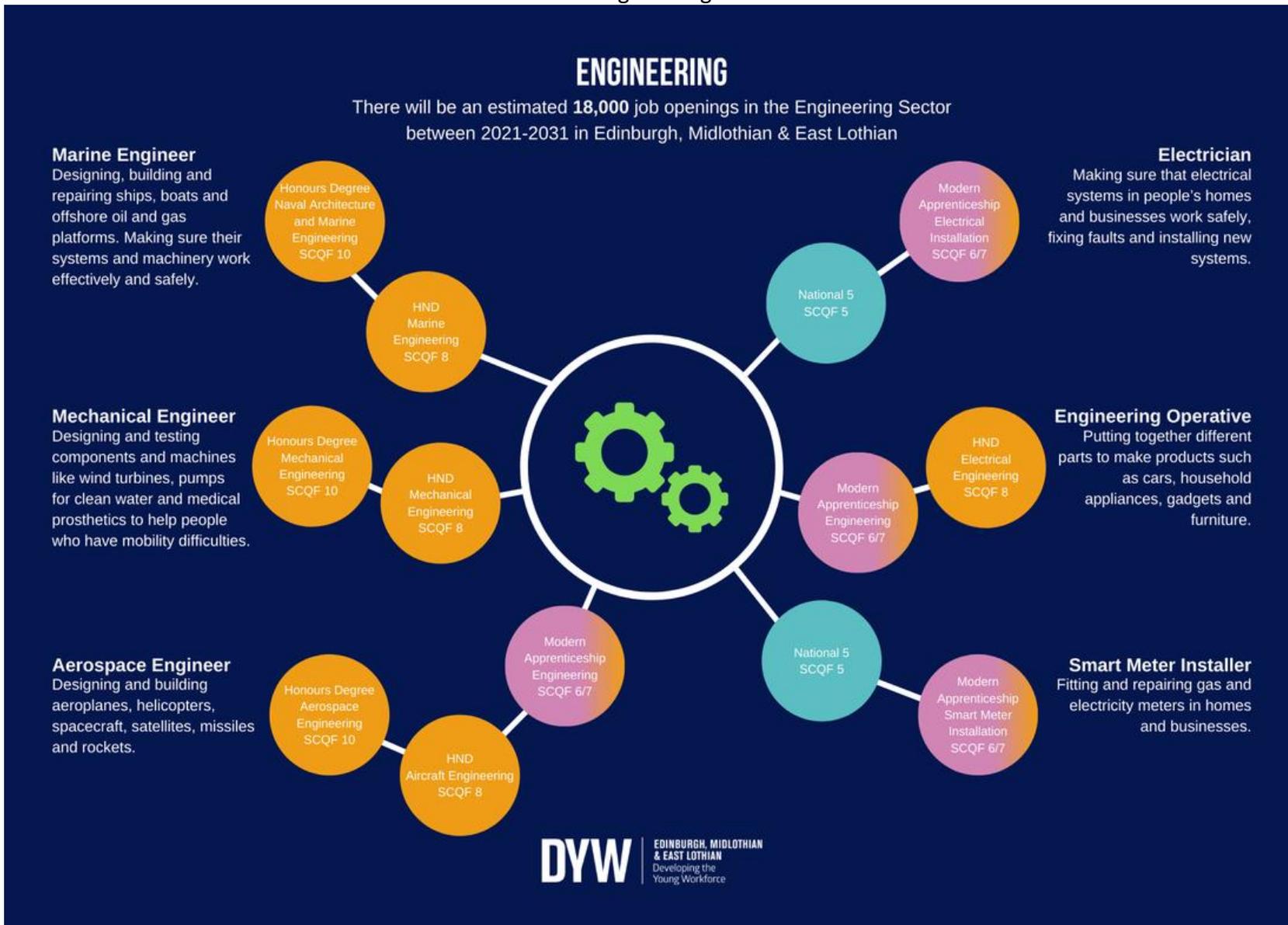
**Energy Engineer**  
Designing and constructing sites to generate energy from the wind, sun and water. You could also drill for and extract gas and oil.

**Drilling Engineer**  
Planning the construction of wells to extract oil and gas which are effective, safe for people to operate and do not pollute the environment.

**Gas Service Technician**  
Safely installing and repairing gas heating and hot water systems. Maintaining and repairing the pipes, appliances and meters.

**DYW** | EDINBURGH, MIDLOTHIAN & EAST LOTHIAN  
Developing the Young Workforce

Engineering



Financial and Business Sector

## FINANCIAL & BUSINESS SERVICES

There will be an estimated **51,000** job openings in the Financial & Business Services Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Accounting Technician

Making sure a business pays its taxes and bills and that its employees get their wages on time. You'd deal with accounting and finance in all types of businesses.



### Personal Assistant

Helping a manager make the best use of their time by giving secretarial support and dealing with day-to-day tasks.



### HR Adviser

Finding and hiring the right employees for your organisation or business. Making sure that staff are treated fairly and understand the rules of your workplace.



### Bank Manager

Running a branch of a bank or building society and leading the team of customer advisers.



### Secretary

Providing office support to keep all kinds of organisations running smoothly.



### Financial Adviser

Advising people so they can make the best decisions about how to use their money. Helping them plan both for the present and the future.

Food and Drink

**FOOD & DRINK**

There will be an estimated 3,400 job openings in the Food & Drink Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Food Scientist/Technologist**

Testing food for safety and quality and finding ways to keep food fresh for longer. Or you would invent new processes and products, such as fat-free food.



**Baker**

Making baked goods for customers in shops and supermarkets. Or baking and selling your hand-made products in a small craft bakery or delicatessen.

**Chef**

Making delicious food for people to enjoy in a restaurant, café or bar. Cooking the food to order and presenting it for the waiting staff to serve to the customers.



**Brewery Worker**

Making beer for people to enjoy in pubs and restaurants or buy in shops.

**Quality Control Technician**

Checking that products meet quality standards and are safe for customers to buy.



**Food Packaging Operative**

Helping to prepare food and drink for sale in the shops by keeping production lines running smoothly.

Health and Social Care

**HEALTH & SOCIAL CARE**

There will be an estimated 77,600 job openings in the Health & Social Care Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Doctor GP**

Providing medical care for people in the local community and being the first point of contact for patients, in your surgery or at their home.



**Care Support Worker**

Supporting people who have difficulties with daily activities e.g. children, people with physical/learning disabilities, older people or families.

**Pharmacist**

Helping people get the right medicines and drugs and guiding them to use them safely to treat illnesses and diseases.



**Ambulance Technician**

Caring for sick and injured people. Using advanced driving skills to respond rapidly and safely to medical emergencies.

**Midwife**

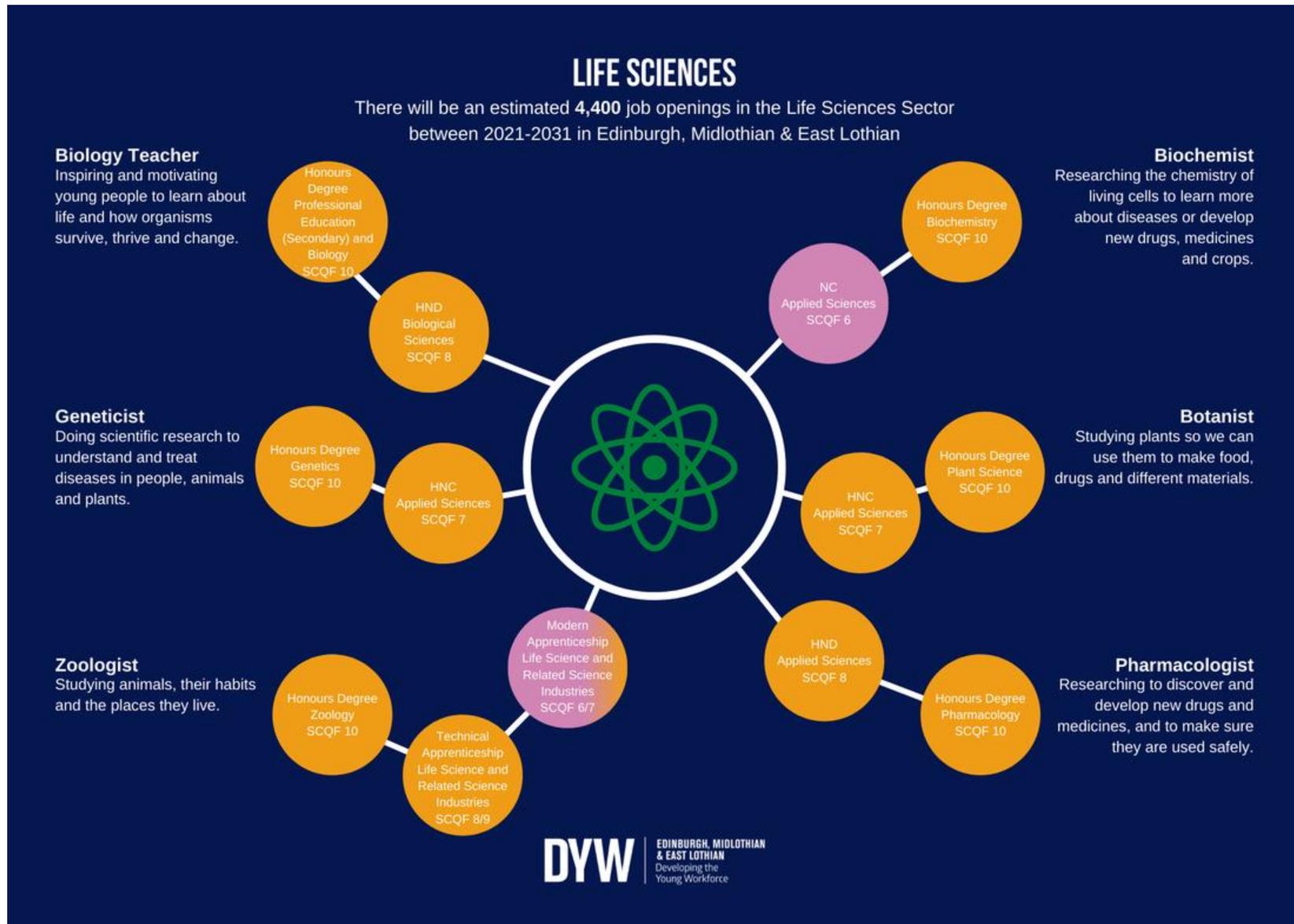
Caring for and supporting pregnant women and their babies. Each woman will trust you to do your best to keep their baby healthy and safe.



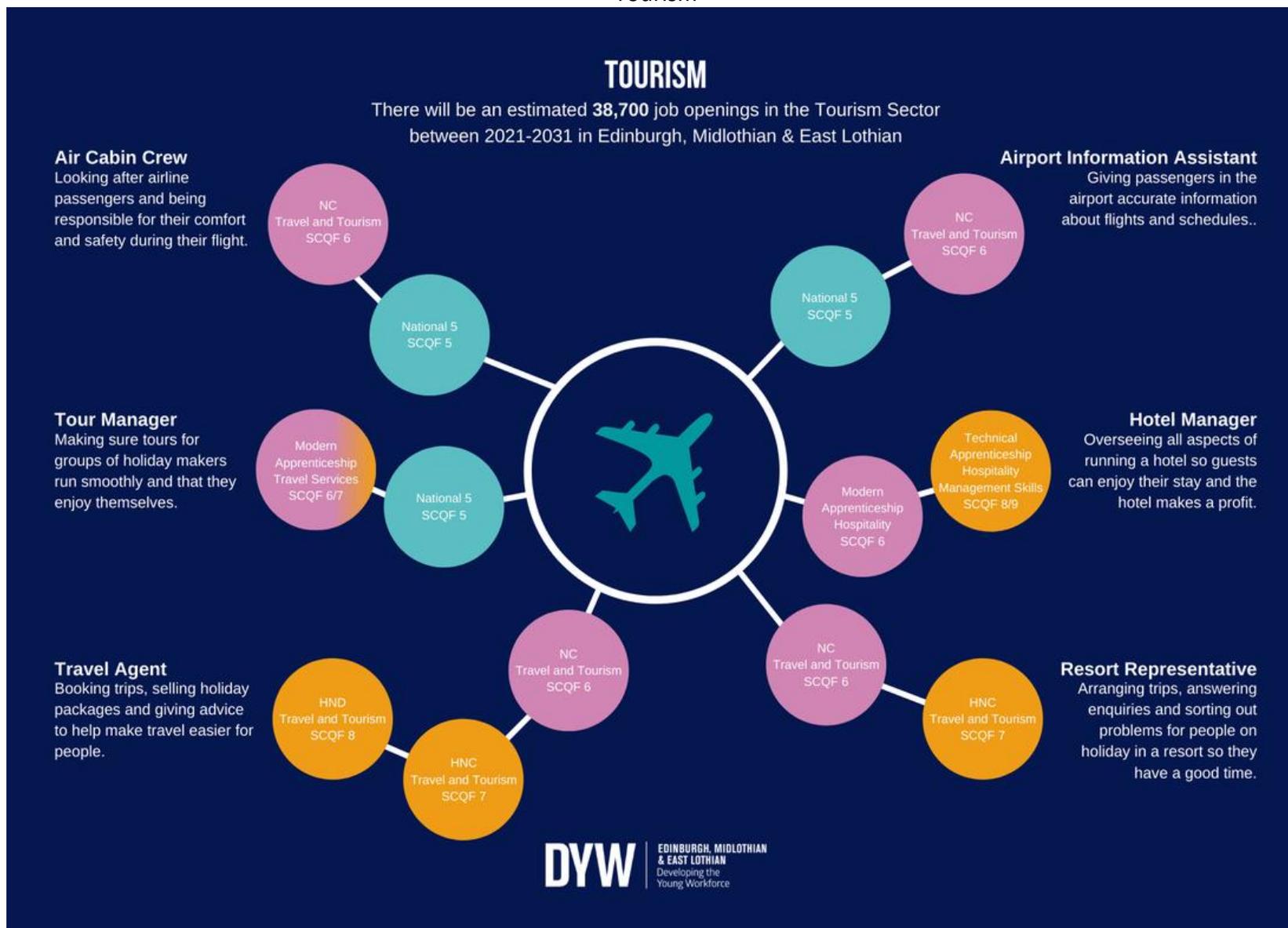
**Dentist**

Helping people take care of their teeth and gums keeping them healthy and strong. Checking their mouths and treating any problems.

Life Sciences



Tourism





Childcare

Career Choice

Child-Care

Childcare assistant, early years practitioner, nursery manager, early years teacher, speech and language therapist, children's nurse, play therapist, care support worker, health promotion specialist, health visitor, counselling psychologist...

