Guidelines for Parents and Pupils

A CURRICULUM FOR EXCELLENCE

Broad General Education

S3 PERSONALISATION & CHOICE

Loudoun Academy

2024/2025

Index

The Subjects

Introduction

The purpose of this booklet is to provide you with information about Curriculum for Excellence as it applies to our new S3 pupils in 2024-2025 at Loudoun Academy. Progression through education is indicated through curriculum levels, which are explained in the following table:-

Level	**Stage**
Early	Pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some
Senior Phase	S4 – 6 and college or other means of study

In S1 and S2 pupils have followed a Broad General Education. The curriculum is delivered through 8 Curricular Areas:

- Languages
- Mathematics
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Health & Wellbeing
- Religious & Moral Education

S3 Broad General Education

All pupils can expect the entitlements as set out in Curriculum for Excellence – Building the Curriculum 3: A Framework for Learning & Teaching.

Specifically these are

- A curriculum which is coherent
- Opportunities to develop skills for learning, life and work with a focus on literacy, numeracy and health & wellbeing.
- Personal Support to enable them to gain as much as possible from the opportunities that a Curriculum for Excellence can provide.

In S3 pupils will continue to follow a curriculum in all 8 areas but be able to specialise in specific courses. To do this they will personalise their curriculum to suit their interests and aptitudes and follow 8 subjects. The 8 subjects chosen will form the basis of their study throughout S3 and from then they will narrow this down to 7 subjects as they enter the Senior Phase in S4.

The pupils will therefore study 7, out of the eight subjects from S3, leading towards National Qualifications at the end of S4.

Over and above the 8 subjects in S3, all pupils will also follow the core subjects of Physical Education, Religious & Moral Education and Personal & Social Education.

Timetable of Personalisation and Choice Options Process

All pupils have been taken through a vocational programme by their Pupil Support Teacher. A major part of this programme allows pupils the opportunity for self-assessment with a view to identifying personal strengths, weaknesses and ambitions for the future.

Each course in this booklet is explained in terms of **experiences at level 3 and level 4** for pupils. These give details of outcomes pupils will be able to achieve within each subject.

Pupils will progress through levels according to their ability. Most pupils will have achieved level 4 by the end of S3. In addition pupils will also be producing their S3 profile throughout the year, ready to mark the end of their Broad General Education. This document is a compilation of pupil achievements throughout their Broad General Education.

If there is anything you would like to discuss or if you want to find out more about Curriculum for Excellence or the options process please feel free to contact the school. You can contact your child's Pupil Support Teacher or Mr B Hendry (DHT) on 01563 820061.

Administration and IT

Course description

Pupils will develop a basic understanding of Admin in the workplace. Pupils will use a variety of applications to complete admin tasks. The majority of the course is practical based and involves working through a variety of tasks given in a real-life scenario. Pupils will use email on a regular basis and will also look at Event Management whereby they have to plan an event using the skills they have developed.

Level 3 experiences

Pupils will be working towards being able to:

- Use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information – Word Processing, Spreadsheets, Databases, Powerpoint, DTP
- Use a variety of familiar and unfamiliar software to solve problems or issues.
- Use a range of media to present and communicate information – Internet, E-mail, E-diaries, Glow, etc.
- Apply their ICT skills across the curriculum.

Level 4 experiences

Pupils will be working towards being able to:

- Confidently select and use software to solve complex problems or issues.
- Use ICT to access, select and present information.
- Make effective use of a computer system to process and organise information.
- Select and use specialist equipment to undertake administrative, management and entrepreneurial tasks.
- Assess their work surroundings to consider layout/ergonomics and health and safety.
- Consider working practices available to employees e.g. teleworking and flexitime.
- Discuss the role of the administration department and key administrative personnel.
- Work with others, sharing ideas and information using Glow.
- Learn about new computer systems and technology and consider their suitability for the world of work.

Assessment

Pupils will progress through a series of practical units. Assessment will be ongoing and mainly via practical assessments. Later in the course pupils will complete a practical project where they will use their Administrative and IT skills to organise a small-scale event. Pupils must pass all the units and the Project.