S3/4	English or ESOL N4 / N5	Maths or Applied Maths N4 / N5	Art / Science N4 / N5	Psychology N5	Achieve/Princes Trust N5/Level 5	Possible work experience arranged with support from PSL
S5	English / ESOL N5 / Higher	Maths / Applied Maths N5 / Higher /	Art / Science N5 / Higher	Psychology N5 / Higher	Mental Health and Wellbeing/Duke of Edinburgh N5	<b>Foundation Apprenticeship:</b> Social Services and Healthcare <b>QMU Academy:</b> Health and Social Care <b>School College Partnership:</b> Various Courses
S6	English / ESOL Higher / AH	Maths / Applied Maths Higher / AH	Psychology / Art / Science N5 / Higher	Mental Health and Wellbeing/Duke of Edinburgh N5 / Higher	<b>Foundation Apprenticeship:</b> Social Services and Healthcare <b>QMU Academy:</b> Health and Social Care <b>School College Partnership:</b> Various Courses	

Skills and Qualities	S4 Employment Route
Listening to people Working as part of a team Caring for people Helping people to learn Being creative	Apprenticeships in: <ul style="list-style-type: none"> <li>• Nursery Nurse</li> <li>• Play worker</li> <li>• Classroom support worker</li> </ul>

Education
 Social Work
 Childhood Practice
 SCP courses

College Courses

Childcare and Play First Steps/Second Steps or Childhood Practice Level 5

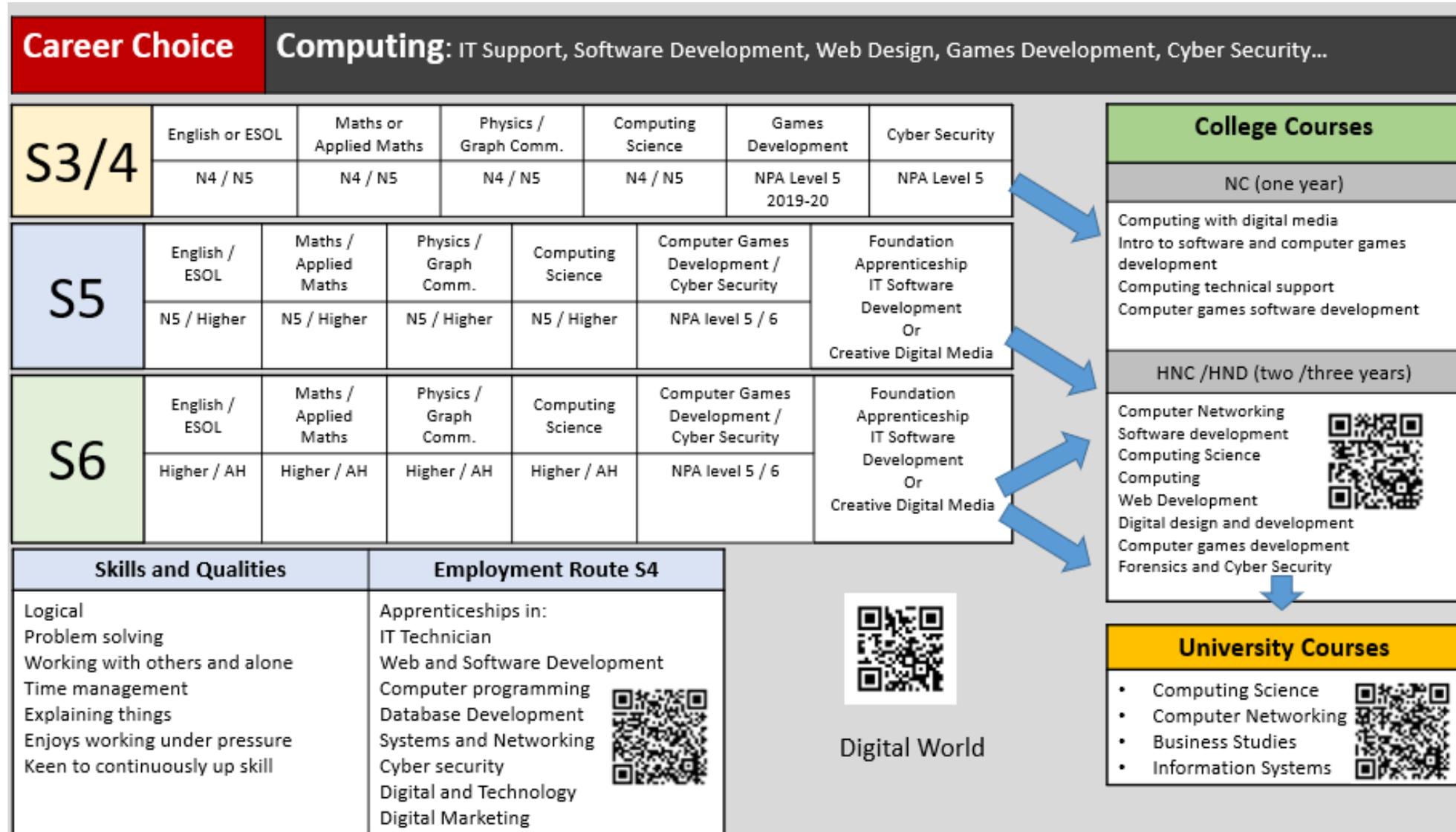
- Education Support Assistant PDA
- Early Education Access to HN
- Early Education and Childcare NC
- SVQ Social Services (Children and Young People)
- Early Education and Childcare HNC
- Play work SVQ Level 3
- SVQ Social Services (Children and Young People) level 3
- Childhood Practice Professional Development SCQF 8
- Play work SVQ level 4
- Childhood practice level 9

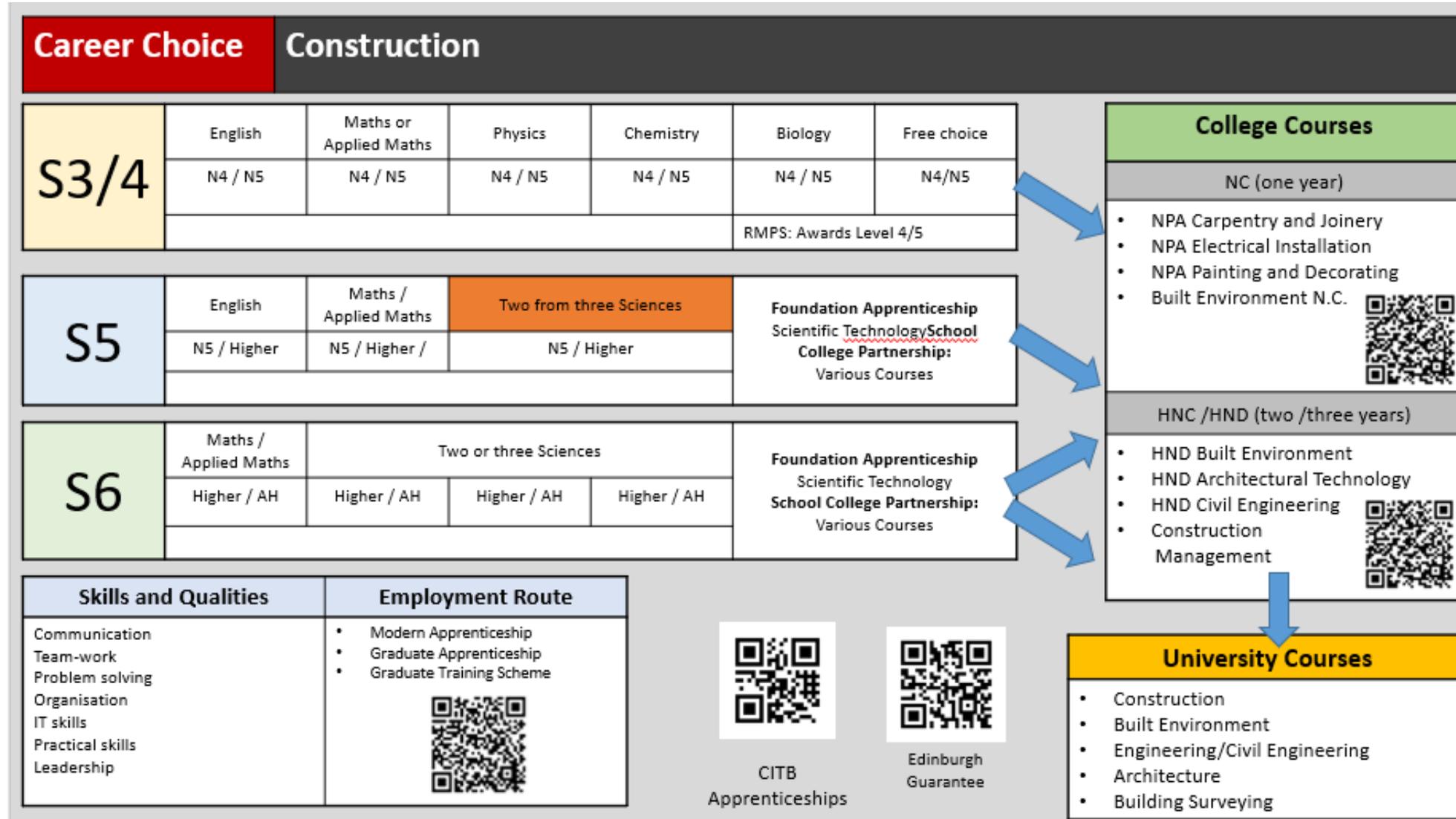
University Courses

- Childhood Policy and Practice
- Early childhood Education and care
- Nursery Nursing
- Early Years and Primary Teaching
- Social Work

Computing



Construction



Creative Industries

<b>Career Choice</b>		<b>Creative Industries</b> Animator, art gallery curator, blacksmith, ceramics designer or maker, dancer, fashion designer, fine artist, graphic designer, jewellery designer-maker, musician, photographer, film and TV				
<b>S3/4</b>	English or ESOL	Maths or Applied Maths	Media/Graphic Communication	Music / Music Tech	Dance	Art
	N4 / N5	N4 / N5	NPA Level 6 / N5	N4 / N5 / H	NPA / N5 / Higher	NPA Level 5 / N5
	Core PE: Level 5 NPA				RMPS: Awards Level 4/5	
<b>S5</b>	English/ ESOL	Maths / Applied Maths	Media / Graphic Communication	Music / Music Tech / Art	Creative Thinking	<b>Foundation Apprenticeship:</b> Creative and Digital Media <b>QMU Academy:</b> Creative Industries <b>School College Partnership:</b> Various Courses
	N5 / Higher	N5 / Higher /	N5 / Higher / NPA 6	N5 / Higher / NPA 6	Level 5	
	Core PE / PSE: Personal Development Award Level 6					
<b>S6</b>	English	Maths / Applied Maths	Media / Dance	Music / Music Tech / Art	Creative Thinking	<b>Foundation Apprenticeship:</b> Creative and Digital Media <b>QMU Academy:</b> Creative Industries <b>School College Partnership:</b> Various Courses
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	Level 6	
	Leadership Award Level 6 (Languages or Sport/Exercise and Fitness)					
<b>Skills and Qualities</b>			<b>Employment Route</b>			
Working as part of a team Being physically fit Performing Being creative Time management			Apprenticeships in: Content, Creation and production Sound and Stage Visual, effects, animation Craft and Technical			

<b>College Courses</b>		
Broadcast & Media	Music & Sound Production	Performing Arts
NC (one year)		
Various courses in drama, art, media, broadcasting, photography, music and production.		
HNC /HND (two /three years)		
Various courses in drama, art, media, broadcasting, photography, music and production.		

<b>University Courses</b>	
Various degree courses in animation, fashion design, drama, art, media, broadcasting, photography, music and production.	

Creative Scotland

app.hiive

Engineering

Career Choice
Engineering: Mechanical, Civil, Chemical, Electronic, Automotive, Design, Aerospace, Nuclear...

S3/4	English or ESOL	Maths or Applied Maths	Practical Woodwork	Engineering Science	Product, Design and Manufacture	Science
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5

S5	English / ESOL	Maths / Applied Maths	Engineering Science	Product, Design and Manufacture	Science	Foundation Apprenticeship Engineering or Civil Engineering
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

S6	English / ESOL	Maths / Applied Maths / Statistics / Mechanics of Mathematics	Science/ Engineering Science	Product, Design and Manufacture	Foundation Apprenticeship Engineering or Civil Engineering
	Higher / AH	Higher / AH	Higher / AH	Higher	

Skills and Qualities	Employment Route S4	Employment Route S5/6
Communication Explaining things Designing Planning and organisation Solution finding Teamwork	Employment from S4 – Modern apprenticeships Technician based (Entry levelled) Mechanics.	Civil, Mechanical, Electrical – Most modern apprenticeships in engineering now require you to have 2 Highers and a strong set of National 5s.



CITB  
Apprenticeships



UCAS Engineering  
and Technology

College Courses




NC (one year)

Pre apprentice Electrical installation  
Engineering systems with skills for work  
Measurement and control engineering  
Engineering SWAP course  
Electrical Engineering

HNC /HND / BEng

Engineering systems with renewable systems  
Civil engineering  
Manufacturing engineering  
Measurement and control engineering  
Mechanical  
Electronic engineering  
BENG: Energy and Environmental Engineering  
BENG: Electrical and Electronic Engineering  
BENG: Civil Engineering

University Courses

Many Engineering based degrees:  
Mechanical, Electrical, Civil, Software,  
Sciences etc.  
Scan UCAS QR code for more detail

Health & Care

Career Choice		Health and Care					
S3/4	English or ESOL	Maths or Applied Maths	Physics	Chemistry	Biology	Psychology	Free choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N5	N4/N5
S5	English	Maths / Applied Maths	Two from three Sciences	Psychology	Mental Health and Wellbeing	<b>Foundation Apprenticeship</b> Social Services and Healthcare <b>School College Partnership:</b> Various Courses	
	N5 / Higher	N5 / Higher /	N5 / Higher	Higher	N5		
S6	Maths / Applied Maths	Two or three Sciences			<b>Foundation Apprenticeship</b> Social Services and Healthcare <b>School College Partnership:</b> Various Courses 		
	Higher / AH	Higher / AH	Higher / AH	Higher / AH			
Skills and Qualities		Employment Route					
Research skills Problem solving Critical Thinking Logical Approach Taking the initiative		Modern Apprenticeships Graduate Apprenticeships HNC/HND/Degree-based jobs					
		 NHS Careers		 My World Of Work		 Apprenticeships	
							College Courses
							
							NC (one year)
							<ul style="list-style-type: none"> <li>• Dental Nursing</li> <li>• Pharmacy Services</li> <li>• Route to Health Professions</li> <li>• Social Services (SCQF level 6)</li> </ul>
							HNC /HND (two /three years)
							<ul style="list-style-type: none"> <li>• HNC Care and Administration Practice</li> <li>• Dental Nursing SVQ level 3</li> <li>• HNC Social Services</li> </ul>
							University Courses
							<ul style="list-style-type: none"> <li>• Health Studies</li> <li>• Nursing</li> <li>• Social Care</li> <li>• Mental Health</li> </ul> 

Sciences

Career Choice		Sciences <small>Data Scientist, Forensics, Biomedical, Food scientist, lab technician, pharmacist, sport and exercise scientist, geneticist, textile technologist, quality assurance technician, veterinary care, GP, surgeon, healthcare professional</small>			
S3/4	English or ESOL	Maths or Applied Maths	Two from three Sciences <small>(check entry requirements for future university study)</small> Physics required for Engineering Biology/Chemistry required for Life Sciences		Free choice
	N4 / N5	N4 / N5	N4 / N5		N4/N5
S5	English / ESOL	Maths / Applied Maths	Two from three Sciences <small>(check entry requirements for future university study)</small> Physics required for Engineering Biology/Chemistry required for Life Sciences		<b>Foundation Apprenticeship</b> Scientific Technology <b>School College Partnership:</b> Various Courses
	N5 / Higher	N5 / Higher	N5 / Higher		
S6	Maths / Applied Maths / Statistics	Two or three Sciences			<b>Foundation Apprenticeship</b> Scientific Technology <b>School College Partnership:</b> Various Courses
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	
Skills and Qualities		Employment Route			
Problem solving Logical approach Laboratory skills Research skills Taking the initiative		Modern Apprenticeships Graduate Apprenticeships HNC/HND/Degree-based jobs <div style="display: flex; justify-content: space-around; align-items: center;">   </div>			
		 UCAS Chemistry		 UCAS Physics and Astronomy	
		 UCAS Molecular Biology, Biophysics and Biochemistry		 UCAS Maths	
<div style="background-color: #90ee90; padding: 10px; border: 1px solid black; display: inline-block;"> <b>College Courses</b>   </div>					
<div style="background-color: #ccc; padding: 5px; border: 1px solid black; display: inline-block;">NC (one year)</div>					
<ul style="list-style-type: none"> <li>Applied Science NC Level 5</li> <li>Applied Science NC Level 6</li> <li>Various range of Engineering courses</li> </ul>					
<div style="background-color: #ccc; padding: 5px; border: 1px solid black; display: inline-block;">HNC /HND (two /three years)</div>					
<ul style="list-style-type: none"> <li>Applied Science HNC</li> <li>Applied Science HND</li> <li>Various range of Engineering courses</li> </ul>					
<div style="background-color: #ffcc00; padding: 10px; border: 1px solid black; display: inline-block;"> <b>University Courses</b> </div>					
<ul style="list-style-type: none"> <li>Biology and Biological Sciences</li> <li>Microbiology</li> <li>Physiology and Anatomy</li> <li>Genetics</li> </ul>					
Scan UCAS QR codes for more details.					

Sport & Leisure

**Career Choice**

**Sport and Leisure**

Gym Instructor, Coach, Leisure Centre Assistant, Sports Therapist, Professional Athlete, Personal Trainer, Life-guard, Sports development officer, Active Schools, Youth Work...

<b>S3/4</b>	English or ESOL	Maths or Applied Maths	Science / HFT	Psychology	PE	Achieve/Princes Trust
	N4 / N5	N4 / N5	N4 / N5	N5	N4 / N5	Level 5

<b>S5</b>	English / ESOL	Maths / Applied Maths	Science	PE	Psychology	Mental Health and Wellbeing/ Duke of Edinburgh	<ul style="list-style-type: none"> <li>• Sports Leadership</li> <li>• Exercise and Fitness Leadership</li> </ul> NPA Level 6	<b>School College Partnership: Various Courses</b>
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	Higher	N5		

<b>S6</b>	English / ESOL	Maths / Applied Maths	Science	PE/Psychology	Mental Health and Wellbeing/ Duke of Edinburgh	<ul style="list-style-type: none"> <li>• Sports Leadership</li> <li>• Exercise and Fitness Leadership</li> </ul> NPA Level 6	<b>School College Partnership: Various Courses</b>
	Higher / AH	Higher / AH	Higher / AH	Higher	N5		

**College Courses**



- NC (one year)**
- Sports Leadership
  - Adventure Leadership
  - Sport and Fitness
  - Gym Instructor
  - Developing sport – Rugby/football
  - Sporting Development
  - SVQ Exercise and Fitness Instructor

- HNC /HND (two /three years)**
- Coaching and Developing sport
  - Fitness Health and Exercise
  - Personal Trainer Level 3
  - Sports Therapy

Skills and Qualities	Employment Route
Communication Ability to follow instructions Helpful Physically Fit Tactful Planning and organisation	Employment within a leisure company Modern apprenticeship – Personal Training Professional Athlete



UCAS Sport

- University Courses**
- Sport and Exercise studies
  - Physical activity and health
  - Sports Coaching and Sports Science
  - Physical Activity, Health and Wellbeing
  - PE Teaching
  - Physiotherapy
  - Podiatry

Tourism & Hospitality

Career Choice
Tourism and Hospitality
Air cabin crew, airport information assistant, bar person, chef, hotel manager, hotel receptionist, resort representative, tourist information centre assistant, travel agent, waiting staff

S3/4	English or ESOL	Maths or Applied Maths	French / Spanish / German / Mandarin	Practical Cookery	Travel and Tourism	Business	
	N4 / N5	N4 / N5	N4 / N5	N5	N5	N5	
S5	English / ESOL	Maths / Applied Maths	French / Spanish / German / Mandarin	Practical Cake Craft	Travel and Tourism / Duke of Edinburgh	Business	School College Partnership: • Professional Cookery  Foundation Apprenticeship: • Food and Drink Technology  Academy Partnership: QMU • Hospitality and Tourism
	N5 / Higher	N5 / Higher /	N5 / Higher	N5	N5	N5/H	
S6	English / ESOL	Maths / Applied Maths	French / Spanish / German / Mandarin	Practical Cake Craft	Travel and Tourism / Duke of Edinburgh	Business	Foundation Apprenticeship: • Food and Drink Operations  Academy Partnership: QMU • Hospitality and Tourism
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	N5	N5/H	

Skills and Qualities	Employment Route
Communicating with people Taking the lead/taking the initiative Being physically fit Budgeting Planning and organising Making decisions	Pre-apprenticeships Modern Apprenticeships <div style="text-align: right;"> <p>Apprenticeships</p> </div>

SCP Courses

UCAS Hospitality and Tourism

College Courses

NC (one year)

Activity and Adventure Tourism NC  
 Developing Skills for Effective Tour Guiding  
 Introduction to Cabin Crew  
 Retail, Events and Tourism Industries  
 Introduction  
 Tourism with English  
 Travel and Tourism NC Level 5  
 Modern Apprenticeship - Professional Cookery

Scan the College Courses code for more detail

HNC/HND/Degree

Travel and Tourism NC/HNC/HND  
 International Hospitality and Tourism

University Courses

- Management BA (Hons)
- Various other courses

 Scan UCAS QR code for more detail

Trades

<b>Career Choice</b>		<b>Trades:</b> Electrician, Joiner, Mechanic, Painter & Decorator, Plasterer, Plumber, Roofer, Stone Mason, Tiler					
S3/4	English/ ESOL	Maths/ Applied Maths	Science	Practical Woodwork	Product, Design and Manufacture	Graphic Communication	Possible work experience arranged with support from PSL.
	N4 / N5	N4 / N5	N3/4/5	N4 / N5	N4 / N5	N4 / N5	
S5	English/ ESOL	Maths/ Applied Maths	Science	Product, Design and Manufacture	Graphic Communication	Foundation Apprenticeship Engineering or Civil Engineering	
	N5 / Higher	N5 / Higher	N5 / Higher	Higher	N5 / Higher		

Skills and Qualities	Employment Routes
Communication Team-work Problem solving Organisation Enthusiasm Practical Ability to work alone	<ul style="list-style-type: none"> <li>Labouring (require a CSCS Card)</li> <li>Modern Apprentices with block release at college</li> </ul>



CITB  
Apprenticeships



Edinburgh  
Guarantee

College Courses
<b>Leaving at S4</b>
<ul style="list-style-type: none"> <li>Pre apprenticeship in                             <ul style="list-style-type: none"> <li>Joinery</li> <li>Plumbing</li> <li>Painting and decorating</li> <li>Brick Laying</li> <li>Stone masonry</li> <li>Plastering</li> </ul> </li> <li>General Construction</li> </ul> 
<b>Leaving at S5/6</b>
<ul style="list-style-type: none"> <li>Construction Management</li> <li>Building surveying</li> <li>Built Environment</li> <li>Architectural Technology</li> </ul> 

Personal Choice

<b>My Choice!</b>		Type of Job I'm thinking about:								
		<b>My Skills and Qualities</b>					<b>Possible Employment Routes</b>			
<b>S3</b>	English /ESOL	Maths	Language	Science	Social Subject	Technologies	Expressive Arts	Free Choice 1	Free Choice 2	Free Choice 3
<b>S4</b>	English/ESOL	Maths								
<b>S5</b>										
<b>S6</b>										

<b>College Courses</b>	
NC (one year)	
HNC /HND/Degree	
<b>University Courses</b>	



### Progression Pathways

There are different ways to make progress through the qualifications system. A good standard of success at one level could lead to moving on to the next level. Most of us eventually level out somewhere and progress up the levels becomes difficult after that point.

If moving up a level may be too much of a challenge, another option is to take more qualifications at the same level and broaden the range of skills and knowledge you have. There is nothing wrong with doing this and it is better than overstretching and achieving nothing.

Another option is to switch to a different qualification at a similar level. For example, if a pupil passes National 4, it could be that a National 5 in a subject could be too demanding due to the way it is assessed (by exam).

An equivalent qualification would be a National Progression Award at Level 5 (there are no exams in NPAs). Similarly, we offer level 6 NPAs and 1-year Foundation Apprenticeships (FAs) in the senior phase, which may be a more suitable progression pathway after level 5/National 5. We work closely with Edinburgh College who offer a broad range of 2-year FAs and a broad range of skills-based courses for senior pupils.

There is nothing to stop anyone moving up a level at some point in the future once they feel ready and able to do so. Sometimes taking a little longer and building a good skill set, understanding where you want to go and developing confidence can be much more successful than rushing into choices that aren't quite right for you.

### School-Based Academic Qualifications

Below is a list of school-based subjects offered from S3 to S6 for National Qualification so pupils can see the progression pathway for their chosen subjects further up the school.

Further detail for each school-based course can be found in the next section, '*Courses on Offer*'.

Pupils in S5 and S6 will have additional options to choose from, including part-time college courses and Foundation Apprenticeships (2-year course over S5/6). We also offer a 1-year FA/NPA (National Progression Award) in some subject areas which can be accessed after S4.

Please note that not all courses from the list below will be offered at National 4/Level 4 during S5/6, although there will be college options available.

### Gaelic Medium Education

GME pupils must choose Gàidhlig as their main language in S3 and are required to study this to National 4/5 level in S4. They are not required to study this beyond S4 but many do continue to study Gàidhlig to Higher and even Advanced Higher levels.

**GME pupils must choose History GME and/or Modern Studies GME if they wish to study either of these subjects in S3/4.**

## Courses and Progression Pathways within School

Subject	Level 4	Level 5	Level 6	Level 7
	Nat. 4	Nat. 5	H/FA/NPA	AH/A-Level
Achieve/Princes' Trust (S3 option)	√			
Applications of Mathematics	√	√	√	
Art and Design	√	√	√	√
Biology	√	√	√	√
Business Management	√	√	√	
Business Skills (S5/6 option)			√	
Cake Craft (S5/6 option)	√	√		
Chemistry	√	√	√	√
Classical Studies (S6 option)			√	
Computing Games Development	√	√	√	
Computing Science	√	√	√	√
Creative Digital Media (S6 option)			√	
Creative Thinking (S5/6 option only)		√	√	
Cyber Security (S5/6 option)	√	√	√	
Dance		√	√	
Drama	√	√	√	
Duke of Edinburgh (S5/6 option)	√	√		
Engineering Science	√	√	√	
English	√	√	√	√
Environmental Science	√	√	√	
ESOL	√	√	√	
French	√	√	√	√
Gàidhlig (only for GME pupils)	√	√	√	√
Gàidhlig Learners (S3 option)	√	√	√	√
Geography	√	√	√	√
German	√	√	√	√
Graphic Communication	√	√	√	√
History	√	√	√	√
History GME (S3 GME option)	√	√		
Human Biology			√	
Journalism			√	
Laboratory Skills (S5/6 option)		√		
Language Skills for Life and Work (S3 option)	√	√		
Leadership in Modern Languages (S5/6 Option)	√	√		
LEAPS (S6 option)				√
Mandarin	√	√	√	√
Mathematics	√	√	√	√
Mathematics of Mechanics (S6 option)				√
Media Studies	√	√	√	
Mental Health and Wellbeing (S5/6 option)	√	√		
Modern Languages Baccalaureate (S6 option)				√
Modern Studies	√	√	√	√
Modern Studies GME (S3 GME option)	√	√		
Music	√	√	√	√
Music Technology	√	√	√	
Numeracy and Personal Finance (S5/6 option)		√	√	
Physical Education	√	√	√	
PE: Sports Leadership/Exercise and Fitness (S5/6 option)		√	√	
Physics	√	√	√	√
Powering Futures/Effective Now Leadership and Employability (S5/6 option)		√	√	
Politics (S6 option)			√	
Practical Cookery (S3 option)	√	√		
Practical Woodworking (S3 option)		√		
Product Design and Manufacture	√	√	√	
Psychology	√	√	√	
RMPS	√	√	√	
Science Baccalaureate (S6 option)				√
Scientific Technologies (S5/6 option)			√	
Scottish Studies (S5/6 option)		√		
Social Services, Children and Young People (S5/6 option)			√	
Social Subjects Baccalaureate (S6 option)				√
Sociology (S5/6 option)	√	√		
Spanish	√	√	√	√
Statistics (S6 option)				√
Travel and Tourism (S5/6 option)	√	√		

**Explanatory Notes:**

The courses offered are the subjects we hope to run next session. They are dependent on:

- Number of pupils choosing a course
- Changes in staffing

It is sometimes necessary to withdraw a course when we start to construct the timetable. If this is the case, we will speak to those involved and look for alternatives such as your reserve choices.

**Course Content**

Each course offered will offer detail on the topics and unit studied throughout S3 and S4. Please ensure you know the content of any course you choose to study, as changing a course once you start this may not be possible.

**Progression Pathways**

Each course has a diagram showing the possible progression pathways throughout school. Please note that these progression pathways will be dependent on uptake and staffing levels, but we would expect to offer them every year.

We would advise that if you have a particular job or area of further study in mind for when you leave school that you start to look at any entry requirements now so that you can plan an appropriate pathway to meet your aims.

*This diagram shows the progression routes for this course over S4 to S6:*



*In this case, progression from S4 National courses leads to National 5, Higher and Advanced higher courses.*

**Course Assessment**

Each course will offer detail on how it will be assessed, leading to the National Qualification in that subject.

**Job Prospects**

Each course will list the potential jobs and careers that you may enter from studying that subject.

The work you produce in S3 is vital, as it will affect your national presentation level recommendation for S4, and influence which subjects you can study in S5/6.

# Design and ICT

---

## Art &amp; Design

Curriculum Leader: Mr S Corson

**Why Study Art & Design?**

*“The aim of art is to represent not the outward appearance of things, but their inward significance.”*

*Aristotle*

**Course Outline:**

**Design Activity** with integrated Critical Studies focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief. Design areas may include jewellery design & body adornment, textile design covering areas such as costumes, masks, hats and bags, graphic design, architecture design or product design. The Critical Studies element will develop the pupil's understanding and appreciation of designers' working practices. They will also develop knowledge and understanding of the social and cultural influences on design work.

**Expressive Activity** with integrated Critical Studies focuses on the expression of personal ideas, thoughts, and feelings in visual terms using a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists' working practices. They will also develop knowledge and understanding of the social and cultural influences on artwork.

**Homework** - The integrated Critical Studies element of each unit requires the student to conduct a substantial degree of personal and independent research that will support practical work covered in class.

**Progression Pathways:****Assessment:**

Practical examination and a written paper

**Course Structure:**

Expressive with integrated Critical Studies (100 marks)

Design with integrated Critical Studies (100 marks)

Nat 4. Added Value Unit / Nat 5 Assignment

National 5 includes an Examination (50 marks)

**Career Pathways:**

Animator Ceramics designer

Community arts worker

Exhibition designer

Fashion designer

Fine artist

Furniture designer

Glass blower/designer

Graphic designer

Illustrator

Industrial/product designer

Interior and spatial designer

Jewellery designer

Make-up artist

Medical illustrator

Photographer

Printmaker

Production designer, theatre/television/film

Textile designer

## Computing Science

Curriculum Leader: Mr S Corson

### Why Study Computing Science?

Computing Science cultivates strong problem-solving skills, fosters creativity and innovation, and provides versatility applicable to various industries. Computing Science is both a Science and a Technology; it encompasses a wide field of study, merging at its boundaries with many other disciplines. Computing Scientists contribute to shaping society, impacting how we live and work. The field also offers opportunities for entrepreneurship and continuous learning due to the ever-evolving nature of technology. Additionally, computing science plays a crucial role in scientific advancements, making it a dynamic and impactful discipline with a wide range of opportunities.

### Course Outline:

In National 4 and 5 the following four topics are covered:

- Computer Systems – How computers work and how they store information.
- Database Design & Development – Planning, creating and populating databases. You will also learn how to interact with a database using SQL to find and manipulate the data held within.
- Website Design & Development – Planning and creating websites. You will learn how to create a website using HTML (content), CSS (colours and formatting) and JavaScript (interactivity).
- Software Design & Development – Planning, creating and testing software/program. You will learn how to create simple sequential programs using Python. You will learn the majority of the basic programming constructs and data structures.

As part of this course in S3 pupils will also complete the NPA Computer Games Development (Level 4) where they will design a video game and create the assets (images) for the game before finally creating the game using GDevelop.

### Progression Pathways:



### Assessment:

National 4 has two open-book practical assessments: one for the Software Design & Development topic and one for the Info Systems Design & Development topic. These assessments are pass or fail you must achieve most of the assessment outcomes to pass.

National 5 has two assessments; one open-book practical assessment worth roughly 30% of the course which covers the DDD, WDD and SDD topics and one closed-book written assessment worth 70% of the course which covers all topics.

### Course Structure:

#### National 4 Core Topics

- Information Systems Design & Development (combination of Database Design & Development and the Website Design & Development topics)
- Software Design & Development

#### National 5 Core Topics

- Computer Systems
- Database Design & Development
- Website Design & Development
- Software Design & Development

### Career Pathways:

Database administrator  
Games developer  
Information systems manager

Multimedia programmer  
Network engineer  
Systems analyst  
Systems developer

IT sales professional  
IT trainer  
Technical author  
IT consultant

## Design & Manufacture

Curriculum Leader: Mr S Corson

### Why Study:

*“Product design is about understanding and meeting the needs of people, society, business and the planet, and about questioning existing ways of designing and manufacturing things in order to discover opportunities to design innovative, sustainable products that enrich quality of life.”*

### Course Outline:

During this course you will study different methods of research, analytical thinking, lateral thinking, idea generation techniques, critical thinking, design for manufacture, virtual and physical prototyping and user-testing, product design sketching techniques and presentation skills. Through a hands-on approach, we provide you with an understanding and confidence in crucial elements of the product design cycle, enabling you to design highly original, useful and thought-provoking products.