Progression routes

Pupils will study either N4 or N5 Administration & IT in S4. They can then move from N4 to N5 or N5 to Higher in S5/6.

Art and Design

Course description

The Art and Design course offers pupils the opportunity to express their own ideas and feelings, and looks at how art is used in everyday life. Most of the objects we look at or touch begin their existence in the sketchbooks of artists and designers. Learners sample a range of activities from Drawing and Painting techniques, to experimentation in Product, Jewellery and Fashion design. Brilliant drawing skills are not needed to succeed at this stage. Learners are also introduced to the study and research of the work of famous artists and designers. There is always an element of personalisation and choice where pupils can source ideas from their own interests outside school, for example with drawing and design and also photography.

Level 3 experiences

Pupils will be working towards being able to:

- Experiment with a range of materials and techniques to create images and objects and show understanding of their properties.
- Combine the visual elements of art and design such as line, shape, colour and texture to communicate personal ideas and feelings in paintings and designs.
- Observe and record images and objects including perspective and ellipses to show accuracy of representation. Develop drawing skills.
- Use a process of research and investigation into a design theme that leads to developing a range of ideas, selecting a final solution, and being able to evaluate their own work.
- Respond to and make constructive comments about the work of artists and designers.

Level 4 experiences

Pupils will be working towards being able to:

- Continue to experiment with a range of materials and techniques and handle them with control and assurance to a specific task.
- Use sensitivity when combining the visual elements to show ideas and feelings, and develop originality in art and design.
- Develop skill and confidence in observational drawing, and use these skills across a range of objects and themes.
- Use the design process to show imagination and depth when developing ideas from a personal theme. Experiment with a range of techniques and materials including IT.
- Construct extended written comments and personal reflections on the work of artists and designers using IT.

Assessment

All coursework is reviewed as part of an ongoing assessment, with a folio of pupil work being built up over the term. As well as the home and regular tracking reports, pupils also keep a Personal Learning Plan which they can update and add comments to about their progress. There are also opportunities to present their own work and comment on the work of others in the class.

Progression routes

Pupils can go on to study N4/5 Art and Design in S4. In S5 pupils can study Higher and Advanced Higher Art and Design. Pupils can also study Higher Photography in S5/6. The department also offer N5 Skills for Work: Creative Industries in S5/6.

Business Management

Course description

Pupils will work through a variety of tasks learning about running their own business. Pupils will use ICT for research and some activities. Pupils will do a combination of individual/paired work and group work activities. They consider how business satisfy needs and wants, and look at actual examples of business which will be familiar to pupils. Real case studies are used in the course and we work closely with local businesses and industry within the area.

Level 3 experiences

Pupils will be working towards being able to:-

- Participate in an enterprise activity and explore ethical and fair-trade issues.
- Understand the role of the Entrepreneur and their characteristics
- Learn about several Scottish Entrepreneurs
- Gain an understanding of how businesses help to satisfy needs and wants
- Understand the need for budgeting, managing finance and consider investments, savings, risks and/or borrowing.
- Use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information – Word Processing, Spreadsheets, Databases, PowerPoint, DTP.
- Use a range of media to present and communicate information – Internet, E-mail, Glow, etc.

Level 4 experiences

Pupils will be working towards being able:

- Research the purposes and features of private, public and voluntary organisations.
- Discuss the role of stakeholders in an organisation.
- Evaluate different finance options used to set up and support businesses.
- Evaluate, prepare and present financial information and documents.
- Discuss the role and contribution of departments and personnel in a business.
- Identify the factors which influence planning and decision making in a business.
- Work with others, sharing ideas and information using Glow.

Assessment

Assessment will be a combination of both summative and formative and will be ongoing through teacher observation, formal assessment and peer assessment.

Progression routes

Pupils will study either N4 or N5 Business Management in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. Advanced Higher Business Management is also an option for S6 pupils who have achieved an A or B pass in their Higher.