You will receive regular input from Product Design teaching staff in the form of class lectures, visiting experts and field trips\* alongside out-of-class opportunities as required by you. Additionally targeted homework, unit assessments (with quality feedback for improvement), Exam board assignments coupled with written exams will provide a strong basis for moving forward into further or higher education courses.

### Progression Pathways:



### Course Structure:

National 4 and 5 courses cover:

- Design Portfolio
- Materials and Manufacture

### Assessment:

National 4 - Course assignment / Added Value Unit

National 5 – Course assignment, Question Paper 47%, Assignment 53%

### Career Pathways:

[Product Designer](#)

[Exhibition designer](#)

[Furniture designer](#)

[Mechanical engineer](#)

[Jewellery designer](#)

[Materials engineer](#)

[Textile designer](#)

[Automotive engineer](#)

Interior designer

## Engineering Science

Curriculum Leader: Mr S Corson

### Why Study Engineering Science?

Engineering Science enables learners to apply knowledge and understanding of key engineering facts and ideas, and to understand the relationships between engineering, mathematics and science.

### Course Outline:

Pupils will bring together elements of science, technology, and mathematics, then apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the units provide a strong basis for further study or a career in any branch of engineering.

The S3 Engineering Science course involves using mathematical equations and problem-solving skills to investigate, design, simulate and construct engineered solutions to real life problems. This will include both analogue and digital electronics, computer programmable microchips, computer simulations, mathematical equations, pneumatics, mechanisms, energy production and structures.

### Progression Pathways:



### Assessment:

Nat 4 Added Value Unit / Nat 5 Assignment

Question Paper 69%, Assignment 31%

### Course Structure:

This course builds on the knowledge and skills introduced in S1/2 and is split into three topics:

1. Engineering Contexts & Challenges
2. Electronics & Control
3. Mechanisms & Structures

### Career Pathways:

Engineering Science leads onto, and is a preferred entry qualification for, degree courses in most engineering disciplines such as:

[Electrical](#)

[Electronic](#)

[Structural](#)

[Civil](#)

Mechanical

[Energy](#)

Environmental

[Sound](#)

[Aerospace](#)

[Agricultural](#)

## Graphic Communication

Curriculum Leader: Mr S Corson

### Why Study Graphic Communication?

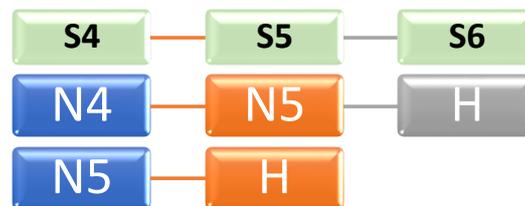
“Graphic Communication is the study of Preliminary, Production and Promotional graphics in education, construction, industry and commerce. This course provides you with all the necessary skills and knowledge to progress to further and higher education with confidence and to work successfully within the creative industries.”

### Course Outline:

You will study pictorial sketching and drawing, printing, publishing, packaging, engineering drawing, digital imaging, computer graphics, digital photography and related areas. The discipline includes media and mass communication involving the creation and production of advertising, marketing, engineering and architectural drawings, magazine articles, newspapers, catalogues, packages and other media in printed and digital form.

The Graphic Communication industry is estimated to be the 4th largest manufacturing industry in the world. Many graphic communication jobs are high tech, highly skilled, high paying, creative, and innovative. Further and higher education graduates are in high demand by leading national and international corporations.

### Progression Pathways:



### Assessment:

Nat 4 Added Value Unit / Nat 5 Assignment

Final Exam/Question Paper – 67%,

Assignment – 33%

Throughout coursework there will be a mixture of individual topic tests and practical coursework to hand in.

### Course Content:

2D Graphics

3D and Pictorial Graphics

### Career Pathways:

[Architect](#)

[Interior Designer](#)

[Civil Engineer](#)

[Copywriter](#)

[Architectural Technologist](#)

[Graphic Designer](#)

[Photographer](#)

[Marketing Specialist](#)

Management

[Art Director](#)

Desktop Publisher

[Illustrator](#)

[Engineer](#)

Materials Handler

## Practical Woodworking

Curriculum Leader: Mr S Corson

### Why Study Practical Woodworking?

*“With a little bit of skill and some imagination, you can build anything!”*

### Course Outline:

This is a practical woodworking course. You will develop skills in marking out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Across the year you will develop skills by manufacturing a number of fully crafted products in wood.

This course provides a sound foundation for students interested in developing skills in the area of woodworking and construction.

There are several individual outcomes within each unit that will be internally assessed. You must provide evidence of subject knowledge and practical experience through a variety of tasks to a given standard.

In addition, a small amount of written work such as diary logs will be required.

### Progression Pathways:



### Assessment:

Nat 4 Added Value Unit

Nat 5 Course Assignment & exam

### Course Structure:

Topic 1: Flat frame construction.

Topic 2: Car case construction.

Topic 3: Machining and Finishing.

### Career Pathways:

[Furniture Designer](#)

Cabinet Maker

Joiner

Building Technology

[Construction Manager](#)

Music Instrument Maker

Wood Turner

[Set/Exhibition Builder](#)

Sign making

Construction Crafts

[Naval Architecture](#)

Manufacturing - Technology

Furniture Maker

# English

---

## English

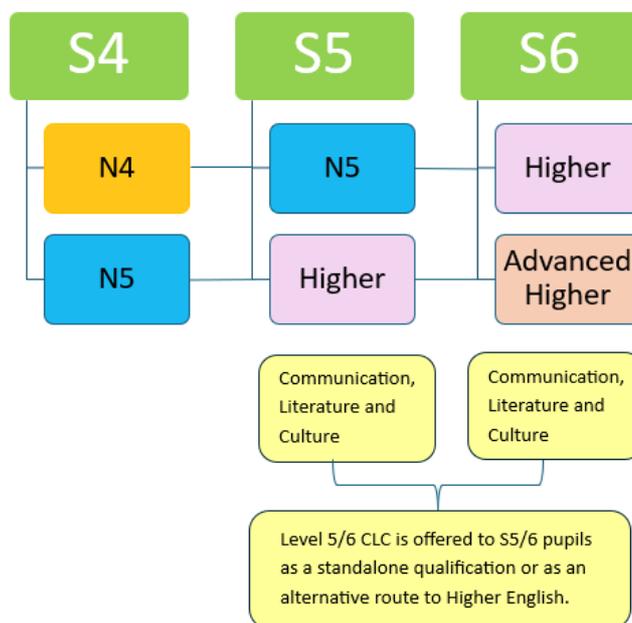
Curriculum Leaders: Mr A Crosbie and Mrs F Kirkwood

**Why Study English?**

English qualifications enable you to listen, talk, read and write appropriately for different purposes, audiences and contexts. These courses provide you with the opportunity to analyse and evaluate texts in the contexts of literature, language and media, to develop an understanding of the complexities of language and develop analytical thinking and understanding of the impact of language.

**Course Outline:**

Pupils will cover the four key skills in English: reading, writing, listening and talking. These will be covered through the study of a range of diverse and exciting fiction and non-fiction texts and the planning, preparation and production of varied pieces of writing.

**Progression Pathways:****Assessment:**

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Analysis and Evaluation (reading and listening)
- Creation and Production (writing and talking)
- Added Value Unit

The National 5 course award is determined by performance in three elements:

- Writing Portfolio: Coursework submitted to the SQA for assessment in the second term (30%)
- Exam Question Paper 1: Reading for Understanding, Analysis and Evaluation (30%)
- Exam Question Paper 2: Critical Reading of a Scottish Text, and another text studied in class (40%)

**Career Pathways:**

- Editorial Assistant
- EAL/ English / Primary Teacher
- Lexicographer
- Magazine Journalist
- Newspaper Journalist
- Public Relations
- Writer
- Academic Librarian
- Advertising or Marketing Executive
- Advertising Copywriter
- Arts Administrator
- Information Officer

## ESOL

Curriculum Leaders: Mr A Crosbie and Mrs F Kirkwood

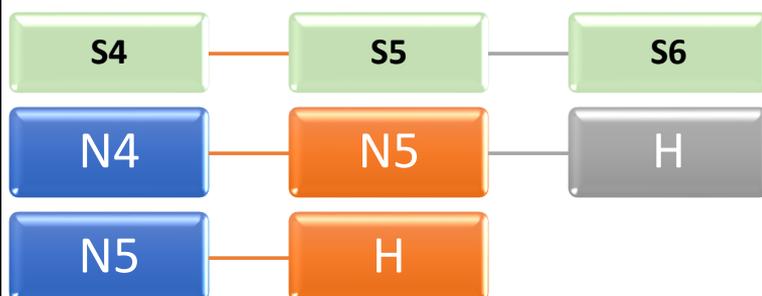
**Why Study ESOL?**

The ESOL course helps learners for whom English is not their first language to become more confident in all forms of communication in English. The course teaches learners to develop and apply skills in reading, writing, speaking and listening across many different practical situations. The main focus of ESOL is to help learners to speak and use English for everyday reasons, learning *about* context, purpose and audience, as well as encouraging individual expression in the language and learning about various topics which broaden learners' cultural experiences. The course also encourages learners' developing confidence to engage in more challenging tasks across more varied situations.

**Course Outline:**

Structure of the National 4/5 ESOL course:

- ESOL for Everyday Life (National 5/4): The purpose of this unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language.
- ESOL in Context (National 5/4): The purpose of this unit is to develop the language skills needed for familiar work and study-related contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language. In this unit, the contexts of either work or study will be personalised to meet the needs of learners.
- Added Value unit ESOL Assignment (National 4): The purpose of this Added Value unit is to provide learners with the opportunity to apply their English language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

**Progression Pathways:****Assessment:****National 4:**

Learners must pass assessments in listening, reading, writing, speaking and listening and an Added Value Unit.

**National 5:****Externally Assessed Question Papers:**

*Component 1: Listening:* The paper is marked out of 25 and is worth 20% of the overall grade.

*Component 2: Reading:* It is marked out of 35 and worth 25% of the overall grade.

*Component 3: Writing:* Pupils are asked to produce 2 pieces of writing of different styles. It is marked out of 30 and worth 25% of the overall grade.

**Internally Assessed**

Performance: speaking and listening. This performance is marked out of 30 and worth 30% of the final grade.

**Career Pathways:**

English language skills are essential for gaining employment in the UK. Having ESOL qualifications will prove to an employer that you have a strong knowledge in written and spoken English, making your chances of employment increase.

National 5 and Higher ESOL are considered an equivalent to N5 and Higher English by all universities. The only current exception is for Primary Teaching courses.

# Gaelic

---

## Gàidhlig

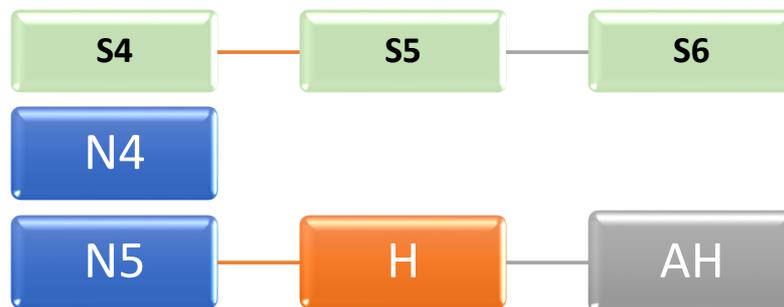
Curriculum Leader: Mr C. Methven

**Studying Gàidhlig in S3:**

All GME pupils continue their studies of Gàidhlig into S3 and S4.

**Course Outline:**

The National 4 and 5 courses enable learners to understand, analyse and evaluate texts in the contexts of literature, language, media and culture, and to create and produce texts. Learners develop their knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others.

**Progression Pathways:****Assessment:**

**N4:** Assessment includes Analysis and Evaluation (reading and listening assessments) as well as Creation and Production (speaking and written assessments).

To achieve the National 4 Gàidhlig Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded.

**N5:** Pupils are assessed on their ability to understand, analyse and evaluate unseen written and spoken texts, as well as their discursive or creative writing skills, and their overall application of oral language skills. There are 3 externally verified exams at N5: Listening (20 marks), Reading (30 marks), and Writing (20 marks). Students must also complete an Assignment writing task during the academic year which is externally verified (20 marks). Speaking (20 marks) is internally verified.

**Career Pathways:**

A knowledge of Gaelic can lead to a variety of careers:

- Journalism
- Teaching
- Tourism
- Performing Arts
- Media and Writing
- Television and Radio
- Archive curation in museums and universities

## Gaelic (Learners)

Curriculum Leader: Mr C. Methven

**Why study Gaelic?**

Choosing Gaelic means choosing one of Scotland's heritage languages. This course invites you to step into a living tradition, where words convey centuries of song, story, and community. Beginners will build confidence in speaking, reading, and writing Gaelic, while discovering how language connects us to culture and identity.

At James Gillespie's High School, Gaelic is already a living presence - 1 in 6 learners are fluent speakers! By choosing Gaelic (Learners), you join that community, gaining access to Scotland's most historic language while building your own skills and confidence.

Gaelic study strengthens your skills as a learner, sharpening memory, communication, and creativity. It also opens pathways to careers in education, media, tourism, and the arts, while giving you a unique voice in Scotland's story.

The Beginners' Fast Track is designed for those with a passion for languages and an interest in Scottish culture. Over two years, you'll progress from the basics right through to National 4/5 level, gaining both a qualification and a deeper connection to Scotland.

**Course Outline:****Society**

- Talking about yourself, personal experiences, and relationships
- Exploring social issues and trends in Scotland and beyond
- Discussing technology and its impact on daily life
- Examining environmental issues and sustainability through a Gaelic lens

**Education**

- Developing understanding of different education systems
- Talking about your own life at school in Gaelic

**Culture**

- Discovering daily life in Gaelic-speaking communities and exploring cultural diversity
- Studying customs, traditions, and celebrations in Scotland
- Engaging with Gaelic literature, television, and music

**Employability**

- Talking about careers and employability skills
- Writing a CV and job application letter in Gaelic
- Discussing the importance of language learning for Scotland's future

**Progression Pathways:****Assessment:****National 4****Internally Assessed:**

Talking  
Reading  
Writing  
Listening

**Added Value Unit** – Project based coursework

**National 5****Internally Assessed and Externally Graded:**

Talking 25%  
Writing Assignment 12.5%

**Exams:**

Reading 25%  
Writing 12.5%  
Listening 25%

**Career Pathways:**

Travel and Tourism	Translator	Musician	Media and Broadcasting
Education	Hospitality	Actor	Local Authority
Hospitality	Journalism	Writer	Policy Advisor

## GME History / Eachdraidh

Curriculum Leader: Mr C. Methven

**Studying GME History in S3:**

GME pupils wishing to continue their studies of History into S3 must choose the GME History pathway. In exceptional circumstances, alternative arrangements may be discussed with the Curriculum Leader.

**Why study GME History?**

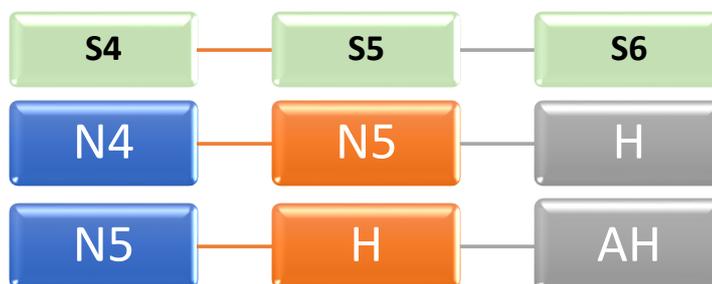
Tha sgoilearan a tha air Cuspairean Sòisealta GME a thaghadh aig ASSG air a ràdh gu bheil e gu mòr a' còrdadh riutha cothrom fhaighinn an cuid Gàidhlig a chleachdadh aig an aon àm sa tha iad ag ionnsachadh mu eachdraidh na h-Alba, Bhreatainn agus an t-Saoghail.

Previous JGHS pupils who have chosen to take a Social Subject in Gaelic have valued the opportunity to use their Gaelic language skills in order to learn about Scottish, British and European & World topics.

**Course Outline:**

Sa chùrsa Eachdraidh FTMG Nàiseanta 5, bidh sgoilearan ' leasachadh an tuigse a th'aca mun t- saoghal le bhith ag ionnsachadh mu dheidhinn dhaoine eile, aig diofar amannan, ann an diofar àiteachan agus shuidheachaidhean. Tha an cùrsa a' cuideachadh sgoilearan tuigse nas fheàrr fhaighinn air na nithean a thug cumadh air an t-saoghal an-diugh. Bidh cothroman aca an cuid sgilean cànan Gàidhlig agus Beurla a' chleachdadh, 's thèid taghadh a thoirt dhaibh mun chànan san suidh iad an deuchainn aig deireadh S4.

In the National 5 GME History course, pupils will get a chance to develop their understanding of the world by learning about other people, in different times, places and circumstances. The course helps pupils to develop a map of the past and an appreciation and understanding of the events that have shaped the world today.

**Progression Pathways:****Assessment:**

The course assessment meets the key purposes and aims of the course by addressing:

Breadth — drawing on knowledge and skills from across the course

Challenge — requiring greater depth or extension of knowledge and/or skills

Application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

Pupils will have structured opportunities to strengthen both their Gaelic and English language skills throughout the course, with the final S4 examination conducted primarily in Gaelic to reflect the centrality of the language in their learning pathway.

**Career Pathways:**

- Academic Librarian
- Archivist
- Civil Service
- Heritage Manager
- Information Officer

- Museum/Gallery Conservator
- Records Manager
- Barrister
- Journalist
- Teacher

## GME Modern Studies / Nuadh Eòlas

Curriculum Leader: Cailean Methven

**Studying GME Modern Studies in S3:**

GME pupils wishing to continue their studies of Modern Studies into S3 must choose the GME Modern Studies pathway. In exceptional circumstances, alternative arrangements may be discussed with the Curriculum Leader.

**Why study GME Modern Studies?**

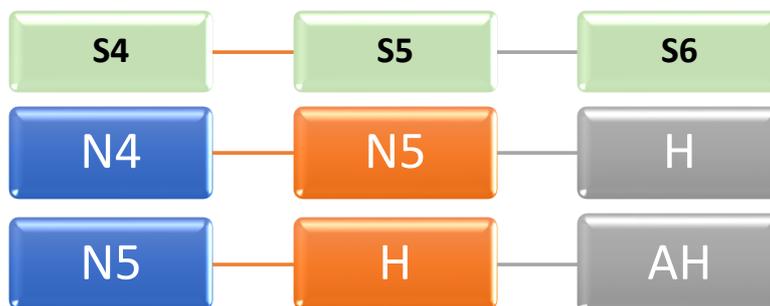
Tha sgoilearan a th'air Cuspairean Sòisealta GME a thaghadh aig ASSG air a ràdh gu bheil e gu mòr a' còrdadh riutha cothrom fhaighinn an cuid Gàidhlig a chleachdadh aig an aon àm sa tha iad ag ionnsachadh mu chuspairean leithid Democrasaidh an Alba 's an Rìoghachd Aonaichte, cùisean Sòisealta san Rìoghachd Aonaichte is cùisean Eadar-nàiseanta.

Previous JGHS pupils who have chosen to take a Social Subject in Gaelic have valued the opportunity to use their Gaelic language skills in order to learn about topics such as Democracy in Scotland and the UK, Social Issues in the UK and World Issues.

**Course Outline:**

Tha an cùrsa Nuadh-eòlais FTMG Nàiseanta 5 a' brosnachadh sgoilearan gus tuigse nas fheàrr fhaighinn mun t-saoghal sa bheil iad beò agus an àite aca fhèin ann. Bidh cothroman aca an cuid sgilean cànan Gàidhlig agus Beurla a' chleachdadh, 's thèid taghadh a thoirt dhaibh mun chànan san suidh iad an deuchainn aig deireadh S4

The National 5 GME Modern Studies course encourages pupils to develop a greater understanding of the world they live in and their place in it.

**Progression Pathways:****Assessment:**

The course assessment meets the key purposes and aims of the course by addressing:

Breadth — drawing on knowledge and skills from across the course

Challenge — requiring greater depth or extension of knowledge and/or skills

Application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

Pupils will have structured opportunities to strengthen both their Gaelic and English language skills throughout the course, with the final S4 examination conducted primarily in Gaelic to reflect the centrality of the language in their learning pathway.

**Career Pathways:**

- Law
- Local Government
- Media
- Nursing
- Police
- Politics

- Social Care
- Social Sciences
- Social Work
- Sociology
- Teaching
- Trade Union Work

# Health & Wellbeing

---

## National 5 and NPA Dance

Curriculum Leader: Mr G. Newall

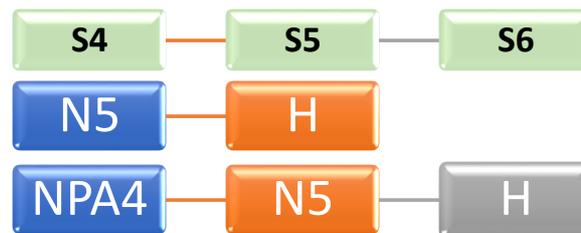
**Why Study Dance?**

National 5 and NPA Dance offers a dynamic and expressive learning experience, combining physical activity with artistic expression. This course not only promotes fitness but also fosters creativity, teamwork, and self-discipline. Through the study of diverse dance styles, students develop a deep appreciation for cultural and historical aspects of dance. The qualification enhances communication skills, boosts confidence, and provides a platform for personal growth. Whether pursuing a career in dance or simply seeking a holistic education, National 5 and NPA Dance equips students with valuable skills and a lifelong passion for movement and self-expression.

**Course Outline:**

The N5/NPA Dance course covers the following general topics:

- Dance Technique
- Choreography
- Performance Skills
- Contextual Studies
- Evaluation
- Dance Analysis

**Progression Pathways:****Assessment:****NPA 4****Internally Assessed:**

Technical skills	PASS/FAIL
Choreography	PASS/FAIL

**National 5****Externally Graded:**

Performance	35%
Practical Activity	45%
Question Paper	20%

**Career Pathways:**

- Actor
- Dance teacher
- Dancer
- Pop musician
- Yoga teacher
- Arts administrator
- Choreographer
- Dance movement psychotherapist
- Stunt performer

## Physical Education

Curriculum Leader: Mr G. Newall

**Why Study PE?**

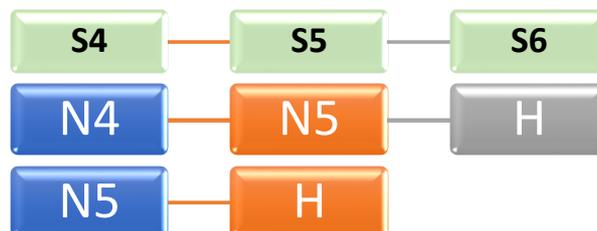
Studying National Physical Education (PE) offers invaluable insights into the principles of fitness, health, and sports performance. It equips students with essential life skills, fostering physical well-being, teamwork, and discipline. The curriculum delves into physiology, skill development and the psychology of exercise, providing a holistic understanding of human movement. Through practical activities, students enhance motor skills, coordination, and overall fitness. Additionally, National PE promotes a lifelong appreciation for physical activity, encouraging a healthy lifestyle. The course not only contributes to academic development but also cultivates qualities like resilience, leadership, and sportsmanship, laying a foundation for holistic personal growth.

**Course Outline:**

This course is all about improving your performance in a wide range of sporting activities. Activities will be selected from the following categories:

- Individual
- Outdoor team sport
- Indoor team sport
- Aquatic
- Aesthetic
- Fitness

Pupils must be motivated, enthusiastic and show a keen interest in developing their performance in physical education. All are encouraged to participate in sport outside of school hours in order to improve practical grades.

**Progression Pathways:****Assessment:****National 4****Internally Assessed:**

Performance	PASS/FAIL
Factors Impact on Performance	PASS/FAIL

<b>AVU</b> – One off performance	PASS/FAIL
----------------------------------	-----------

**National 5****Internally Assessed:**

Performance	50%
-------------	-----

**Externally assessed:**

Portfolio	50%
-----------	-----

**Career Pathways:**

- |                                                                                                                                                                                                                             |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sports and exercise scientist</li> <li>• Leisure Centre Manager</li> <li>• Sports development officer</li> <li>• Sports coach</li> <li>• PE teacher (primary/secondary)</li> </ul> | <ul style="list-style-type: none"> <li>• Fitness instructor</li> <li>• Personal trainer</li> <li>• Outdoor activities instructor</li> <li>• Sports therapist</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Early Learning and Childcare

Curriculum Leader: Mr G. Newall

### Why Study:

This course is aimed at learners that want to further develop their working skills and widen their options into the Early Learning and Childcare sector. The course offers a great combination of important child development knowledge and essential organizational skills that are transferable into other areas of working life. Pupils will learn to plan, prepare and conduct adequate, and risk assessed play activities for the different early learning age groups.

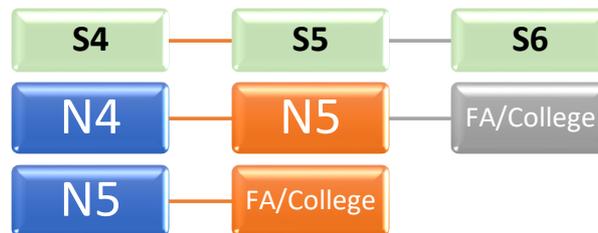
### Course Outline:

- Development and Wellbeing of Children and Young People
- Play in Early Learning and Childcare
- Working in Early Learning and Childcare

#### 1 Optional unit

- Care and Feeding of Children and Young People

### Progression Pathways:



### Assessment:

Assessment is done during, and at the end of, each of the units in the form of poster/leaflets/written work on their jotters, self-reflection journal, Q&A and summative assessments.

### Career Pathways:

This course will allow progression into Early Learning and Childcare at N5 level in school, which will allow pupils to take Higher Early Learning and Childcare courses at college to work as Nursery Support Assistants, and leading onto further Degree education to qualify as Nursery Practitioner. This can also lead to the one-year Foundation Apprenticeship in Social Services, Children and Young People which we offer in school for S5/6 pupils. This course will offer the opportunity for a work placement.

Early Learning and Childcare (ELC) courses in Scotland offer clear pathways from introductory levels (SCQF 4/5) through to HNC/HND and even degrees, available at colleges (like [Glasgow Kelvin](#), [Fife](#), [Edinburgh](#), [Glasgow Clyde](#)) and universities ([UofE Moray House](#), [Open University](#)), with options like Foundation Apprenticeships providing direct routes to employment or Modern Apprenticeships, focusing on child development, play, and professional practice to meet the growing demand in the sector.

## Practical Cookery

Curriculum Leader: Mr G. Newall

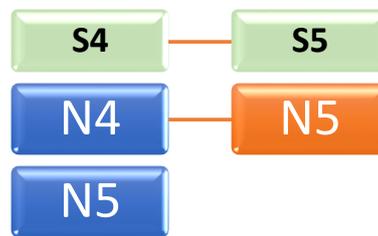
### Why Study Practical Cookery?

National Practical Cookery is a practical and engaging course that equips students with essential culinary skills. It fosters creativity in the kitchen, encouraging experimentation with ingredients and flavors. The course emphasises nutrition, menu planning, and food safety, providing valuable life skills. Whether aspiring to become a professional chef or simply wanting to enhance everyday cooking abilities, National Practical Cookery offers a hands-on approach to learning that is both enjoyable and practical. The qualification opens doors to diverse culinary opportunities and instills a lifelong appreciation for the art and science of cooking.

### Course Outline:

Unit 1: Cookery Skills, Techniques and Processes. This unit aims to enhance pupils' food preparation and cookery skills.  
 Unit 2: Understanding and Using Ingredients. This unit aims to enhance the pupils' knowledge and understanding of ingredients.  
 Unit 3: Organisational Skills for Cooking: This unit aims to allow pupils to develop the ability to follow recipes; to plan, produce, cost dishes and to work safely and hygienically.

### Progression Pathways:



### Assessment:

#### National 4

#### Internally Assessed:

Understanding and Using Ingredients	PASS/FAIL
Organisational skills for cooking	PASS/FAIL
Cookery skills, techniques and processes	PASS/FAIL

#### Added Value Unit

PASS/FAIL

#### National 5

#### Internally Assessed:

Practical Activity	75%
--------------------	-----

#### Exams:

Question Paper	25%
----------------	-----

### Career Pathways:

Pupils should study this course if they are hard-working, focused, like a challenge and enjoy practical lessons. A qualification in Hospitality could lead onto a variety of interesting careers such as:

Baker	Bar person	Butcher
Butler	Cake decorator	Catering manager
Chef	Food scientist	Food technologist
Kitchen assistant	Kitchen manager	Restaurant manager
kitchen porter	Technical brewer	Hotel manager
Residential support worker	Food and beverage manager.	

# Humanities

---

## King's Trust/Achieve Award

Curriculum Leader: Ms L. Halliday

**Why King's Trust/Achieve?**

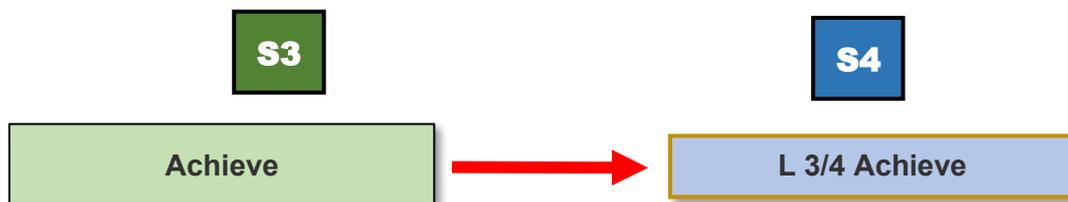
Achieve can help you to boost your confidence and learn new skills. You'll have the chance to try lots of new things such as:

- Delivering a community project and making a real difference in your local area
- Learning all sorts of new skills to help with meeting new people and building your confidence
- Taking on a business challenge to put your entrepreneurial skills to the test
- Improving your knowledge and ability to look after yourself and live a healthy life
- Top tips to help you write the perfect CV and get ahead in your career

**Course Outline:**

The structure of this qualification allows a wide range of learners the opportunity to get the qualifications they need, in a way that suits them. **The King's Trust Achieve Award** was designed with the help of employers so you can be assured that you are gaining skills that employers are looking for.

This is a supported course that is designed for pupils who benefit from a smaller class size and a nurturing environment. There is no external assessment (exam) for this course. Assessment is by means of a portfolio of evidence which is internally and externally verified. You may want to evidence your learning through creative outcomes, videos, audio recordings or by someone watching you perform an activity.

**Progression Pathways:**

## Business Management

Curriculum Leader: Ms L. Halliday

### Course Outline:

A business is any organisation set up to achieve objectives.

We mostly examine profit-making businesses, but we also look at the government sector and those in the third/charity sector. We investigate how they are run, how they work to achieve their objectives and what determines their success.

We study the functional areas of:

**Finance** – How a business budgets and sets out their final accounts.

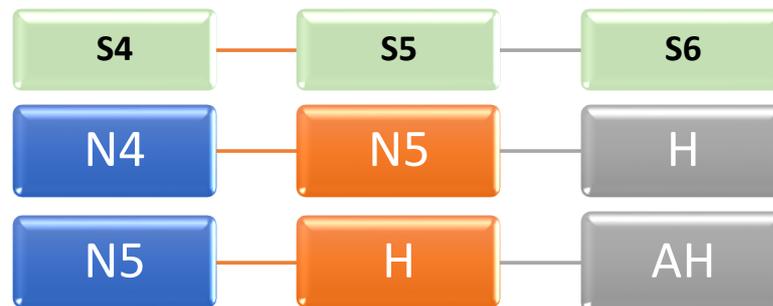
**Marketing** – How a business uses marketing to identify, anticipate and satisfy the consumers of their products. We study market research, the marketing mix which looks at price, place, product and promotion.

**Operations** – Considers the whole process from selecting the right suppliers, choosing a production method to final delivery to the customer. Customer satisfaction is key. Ethical issues and sustainability are an important part of this section.

**Human Resources** – Looks at the management of people. It covers recruitment and selection, employment law, health and safety at work.

**Understanding Business** – Examines the role of business in society, the different types of organisations, their aims and objectives. We study how both the internal and external environments that impact businesses and who their stakeholders are.