Computing

Course description
Pupils will study and use a range of computing technologies, hardware and software to help them explore the role and impact of these technologies in society.

Level 3 experiences
Pupils will be working towards being able to:

- Build digital solutions such as web pages, presentations, e-groups to communicate information to others.
- Work individually and collaboratively to design and implement an animation/computer game.
- Explore software and solve problems using the most appropriate software.
- Investigate, compare and select a computer system for a specific purpose.
- Assess the implications and ethical issues arising from the impact of new computing technologies on individual, societies and the environment.
- Identify weaknesses in data security
- Understanding of the process of ethical hacking
- Work on the skills involved in digital forensics

Level 4 experiences
Pupils will be working towards being able to:

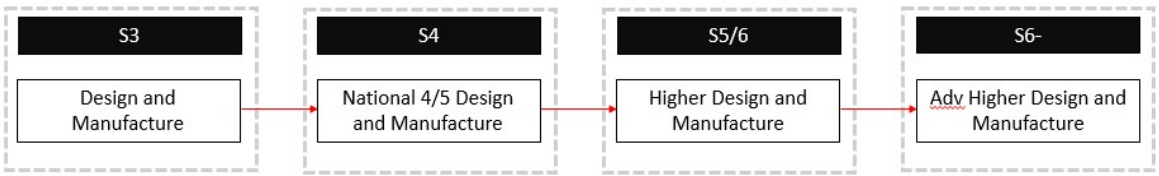
- Investigate and create new Information Systems, such as Databases and Web Pages.
- Research emerging computer technologies and systems.
- Show awareness of the impact of new and emerging technologies on economic prosperity and the environment.
- Use Wikis and websites to share ideas and information.
- Compare different forms of security software.
- Create interactive and collaborative media such as webpages/blogs.
- Create computer programs, mobile phone apps and games using the MIT scratch environment.
- Explore ethical hacking in modern society
- Develop and use skills in digital forensics

Assessment
Assessment will be a combination of both summative and formative techniques for practical and theory. Peer assessment and teacher observation will also be used. Homework will also form part of the overall assessment.

Progression routes
Pupils will study either N4 or N5 Computing Science in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. Advanced Higher Computing Science is also an option for S6 pupils who have achieved an A or B pass in their Higher.

Another option in S4 is Cyber Security at Level 4 or Level 5, this can then progresses to L5 or L6 in S5/6.

Design & Manufacture



Course description

The aims of the Course are to enable learners to develop:

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

Skills and knowledge

- Evaluating existing products
- Using a range of research techniques
- Applying a range of basic idea generation techniques
- Writing a simple specification with some aspects of complex detail
- Applying a range of creative design skills when refining and resolving straightforward product design tasks
- Using graphic techniques to visually represent design solutions in simple, straightforward and some new contexts
- Using a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- Planning a simple manufacturing process
- Selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products
- Evaluation of their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- Knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- Knowledge and understanding of a range of factors that influence the design and manufacture of artefacts and products
- Knowledge and understanding of a range of manufacturing processes and the properties and uses of materials

Level 3 experiences

Pupils will be working towards being able to:

- Understand the impact of technology on society and how it relates to products and lifestyles.
- Examine every day products and evaluate them in terms of function, durability and safety.
- Analyse a situation and develop ideas towards a solution.
- Express design ideas graphically.
- Produce 3D objects which are strong, functional and visually pleasing.
- Use tools, machinery and equipment safely an accurately.
- Use CAD/ CAM to produce a solution to a design task.
- Be able to work well independently or as part of a team as required.