### Progression Pathways:



### Assessment:

To achieve an NQ at National 5 there is a written paper worth 90 marks.

An assignment also has to be carried out which involves investigating a business and writing a report with recommendations on how to solve a particular problem.

### Career Pathways:

- Banking
- Accountancy
- Business
- Secretary
- Retail
- Human Resources

## Modern Studies

Curriculum Leader: Ms L. Halliday

### Why study Modern Studies?

Learning Modern Studies helps to create and develop informed, active citizens who are able to compare their world with other societies and cultures. Modern Studies aims to develop in students an awareness of socio-economic and political issues on a national and international scale. It is an exciting and fast-moving subject, and a variety of topic areas are studied.

Students will become effective and responsible contributors to a democratic society by developing an understanding of current affairs including politics, the media and social and international issues.

Students will develop their literacy and numeracy skills and will also improve their digital literacy, research and debating skills. They will become proficient at applying skills of analysis and evaluation and the topics we study will broaden their understanding of political, social and economic issues in the UK and overseas. Students learn how to gather accurate information, examine bias, and improve their skills of enquiry.

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

Candidates develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

Candidates develop:

- a range of research and information-handling skills including: evaluating information and evidence in order to support and oppose a view; making decisions and drawing conclusions; constructing detailed arguments; communicating views, opinions, decisions and conclusions based on evidence
- detailed understanding of the democratic process
- detailed understanding of social and economic issues at local, Scottish, national and international levels
- ways of addressing needs and inequalities
- an understanding of different views about the extent of state involvement in society
- an understanding of the nature and processes of conflict resolution
- an understanding of human and legal rights and responsibilities and their application in different societies

### Course Outline:

The National 4/5 courses comprise of three topic areas:

#### Unit 1: Social Issues and Inequality in the UK

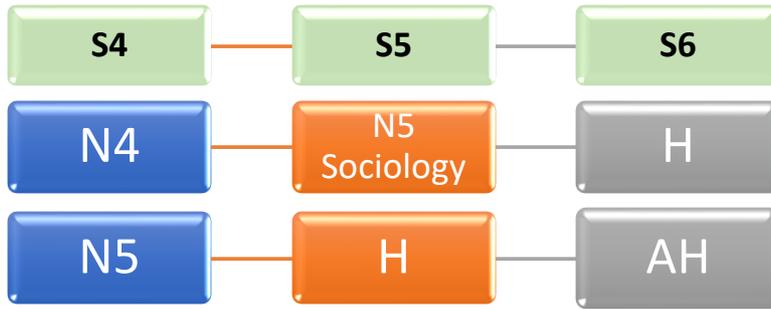
This is a study of the nature, the causes and consequences of inequality, and the responses of government, the private sector and the third sector to those inequalities.

#### Unit 2: World Issues

This is a study of recent threats to global security and the responses of international organisations to those threats. Students will study the origin and consequences of threats to peace and stability and evaluate the responses of countries and international organisations.

#### Unit 3: Democracy in Scotland

This is a study of the influence of the main institutions and organisations which make up political life in Scotland. Students will develop a knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

**Progression Pathways:****Assessment:**

National 3/ 4 - Component 1: Ongoing assessment of each topic

National 5

Component 1: National 5 question paper

The question paper has three sections. Candidates must answer only one part from each section.

Component 2: Assignment

Students will also be expected to complete a project as part of their preparation for National 4 and National 5.

At National 5 level this project will be assessed externally by the SQA. Candidates have an open choice of a Modern Studies topic or issue. Their choice should refer to a contemporary political, social or international issue and should not be constrained by the content of the question paper.

Course assessment meets the key purposes and aims of the course by addressing:

Breadth — drawing on knowledge and skills from across the course

Challenge — requiring greater depth or extension of knowledge and/or skills

Application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

**Career Pathways:**

Law / Criminal Justice

Education/ Community Education

Academia – Sociology/ Criminology/ International Relations/

Psychology/ Philosophy/ Economics/ Politics

Media/ Journalism

NHS

Social Care

Politics

Civil Service

Social Work

Communications

Human Resources

Third Sector Work

Campaign Work

Lobbying

Advertising

Banking/ Finance

Diplomacy

## Psychology National 5

Curriculum Leader: Ms L. Halliday

### Why Study Psychology?

Psychology is the study of the human mind and behaviour. By studying psychology, we aim to develop our understanding of why human-beings behave the way we do. At National 5, we will focus on some of the following questions:

- What shapes our personality?
- What are sleep disorders and how do we develop them?
- Why do we conform and how much of our behaviour is led by those around us?
- Are we born with prejudiced attitudes, and can we rid ourselves of them?

**Course Outline:** The way we think, how we feel and how we interact with others are all influenced by psychology. The course is designed to stimulate interest in the field of Psychology and to provide pupils with an understanding of its key domains.

### Unit 1: Individual Behaviour

**Sleep and Dreams** - We explore the purposes of sleep, according to different psychological approaches and explore the relevance and meaning of dreams.

**Phobias** – This involves developing a foundational knowledge of what is meant by a phobia. We will then study the causes and treatments of phobias with a view to explaining how they develop and affect human behaviour.

### Unit 2: Social Behaviour

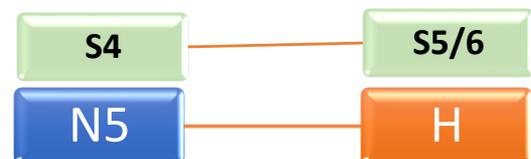
**Conformity** - We will explore explanations of conformity and consider why we comply with society.

**Non-verbal communication** - A large proportion of the way we communicate is non-verbal e.g. through facial expressions and eye contact. We will therefore take a more in-depth look at the different messages we send non-verbally!

Alongside the units on individual and social behaviour, we will also look at how psychologists undertake experiments and explore the ethics behind well-known experiments.

### Progression Pathways:

In S3 and S4, students can only complete psychology at National 5. Unfortunately, there is no National 3 / 4 option for psychology. After completing National 5 psychology in 4<sup>th</sup> year with sufficient grades, students can then progress to Higher psychology in 5<sup>th</sup> / 6<sup>th</sup> year.



### Assessment: Assessment at national 5 psychology is composed of two components

- A final exam at the end of 4<sup>th</sup> year – 70% of final grade
- An assignment where students plan a piece of psychological research. Students are guided through this process in class – 30% of final grade.

### Career Pathways:

Clinical Psychologist, Educational Psychologist, Further Education Lecturer, Higher Education Lecturer, Occupational Psychologist, Sport and Exercise Psychologist, Human Resources, Counsellor, Psychotherapist.

## RMPS

Curriculum Leader: Ms L. Halliday

**Why study RMPS?**

This course develops knowledge and understanding of religious, moral, and philosophical issues that affect the world. The course explores the questions they raise and the solutions or approaches they offer. It includes both religious and non-religious perspectives and offers opportunities to reflect on these and on your own experience and views.

**Course Outline:****World Religion: Buddhism**

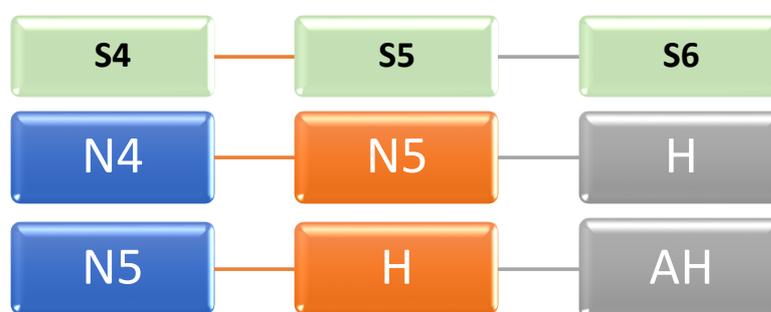
In this topic, students learn about the Three Marks of Existence, the Four Noble Truths and the Three Poisons. They explore beliefs about the Buddha, the Three Jewels, and Kamma, Samsara, and Nibbana. They will investigate living according to the Eightfold Path and the Five Precepts and will learn about Buddhist practices such as meditation and puja.

**Morality and Belief: Relationships and Morality**

In this unit, students learn about moral issues around gender roles (relating to family, employment, and religion) and sexual relationships (purpose of sex, sexual consent, and same sex relationships). They explore moral issues relating to marriage (arranged marriages, co-habitation, same-sex marriages, and divorce) and investigate ethical issues around equality and exploitation.

**Philosophical Issue: Origins**

In this unit, students explore a range of explanations for the origins of life and the universe. They will learn about creation stories from a range of traditions, and about scientific theories such as the Big Bang and the Theory of Evolution. Students will learn about and evaluate different interpretations of creation stories, and about a range of viewpoints on the roles science and religion play in explaining the origins of life and the universe.

**Progression Pathways:****Assessment:****National 3/4**

Continuous Assessment of each topic

**National 5**

External examination (80%)

Assignment (20%)

**Career Pathways:**

Civil service  
Human resources  
Politics  
Law  
Broadcasting  
Journalism

Community work  
Health care  
Psychology  
Teaching  
Management

# Maths

---

## Mathematics

Acting Curriculum Leader: Mr D Hoyland

### Why Study Mathematics?

Our Mathematics courses aim to help pupils learn how to describe, tackle, and solve problems which require the use of mathematical knowledge and techniques. You are encouraged to see Mathematics as arising out of solving problems, often in the real world, and not just as a collection of discrete knowledge, skills, and techniques.

Our aim is to develop your higher order thinking skills such as the ability to evaluate and apply your knowledge in unfamiliar contexts. This will in turn equip you for the demands that lie ahead of you in adult life, in employment and further study. We also seek to help you develop an appreciation and enjoyment of Mathematics, to raise your awareness of its importance and to contribute to your overall development.

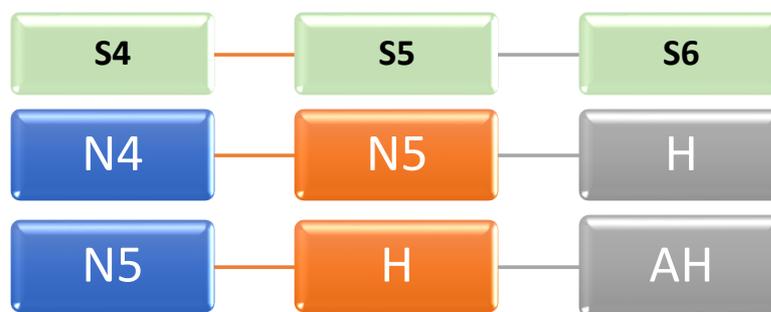
This is your more traditional maths course where you will study abstract maths. It is designed for those who want to go on and study maths at advanced levels. This course is compulsory for some university courses such as medicine and STEM subjects.

The National 5 mathematics course aims to teach you to

- understand and use mathematical concepts and relationships,
- select and apply numerical skills
- select and apply skills in algebra, geometry, trigonometry and statistics
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

You will investigate relationships between many concepts including algebraic relationships and graphical relationships. You will have the opportunity to investigate aspects of data handling and statistics.

### Progression Pathways:



### Assessment:

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Numeracy
- Expression and Formulae
- Relationships
- Added Value Unit

The National 5 Course award is based on a 100% external exam. It is comprised of two papers:

- Paper 1 is non calculator and is worth 40 marks
- Paper 2 is calculator and is worth 50 marks

**Career Pathways:**

Acoustic consultant	Academic researcher	Palaeontologist
Actuarial analyst	CAD technician	Private tutor
Actuary	Financial manager	Quantity surveyor
Astronomer	Financial trader	Radiation protection practitioner
Chartered accountant	Game designer	Secondary school teacher
Chartered certified accountant	Insurance underwriter	Software engineer
Data analyst	Machine learning engineer	Sound engineer
Data scientist	Management consultant	Statistician
Investment analyst	Meteorologist	Software tester
Research scientist (maths)	Operational researcher	

## Applications of Mathematics

Acting Curriculum Leader: Mr D Hoyland

### Why Study Applications of Mathematics?

N5 Applications of Maths is a highly respected qualification which will open up many career opportunities for you. The course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. You should consider this course, if your mathematical strengths are based in real life applications, numeracy and statistics. See the venn diagram below which highlights the differences in the courses.

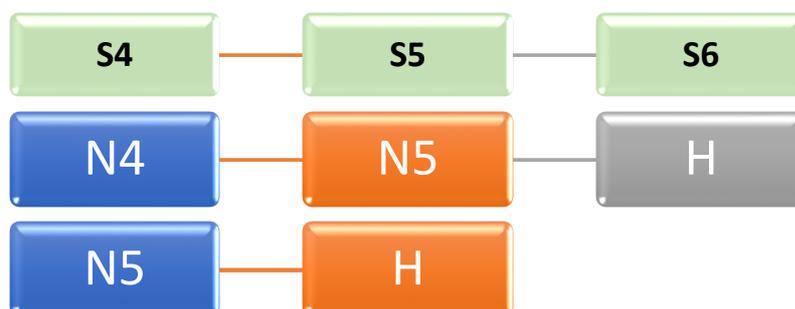
**This course is accepted for many university courses as a maths qualification.**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way

You will have the opportunity to develop transferable skills for learning, skills for life and skills for work. These include numeracy, literacy and problem solving.

### Progression Pathways:



### Assessment:

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy
- Added Value Unit: Applications of Mathematics Test

The National 5 Course award is based on a 100% external exam. It is comprised of two papers:

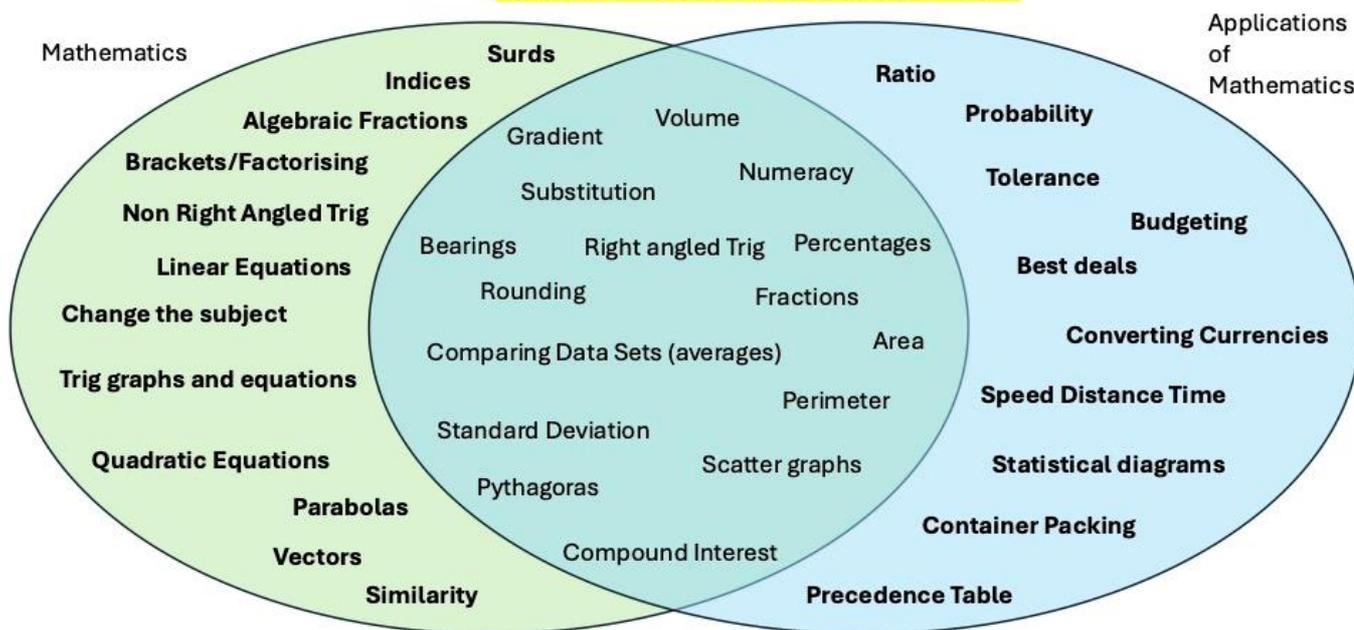
- Paper 1 is non calculator and is worth 35 marks
- Paper 2 is calculator and is worth 55 marks

### Career Pathways:

Teacher	Financial manager
Social worker	Financial trader
Accountant	Game designer
Finance	Insurance underwriter
Nursing	Management consultant
Sports science	Meteorologist
Statistician	Operational researcher

### Mathematics and Applications of Mathematics

What is the same, what is different?



# Modern Languages

---

Modern Languages

Curriculum Leader: Mr. P. O'Connor

**Why Study Modern Languages?**

A qualification in Modern Languages opens doors to a world of possibilities. Beyond linguistic proficiency, it is a passport to diverse cultures and forging global connections. Imagine confidently conversing in French, German, Spanish, and Mandarin; unlocking travel experiences and making friends worldwide. Modern Languages enrich your mind, fostering cognitive skills and boosting academic prowess. It's not just about exams; it's a journey of self-discovery, enhancing creativity and broadening perspectives. Embrace the challenge, and you'll be equipped with a valuable asset for future careers, global understanding, and a lifetime of enriching experiences.

**Beginners' Fast Track courses** are ideal for those with a passion for learning languages. This is an intense two-year course which covers all course content from basics right through to National 4/5 level.

**Course Outline:**

**Society:**

- Talking about oneself, personal experiences, and relationships
- Examining social issues and trends
- Discussing technology and its impact on society
- Examining environmental issues and sustainability

**Culture:**

- Developing and understanding of daily life in target language countries and exploring cultural diversity
- Studying customs, traditions, and celebrations
- Engaging with literature, films and music

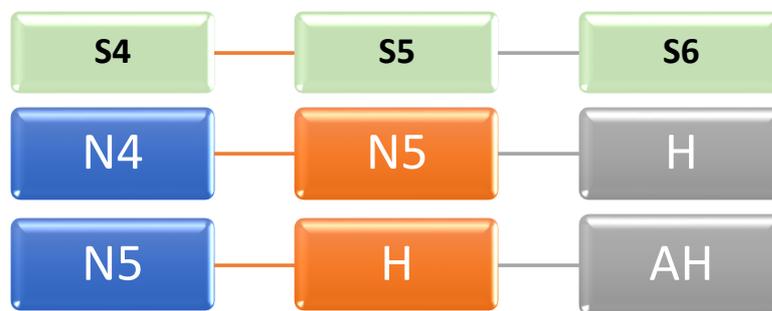
**Education:**

- Developing understanding of different education systems
- Talking about your life at school

**Employability:**

- Talking about careers and employability skills
- Writing a CV and job application letter in the target language
- Discussing the importance of language learning

**Progression Pathways:**



**Assessment:**

**National 4**

**Internally Assessed:**

- Talking
- Reading
- Writing
- Listening

**Added Value Unit** – Project based coursework

**National 5**

**Internally Assessed and Externally Graded:**

- Talking 25%
- Writing Assignment 12.5%

**Exams:**

- Reading 25%
- Writing 12.5%
- Listening 25%

**Career Pathways:**

Speech therapy	Interpreter / Translator	Foreign Affairs	Resort representative
Immigration officer	Tourism and Hospitality	Customs officer	Tourist guide
EFL teacher	Events manager	Business management	Marketing
Diplomat/Foreign Office	International Relations	International Journalist	Events management

## Languages for Life and Work

Curriculum Leader: Mr. P O'Connor

### Why Study Languages for Life and Work:

Learning a language has many benefits from widening perspectives, improving confidence, communication skills, to a greater awareness and appreciation of other cultures. These are all skills which many employers view as essential in today's workplace. Languages for Life and Work (SCQF levels 4 and 5) is an alternative 2-year languages course (S3-S4) which gives students the opportunity to learn a language (Spanish, French, German) whilst developing their employability skills. The course is structured as 2hrs/week of language learning and 1hr/week employability skills delivered in collaboration with our careers advisors. Within the employability skills period, students gain an insight into the world of work and think about their future career plans. It prepares students for their futures by involving them in a range of activities such as discussing different career paths, which qualifications, and abilities they require, learning how to write a C.V and cover letter, and plan how to prepare for an interview. This is an enriching opportunity for students to learn important life and character-building skills which they can then take into the workplace.

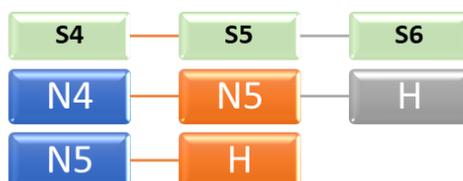
### Course Outline:

**Language Unit** – Pupils learn transactional language which they are most likely to use in realistic conversations in the country.

**Employability Unit** – Students learn about various industries, pathways to various jobs including academic and vocational qualifications, job searching skills, applying for jobs, interview techniques, writing a CV etc.

The course provides multiple excursions and visitors from different industries to lead workshops and provide insight to the world of work

### Progression Pathways:



### Assessment:

#### Language Unit Assessments:

Reading, Writing, Listening and 2 x Talking

#### Employability Assessment:

Coursework – Students demonstrate skills in searching for jobs which best match their own skill set and providing a tailored CV.

**All units are internally assessed with a chance to re-sit**

### Career Pathways:

Speech and language therapy	Interpreter / Translator	Foreign Affairs
Immigration officer	Tourism and Hospitality	Customs officer
EFL teacher	Events manager	Business management
Resort representative	International Relations	International Journalist
Tourist guide	Retail buyer	Diplomat/Foreign Office
Marketing	Primary/Secondary Teacher	Events management

# Performing Arts

---

## Drama

Acting Curriculum Leader: Mrs. L. Shearer/Miss H. Stygal

**Why Study Drama?***"Drama is life, but with the dull bits cut out" - A Hitchcock*

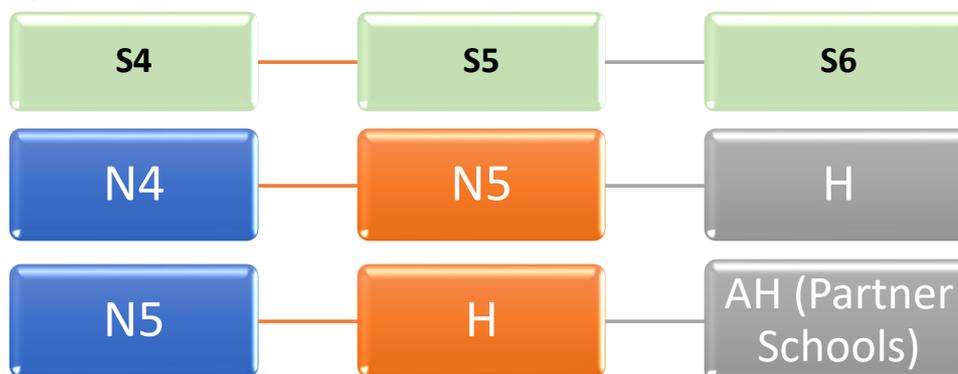
Naturally any pupil considering a career within the theatre industries will elect to take this subject on, but Drama is not just about theatre skills and performing.

Drama provides the opportunity to practice and develop skills useful in the workplace. Think of all the types of employment where you will have to: work with others as part of a team, lead a team, use negotiation, understand another's point of view, speak to the general public, deliver lines, give your opinion, use self-control, problem-solve, make a presentation, improvise and be creative.

**Course Outline:**

In this course there will be an emphasis on skills development and the application of those skills. Pupils will develop skills in creating and performing drama. They will also develop theatre production knowledge by using a range of theatre arts and technologies.

It is also the aim of drama to help pupils communicate thoughts, meaning and ideas when creating drama and using theatre arts, production skills and technologies. There is the opportunity to develop better understanding and appreciation of drama practice and to develop confidence in working independently as well as collaboratively to create believable and realistic drama.

**Progression Pathways:****Assessment:**

The National 5 course award is assessed externally, and pupils will need to complete the following:

- **Component 1:** Question Paper (40%)
- **Component 2:** Performance (60%)

**Career Pathways:**

Actor  
 Costume designer  
 Lighting designer  
 Camera Operator  
 Set designer  
 Theatre director  
 Community Arts Worker  
 Dancer  
 Drama Therapist

Hair and makeup designer  
 Arts Administrator  
 Broadcast Presenter  
 Teacher/Lecturer  
 Stage Manager  
 Film/TV/Radio  
 Media/journalism  
 Sound designer/engineer

## Media

Acting Curriculum Leader Mrs. L. Shearer/Miss H. Stygal

### Why Study Media?

Our Media course enables you to analyse and create media content. You will think critically about the media and its role in everyday life and develop an appreciation of media content in a cultural context and in the context of the media industry.

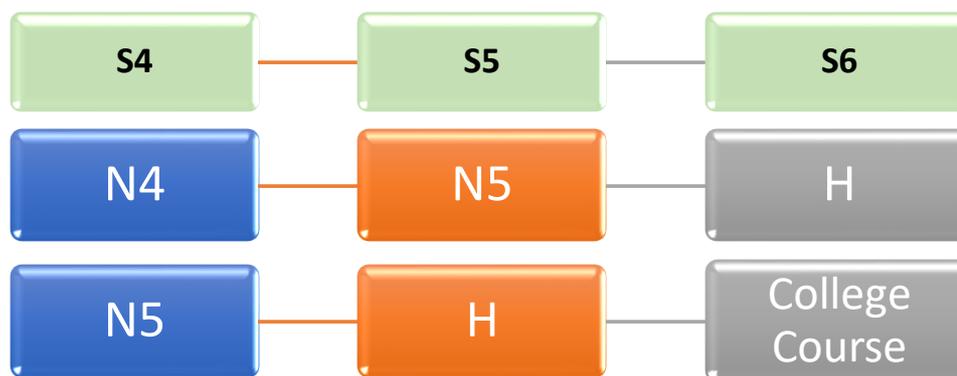
### Course Outline:

This Media course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate the learners' practice

The two main units are Analysing Media Content (skills to analyse media content) and Creating Media Content (creating media content and commenting on production processes).

### Progression Pathways:



### Assessment:

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Analysing Media Content
- Creating Media Content
- Added Value Unit: Media Assignment

The National 5 Course award is externally assessed and is based on the following:

- Component 1: Question Paper (50%)
- Component 2: Assignment (50%)

### Career Pathways:

Media Planner  
Multimedia Specialist  
Programme Researcher  
Public Relations Officer  
Runner, Broadcasting/Film/Video  
Television/Film/Video Producer

Advertising Executive  
Broadcast Journalist  
Information Officer  
Magazine Journalist  
Writer

## Music

Acting Curriculum Leader Mrs. L. Shearer/Miss H. Stygal

### Why Study Music?

*"Music can change the world because it can change people" - Bono (U2)*

Music is a fantastic means by which pupils can develop self-achievement, self-worth and respect for others. It helps young people to meet challenges and build relationships, builds confidence and resilience, and allows them the opportunity to reflect on strengths and skills to help make informed choices.

### Course Outline:

- **Performance**

Pupils demonstrate their performing skills by presenting a prepared programme of music to an examiner on two different instruments, or one instrument and voice. Pupils must perform a minimum of two pieces on each at Grade 2 or above (National 4) or Grade 3 level or above (National 5). They will also have opportunities to be involved in various events and concerts as well as smaller classroom performances.

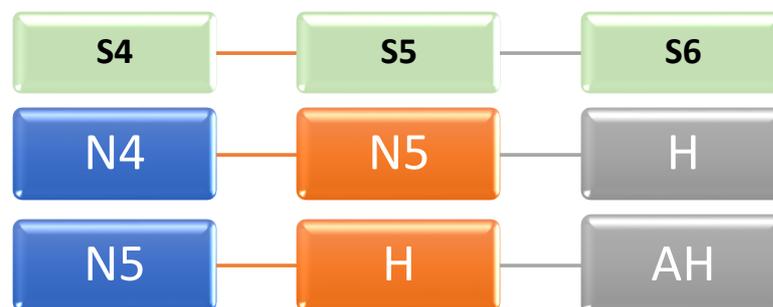
- **Composing**

Pupils will be encouraged to improvise and compose their own music in a range of ways and techniques, using music software and instruments.

- **Understanding Music**

Pupils will learn about a variety of different musical styles and their social context, expanding their knowledge and understanding of musical concepts and features. There is also a focus on developing skills in music theory.

### Progression Pathways:



### Assessment:

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Performing
- Understanding Music
- Composing
- Added Value Unit (Performing over two instruments)

The National 5 Course award is externally assessed and is based on the following:

- Performing Exam (50%)
- Understanding Music Exam (35%)
- Composing Assignment (15%)

Pupils who are working above Grade 3 level throughout S3 may opt to do a Fast Track Higher in S4.

### Career Pathways:

Broadcasting/Film/TV	DJ	Primary Teacher	Music/Radio Producer
Composer	Musician	Music Teacher	Music Manager
Community arts worker	Music Supervisor	Instrumental instructor	Events manager
Music publisher	Music Therapist	Sound Engineer	

## Music Technology

Acting Curriculum Leader: Mrs. L. Shearer/Miss H. Stygal .

### Why Study Music Technology?

This is a dynamic and practical course in which students will have the opportunity to develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. The majority of this subject is assessed by submitting coursework.

### Course Outline:

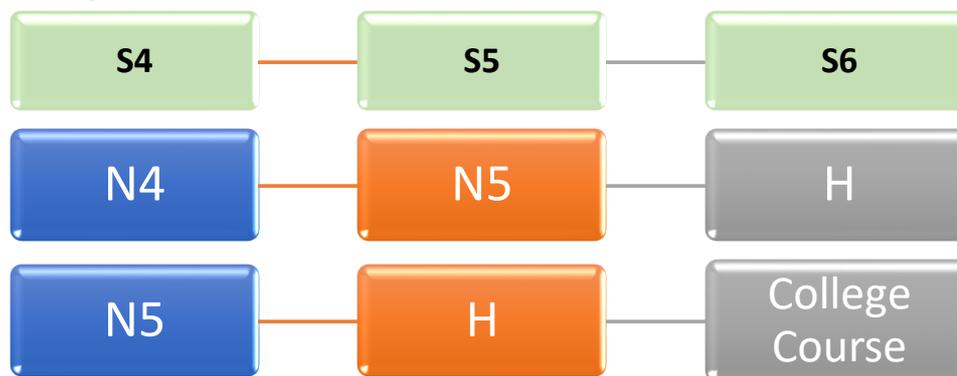
#### Understanding Music in a 20<sup>th</sup> and 21<sup>st</sup> Century Context

In this section of the course pupils develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres. They also develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights. This assessment is in the form of a question paper and takes place with the exam diet in April/May.

#### Assignment: Music Technology Skills and Music Technology in Context

Through the completion of two practical assignments, pupils will learn about microphone placement techniques, setting input gain, monitoring levels, overdubbing and editing tracks. They will also learn how to use effects such as equalisation, compression and reverb along with mixing and mastering techniques. Pupils will create their assignments using a Digital Audio Workstation (music software). Examples of typical assignments include an audiobook, foley video project or a radio broadcast. Pupils plan, implement and evaluate their projects across the year, and these are completed by March.

### Progression Pathways:



### Assessment:

The National 4 course award is assessed internally, and pupils will need to pass the following unit assessments:

- Music Technology Skills
- Understanding 20th and 21st Century Music
- Music Technology in Context
- Added Value Unit: Music Technology Assignment (National 4)

The National 5 course award is assessed externally and pupils will need to complete the following:

- **Assignment 1:** 35% (Deadline March)
- **Assignment 2:** 35% (Deadline March)
- **Question Paper:** 30% (Assessed as part of the exam diet)

### Career Pathways:

Broadcasting/Film/TV  
Composer  
Community arts worker  
DJ  
Musician  
Music Supervisor  
Music Therapist  
Primary Teacher

Music Teacher  
Instrumental instructor  
Sound Engineer  
Music/Radio Producer  
Music Manager  
Events manager  
Music publisher

# Sciences

---

## Biology & Health Sector

Curriculum Leader: Mr I Coltart and Mr. A Russell

### Why Study:

*Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution distribution and taxonomy.*

### Course Outline:

#### National 4 and 5 Biology

This course uses debating, experimental work and research skills to develop a solid understanding of Biology. It is a fast moving and dynamic subject which is constantly updating its content to keep up to date with current biomedical research.