Level 4 experiences

Pupils will be working towards being able to:

- Compare traditional and new production methods.
- Look at the impact of changing and emerging technologies.
- Show more independence in development of design ideas.
- Plan and develop more complex design ideas.
- Increase skill levels and accuracy in the production of solutions to design tasks.
- Develop an understanding of material properties and their suitability for tasks or production methods.
- Produce written reports on design tasks or product evaluations.
- Perform calculations in order to plan or produce products
- Work effectively as part of a team

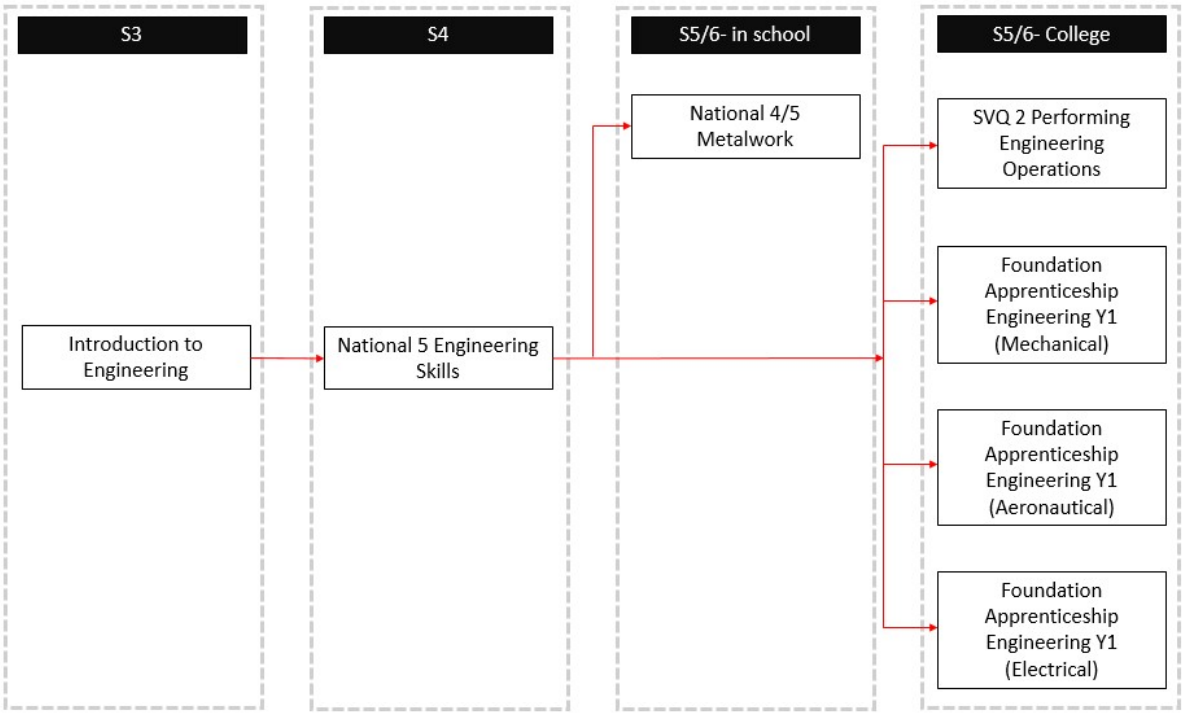
Assessment

During S3 pupils will be continually assessed on all design, graphics and craft work through the production of folios, individual pieces of work and group tasks. Related Literacy and Numeracy and Health & Wellbeing skills are an integral part of much of the course and will be assessed as part of each topic as appropriate. Pupils are encourage to self assess against given criteria or at times by determining the important learning points themselves helping them to set their own targets for improvement.

Progression routes

Design and Manufacture offers progression to National 5 in S4 and Higher in S5. For suitable candidates Advanced Higher is also available in S6.

Introduction to Engineering



Course description

The aims of the Course are to enable learners to develop:

- An understanding of the range of engineering disciplines
- Knowledge and understanding of basic engineering principles through project based tasks
- Practical engineering skills across a range of engineering disciplines
- An understanding of the impact of engineering on our environment and society
- Ability to assess and develop their own employability skills

Skills, knowledge and understanding for the course

The course is delivered through a range of engineering projects and external challenges. All the projects and challenges, while focusing on specific skill areas, also address generic skills related to:

- engineering communications
- engineering materials
- measurement and marking
- working to tolerances
- teamwork
- core skills in Literacy, Numeracy and Health & Well-being
- employability skills that employers value.