There are three main units:

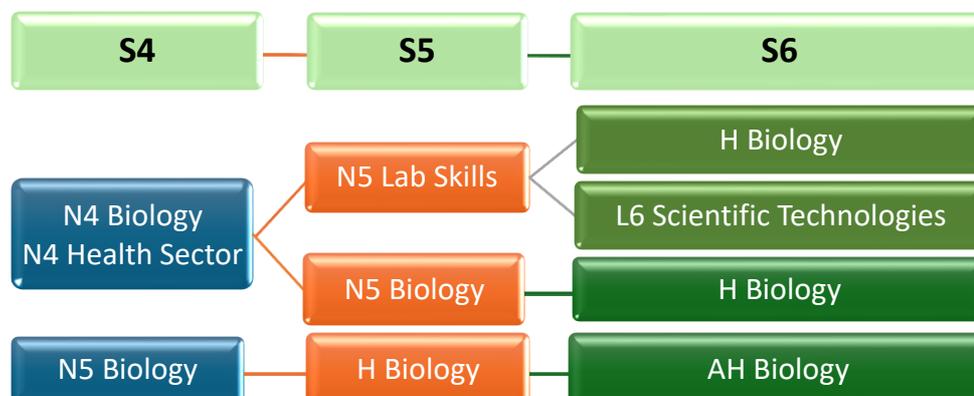
- Cell Biology - covering cell structure and function, DNA and protein synthesis, respiration and genetic engineering.
- Multicellular Organisms - stem cells and current research in regenerating damaged tissues and organs, the treatment of degenerative diseases, the nervous system, homeostasis, reproduction and genetics.
- Life of Earth - energy in ecosystems and photosynthesis are investigated to consolidate understanding of biodiversity and interdependence. Mutation, adaptation, natural selection and evolution are also studied alongside human impact on the environment.

#### National 4 Health Sector

The National 4 Health Sector course will be delivered alongside the N4 Biology course. This course introduces candidates to the health sector, focusing on the various services provided and the roles of professionals within different health provisions. Candidates will explore career opportunities in the field and develop an understanding of care values, including confidentiality, equality, and diversity. They will engage in practical activities to demonstrate infection control and assess health risks.

The course also encourages teamwork through the creation of health promotion advice, and candidates will learn about the main body systems and take physiological measurements.

### Progression Pathways:



### Assessment:

## National 4 Biology

- Internal Assessment-Unit Assessments/Activity 1 Practical (pass/fail)/Added Value Unit (pass/fail)

## National 5 Biology

- External Assessment.

## National 4 Health Sector

- Internal assessment – combination of practical tasks and research projects.

**Career Pathways:**

Geneticist

Nursing

Sports Physiotherapist

Conservation Officer

Pharmacologist

Horticulturist

Neuroscience

Research Scientist

Dentist

Veterinary Medicine

Healthcare Support Worker

## Chemistry

Curriculum Leader: Mr I Coltart and Mr. A Russell

**Why Study:**

Chemistry is a vibrant and exciting subject. It is involved in everything from the making of new materials to understanding biological systems from the food we eat to the medicines which keep us healthy, and from the quality of the water we drink to keeping the air we breathe pure. Studying Chemistry provides you with the knowledge of how substances behave and interact allowing for explanations of the world around us.

**Course Outline:**

We use a range of teaching strategies to make the link between chemistry and everyday life in an aim to bring the real world into the classroom. Our teachers implement an array of activities, including practical work, research challenges, debates, making short-films and using media clips to make learning Chemistry as stimulating as possible.

Chemical Changes and Structure - covering the structure of the atom, how to write chemical names, how atoms combine together in chemical bonds, how the properties of substances relate to their bonding, chemical quantities - how much substance is used up or produced in a reaction, how acids and alkalis are made and their effects on the environment, the pH scale, neutralisation reactions and how to analyse acidic or alkaline solutions.

Nature's Chemistry - covering the use of fossil fuels, the effect on carbon balance in the atmosphere, hydrocarbon molecules, biological materials, eg. fats, oils and sugars, carbohydrates, and energy changes when fuels are burned.

Chemistry in Society - covering the production and uses of metals and polymers in everyday life, how new materials can overcome problems such as corrosion, how batteries work, and how we can deal with ever more important environmental issues.

**Progression Pathways:****Assessment:**

National 4

- Internal Assessment-Unit Assessments/Activity 1 Practical (pass/fail)/Added Value Unit (pass/fail)

National 5

- External Assessment

**Career Pathways:**

Doctor  
Dentist  
Forensic Scientist

Police Officer  
Pharmacologist  
Chemical Engineer  
Healthcare Scientist  
Teacher

Firefighter  
Environmental Consultant  
Toxicologist  
Teacher  
Hairdresser

## Physics

Curriculum Leader Mr I Coltart and Mr. A Russell

### Why Study:

*Physics is the study of matter, energy and the interaction between them. What that really means is that Physics is about asking fundamental questions and trying to answer them by observing, experimenting, and creating technologies that shape our modern world.*

### Course Outline:

Physics plays a key role in meeting society's needs in areas such as medicine, energy, engineering, the environment and sustainability. The course is practical and experiential and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena.

To support learning, we provide learning outcomes and notes along with homework and formative assessment materials. By using these we can track pupil progress and encourage regular self- assessment. As well as physics knowledge and understanding, pupils will develop specific scientific skills such as scientific enquiry, investigation and analytical thinking and gain transferable skills for learning, life and work such as literacy, numeracy and citizenship.

Units of study are: Dynamics, Space, Electricity, Properties of Matter, Waves, and Radiation.

### Progression Pathways:



### Assessment:

National 4

Internal Assessment-Unit Assessments/Activity 1 Practical (pass/fail)/Added Value Unit (pass/fail)

National 5

External Assessment-No internal assessment

### Career Pathways:

Mechanical engineer  
Optometrist  
Medical Physics  
Geophysicist  
Electrical Engineer  
Civil engineer

Aerospace engineer  
Seismic interpreter  
Meteorologist  
Medicine  
Pilot  
Sound engineer

# Social Subjects

---

## Environmental Science

Acting Curriculum Leader: Mrs. N Carruthers

### Why Study Environmental Science?

Studying environmental science is crucial as it provides pupils with knowledge to address pressing global challenges; climate change, biodiversity loss, and sustainability of basic needs as the human population grows.

Environmental Science lets us understand how the earth's natural systems interact and provide everything needed for life on our planet. It investigates the diversity and interdependence of life and measures the human impacts on biodiversity, both good and bad. By studying environmental science students can learn about solutions to the growing environmental threats to ecosystems and to human society.

### Course Outline:

#### Unit 1:

Living Environments investigating ecosystems & biodiversity, interdependence, human influences on biodiversity.

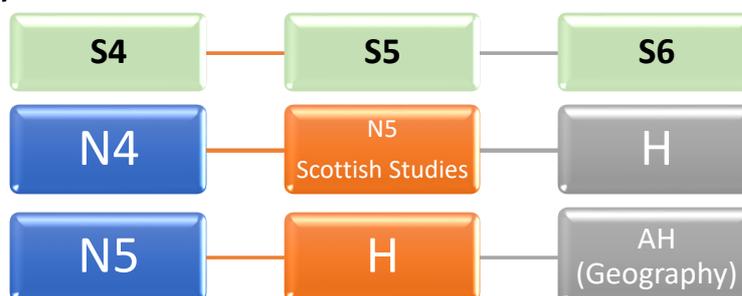
#### Unit 2:

Earth's Resources (overview of earth systems and their interactions, the geosphere, the hydrosphere, the biosphere, the atmosphere).

#### Unit 3:

Sustainability (introduction to sustainability, food, water, energy, waste management,)

### Progression Pathways:



### Assessment:

National 5: External exam 2 hours 30 mins worth 100 marks and an assignment worth 20 marks

### Career Pathways:

Environmental consultant  
Environmental manager  
Renewable energy sector  
Water quality scientist  
Transport planner  
Volcanologist

Nature conservation officer  
Recycling officer  
Waste management  
Landscape architect  
Environmental health  
Town planner

## Geography

Acting Curriculum Leader: Mrs. N Carruthers

### Why Study Geography?

Studying Geography helps you to become active and informed citizens who are able to critically compare ways in which different societies and cultures interact with, manage and sometimes misuse the environment within which they live. A variety of themes and case studies will be used to illustrate Scottish, European and worldwide environments and the range of human interactions.

We will build on the skills for learning, life and work introduced in S1 and S2. Pupils will be expected to work in groups and cooperative teams to broaden their experience of working effectively with others. We will use IT to bring the full range of environmental interactions into the classroom and to accommodate the needs of all learners. There will be deep learning and empathetic appreciation of the human/environment interaction studying units in Physical (glacial and coastal landscapes), Human (Population, Rural Urban) and Global Issues (natural hazards - earthquakes, volcanoes, hurricanes, diseases)

Evidence of proficiency in literacy, numeracy and geographic understanding will be added to profiles of work from S1 and S2. We will measure this success through self-assessment, peer and teacher assessment and regular feedback. The evidence of learning could be a piece of writing, a presentation, a visual display such as a map or scheme, or something you have made which will show the application of your knowledge and skills. In S3 this evidence could take the form of a solution to a planning issue, a development or solution to an environmental crisis.

### Course Outline:

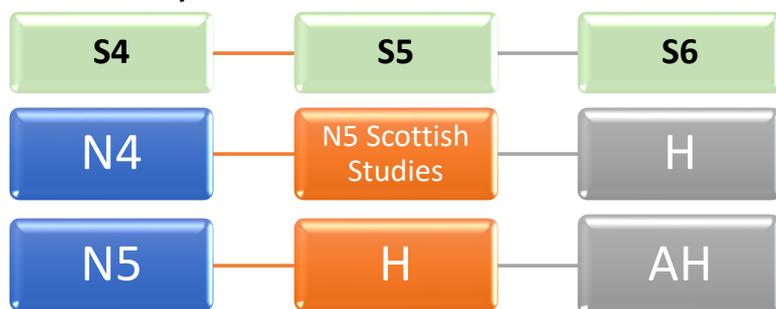
#### S3

- Unit 1: Africa
- Unit 2: Water and Health
- Unit 3: Local study: Marchmont
- Unit 4: Environmental Hazards
- Unit 5: Glaciation
- Unit 6: Urban Studies
- Unit 7: Weather

#### S4

- Unit 1: Population
- Unit 2: Climate Change
- Unit 3: Development and Health
- Unit 4: Coasts
- Unit 5: Rural

### Progression Pathways:



### Assessment:

#### National 4:

Unit Assessments (in class) and Added Value Unit

#### National 5:

External exam 2 hours 20 minutes (80 marks) and an assignment (20 marks)

### Career Pathways:

- |                                          |                          |
|------------------------------------------|--------------------------|
| Planning/Development Surveyor            | Town Planner             |
| Geographical Information Systems Officer | Landscape Architect      |
| International Aid Worker                 | Commercial Surveyor      |
| Teacher                                  | Environmental Consultant |

## History

Acting Curriculum Leader: Mrs. N Carruthers

**Why Study History?**

Studying History offers a crucial exploration of the past, fostering critical thinking and research skills. It enhances cultural awareness and instills an understanding of the present through historical context and a deeper knowledge of the forces and factors that have shaped the world around us. It equips individuals to learn from historical successes and mistakes, promoting informed citizenship and civic engagement. History opens doors to diverse career paths and not only imparts knowledge of historical events but also develops a variety of skills including evaluation, analysis, essay writing and the ability to express and sustain a logical and coherent argument.

**Course Outline:****Unit 1: Scottish Unit - The Era of the Great War, 1900–1928**

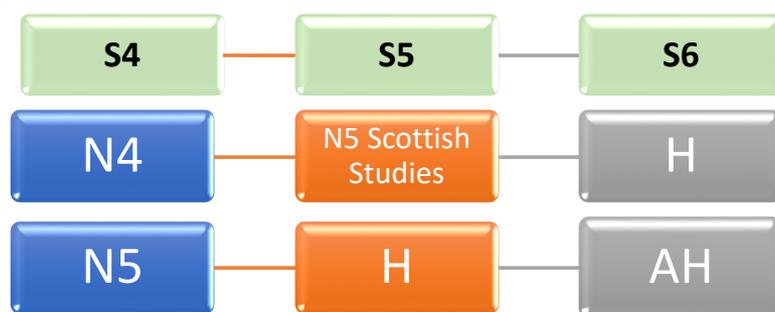
- Scots on the Western Front
- Domestic impact of war society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

**Unit 2: British Unit - Changing Britain, 1760–1914**

- Health and housing
- Industry — textile factories and coal mines
- Transport — canals and railways
- Pressure for democratic reform up to 1884

**Unit 3: European and World - Hitler and Nazi Germany, 1919–39**

- Weimar Germany, 1919–1933
- Nazi rise to power 1933-34
- Nazi control of Germany 1933-39
- Nazi social and economic policies 1933-39

**Progression Pathways:****Assessment:**

Externally Assessed exam (2 hours 20 minutes) worth 80 marks

Externally Assessed Assignment (Extended Response) worth 20 marks

**Career Pathways:**

Academic Librarian  
Research Officer  
Journalist  
Heritage Manager

Civil Service  
Records Manager  
Barrister

Archivist  
Information officer  
Teacher

## Travel and Tourism

Acting Curriculum Leader: Mrs. N Carruthers

### Why study Travel and Tourism?

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work-related activities in relation to travel and tourism industry
- encourage learners to develop skills for learning and life as well as work
- build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- prepare learners for progression to further education, training or employment

### Course Content

#### Employability

- Different functions of travel and tourism organisations and employment opportunities across the industry.
- Gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry.
- Ability to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

#### Customer Service

- How to meet the needs of customers.
- Develop communication skills and learn about promoting products and services and how to deal with customer issues.
- Establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry.
- Deal with a customer issue in a travel and tourism environment.

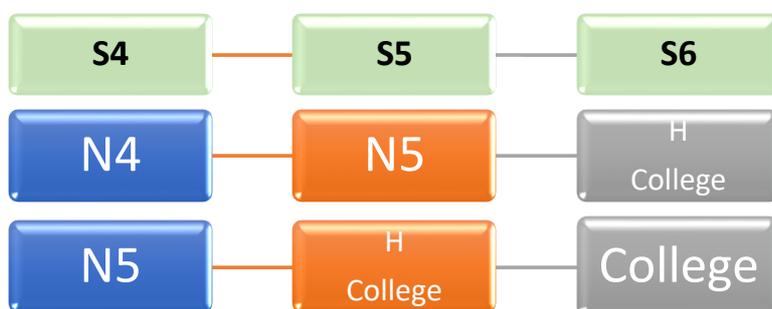
#### Scotland

- Develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.
- Investigation of travel and tourism in Scotland and meet customer holiday needs.

#### UK and Worldwide

- Develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.
- Investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

### Progression Pathways:



National 5 Travel and Tourism is a skills for work course and could lead to further related courses at college.

### Assessment:

Pupils will be required to complete Unit assessments across the different sections of the course. There is no exam for National 5 Travel and Tourism

### Career Pathways:

- |                          |                         |                      |
|--------------------------|-------------------------|----------------------|
| • Air Cabin Crew         | • Travel Agency manager | • Hotel manager      |
| • Holiday Representative | • Theme Park manager    | • Conference manager |
| • Tourism Officer        | • Events manager        | • Human Resources    |

# Support for Learning

---

## Support for Learning

Curriculum Leader: Mr. R Cockcroft

**Support for Learning should only be chosen by pupils who have previously accessed Sfl in S1 or S2 or have been recommended by their Pupil Support Leader or Sfl teacher as a good option for S3.**

### **Why choose Sfl:**

Pupils with Additional Support Needs can pick Support for Learning as one of their course choices for S3 and S4. Pupils will be timetabled to small tutorial groups of around 10 pupils led by Support for Learning teachers.

### **Course Outline:**

When timetabled to these tutorial groups pupils will get the opportunity to develop their study skills, spend time overlearning the course content from their National 3, 4 and 5 subjects, and will receive support with coursework. The sessions also allow for time for pupils to improve their IT skills and further develop their confidence in using the accessibility features on their iPads. Additionally, some pupils may need to use this time to provide some respite from the busy school environment by reading or doing craft activities to help them manage a full day in school.

Spaces in these tutorial groups are limited to allow the school to target the support to those most in need. If you are interested in picking Support for Learning as one of your course choices, please discuss this with your Pupil Support Leader.

### **Progression Pathways:**

Pupils can choose Support for Learning in S5 and S6 to support with their studies in the senior phase.

### **Assessment:**

Not applicable.

### **Career Pathways:**

Supports learning in other areas to access future career pathways.