The S3 Engineering course will be split into the following areas:

- Mechanical and fabrication (metalwork),
- Reverse Engineering projects like the clown drop
- CAD and Communication Unit, 2D and 3D graphics in line with British Standards
- Design and Manufacture projects such as STEM bridge building challenge and STEM wind turbine challenge.

Level 3 experiences
Pupils will be working towards being able to:

- Explain a range of engineering job types
- Identify energy types such as heat, sound, and electrical
- Select, with guidance, components and/or suitable materials to construct basic engineering solutions
- Apply basic engineering knowledge of mechanisms and structures
- Design, with guidance, appropriate methods of testing designed engineering solution
- Record the results of model testing
- Draw conclusions from test results identifying strengths and weaknesses to an engineered solution

Level 4 experiences
Pupils will be working towards being able to:

- Analyse, with guidance, straightforward engineering problems
- Apply engineering knowledge and skills in a range of straightforward contexts
- Demonstrate knowledge of key facts and ideas related to electronic and microcontroller-based control systems
- Demonstrate knowledge of key facts and ideas related to mechanical, structural and electrical systems, and their application
- Design, develop, simulate, build and test, with guidance, solutions to straightforward engineering problems in a range of contexts
- Apply basic knowledge of the relevance of energy, efficiency and sustainability to straightforward engineering problems and solutions
- Communicate basic engineering facts and ideas clearly and concisely using appropriate terminology
- Utilise basic knowledge of the workings of a range of simple engineered objects
- Show awareness of the main branches of engineering: electrical, mechanical, civil and chemical
- Demonstrate basic knowledge of the wide role and impact of engineering on society and the environment
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- Utilise Computer Aided Design (CAD) Software to communication drawings, standards and conventions.

Assessment
During S3 pupils will be continually assessed on the quality of their projects and their ability to demonstrate a range of engineering skills. This will be evidence via a pupil portfolio which will reflect pupil experiences and provide pupils with the opportunity to reflect upon the skills gained and their learning. Related Literacy and Numeracy and Health & Wellbeing skills are an integral part of much of the course and will be assessed as part of each topic as appropriate. Pupils are encouraged to self-assess against given criteria or at times by determining the important learning points themselves helping them to set their own targets for improvement.

Progression routes

Introduction to engineering offers progression to National 5 in S4 (Engineering Skills for Work). In S5 pupils can move from this course into National 5 Metalwork which is ran in school. Pupils can also do a Foundation Apprenticeship in Mechanical/ Aeronautical or Electrical Engineering (level 6) or Performing Engineering Operations at level 5 both of which are run through Ayrshire College.

English / Literacy

Course description
Pupils will follow the broad general education where they will read fiction and non-fiction, write, talk and listen. Responding to literature is essential to the course. Pupils will gain an increasing awareness of Media and the main ways in which language works.

Level 3 experiences
Pupils will be working towards being able to:

- Explore and analyse the features of spoken language, adopting an appropriate register to suit purpose and audience
- Read unfamiliar texts with increasing fluency, understanding and expression, through developing knowledge of context clues, punctuation, grammar and layout
- Show understanding by: commenting with evidence, on the content and form of short and extended texts, and responding to literal, inferential and evaluative questions and other types of close reading tasks
- Discuss and evaluate the structure, characterisation and/or setting using some supporting evidence.
- Identify the main theme of the text and recognise the relevance this has to their own and others' experiences.
- Identify and comment on aspects of the Writer's style and other features appropriate to genre using some relevant evidence.
- Recreate a convincing impression of a personal experience for their reader, sharing feelings and reactions to the changing circumstances with some attempt at reflection.
- Engage and/or influence readers through use of language, style and tone as appropriate to genre.
- Explore the elements writers use to: Create texts in different genres by integrating the conventions of chosen genre successfully; use convincing and appropriate structures; create interesting and convincing characters and build convincing settings which come to life.

Level 4 experiences
Pupils will be working towards being able to:

- Explore and analyse - the features of spoken language and use these independently adopting and sustaining an appropriate register to suit purpose and audience.
- Read unfamiliar texts with increasing fluency, understanding and expression, through developing knowledge of context clues, punctuation, grammar and layout.
- Show understanding by: giving detailed, evaluative comments, with evidence on the content and form of short and extended texts and respond to different types of questions and other types of close reading tasks.
- Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supportive evidence.
- Identify how the writer's main theme or central concerns are revealed and can recognise how they relate to their own and others' experiences.
- Identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology.

- Create a convincing impression of a personal experience and reflect on their response to the changing circumstances to engage the reader.
- Create texts in different genres to explore and experiment with the narrative structures used to create texts in different genres, using the conventions of the chosen genre successfully and create an appropriate mood or atmosphere and create convincing relationships, actions and dialogue for the characters.
- Engage and/or influence readers through use of language, style and tone as appropriate to genre.

Assessment
Personal and reflective writing
Solo Talk and Group Discussion/Listening
Critical Evaluation of Literature (various genres including Media)
Imaginative Writing
Functional Writing - Discursive or Persuasive.
Close Reading

Progression routes
Pupils will study either N4 or N5 English in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. N5 Media is another option available in S5/6. Advanced Higher English is also an option for S6 pupils.

Fashion and Textile Technology

Course description
This course is aimed at pupils with an interest in fashion & textiles who would like to develop practical fashion/textile skills. Learners will plan, make and evaluate fashion/textile items to given briefs.

Level 3 experiences
Pupils will be working towards being able to:

- Develop skills and textile construction techniques to make basic fashion/textile items
- Being safe around tools and equipment
- Have a basic knowledge of textile properties and characteristics
- Have a basic knowledge of a range of factors that influence personal choice of fashion/textile items
- Have a basic knowledge of a range of factors that influence the fashion/textile choice of others
- Have decision making and reviewing skills for the development of fashion/textile items and fashion choices

Level 4 experiences
Pupils will be working towards being able to:

- Develop skills and textile construction techniques to make fashion/textile items
- Being safe around tools and equipment
- Have a knowledge of textile properties and characteristics
- Have a knowledge of a range of factors that influence personal choice of fashion/textile items
- Have a knowledge of a range of factors that influence the fashion/textile choice of others
- Have decision making and reviewing skills for the development of fashion/textile items and fashion choices

Assessment
All coursework is reviewed as part of an ongoing assessment, with a folio of pupil work being built up over the term. Assessment will be a combination of both summative and formative through teacher observation, formal assessment and peer assessment.

Progression Routes

Pupils can move on to study N4 or N5 Fashion in S4 and then N5 or Higher Fashion and Textile technology in S5/6.

Geography

Course description
Geography is one of the most relevant courses you could choose to study. It focuses on what is happening in the world today and helps learners build for their future. It is key to helping pupils develop their literacy, numeracy and communication skills which are transferable to other subjects and future careers. The course improves their confidence in public speaking, working with others, research and helps them appreciate and respect the environment they live in.

- Research skills, e.g. fieldwork, using websites and textbook to gather information on a variety of topics issues.
- Transferable skills, such as working with others, report writing, planning and problem solving, IT skills, communication and research skills, literacy and numeracy.
- Personal attributes, such as time-management, development of responsibility, motivation, flexibility, creativity, confidence building and independent learning.

Global Issues: Natural Disasters e.g. volcanoes, earthquakes and Climate Change.
Human Environments: Sport and fashion of Geography e.g fast fashion. Planning e.g. locating and designing a Theme Park
Physical Environments: Wild Weather, Landscape, Map Skills.

Level 3 experiences
Pupils will be working towards being able to:

- Plan, locate and design a new theme park taking into consideration human and physical factors.
- Use a variety of maps to help improve their knowledge of the World.
- Investigate fast fashion-and explain its environmental and social impact
- Explain the causes, effects and solutions of Climate Change at Global, National and Local Level.
- Identify elements of the weather and how they affect people and the environment.

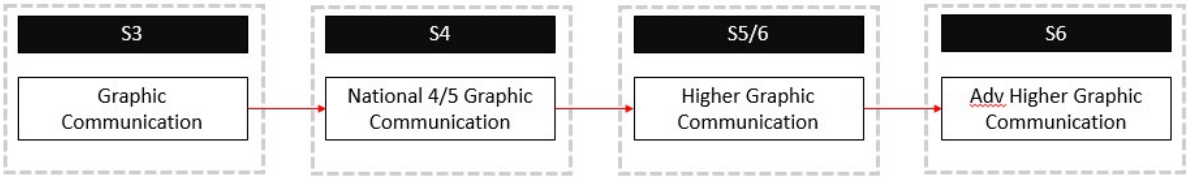
Level 4 experiences
Pupils will be working towards being able to:

- Use ICT to investigate countries at most risk of climate change effects.
- Develop their understanding of how countries cope after a volcanic eruption, earthquake and tropical storm.
- Write a balanced report on a famous Natural Disaster.
- Explain the advantages and disadvantages of Sports clubs, stadia/shopping centres on a local area.
- Use Weather Maps (synoptic charts) to help forecast weather and predict the effects of "Wild Weather" on our surroundings.

Assessment
Assessment will be a combination of both summative (end of unit tests) and formative through teacher observation and feedback. There will be opportunities for self and peer assessment. Assessment will take place individually as well as through group work.

Progression routes: Pupils will go on to study either N4 or N5 Geography in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. Advanced Higher Geography may also be an option for S6 pupils.
N5 Travel and Tourism is another progression option available in S5/6.

Graphic Communication



Course description

The aims of the Course are to enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

Skills and knowledge

- Replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- Initiating and producing simple preliminary, production and presentation graphics in straightforward, familiar and some new contexts
- Initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- Visual literacy by interpreting simple but unfamiliar graphic communications
- Spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- Using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- Knowledge of graphic communication standards and conventions in straightforward but unfamiliar contexts
- Applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- The ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- Knowledge and understanding of the impact of graphic communication technologies on our environment and society
- Knowledge of a range of computer-aided graphics techniques and practice
- Knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts

Level 3 experiences

Pupils will be working towards being able to:

- Show awareness of the impact of changing and emerging technologies on graphic communication and its use in the wider world
- Produce neat and accurate 2D and 3D drawings both manually and using CAD software
- Layout drawings correctly
- Read information from drawings

- Use CAG and DTP software to produce visually effective presentations

Level 4 experiences
Pupils will be working towards being able to:
- Show proficiency in third angle projection
- Show a good knowledge of colour theory
- Use appropriate software to produce CAD, CAG and DTP drawings
- Show an understanding of the effect of computer technology on the production of graphical items

Assessment
Pupils will be assessed through production of folio pieces, end of topic drawing tests and written tests to assess knowledge and understanding. Pupils will have the opportunity to self assess throughout the course and set individual targets for improvement.

Progression routes

Graphic Communication offers progression to National 5 in S4 and Higher in S5. For suitable candidates Advanced Higher is also available in S6.

History

Course description

History is enjoyable and relevant because it is about people – their lives, decisions, achievements and mistakes. Pupils study important people, events and developments which have shaped the modern world we live in. Change is a major feature of modern life – understanding it is very useful. History teaches knowledge and skills that pupils will use every day. History strongly promotes understanding of the rights and responsibilities of citizenship. The study of history plays a major role in developing pupils' literacy.

Pupils studying History will develop skills which are transferable to other areas of study and which they will use in everyday life e.g.

- Considering different views and arguments before reaching reasoned conclusions
- Research skills, such as using a range of methods to collect and analyse information
- Transferable skills, such as teamwork, problem solving, IT skills, communication skills (presentation, writing, debating)
- Personal attributes, such as time-management, development of responsibility, working with others, self-reflection, motivation, flexibility, and creativity.

Level 3 experiences

Pupils will be working towards being able to:

- Use historical evidence to interpret information and form supported opinions (e g the assassination of President Kennedy)
- Describe the causes of a past conflict (WW1 and also the Cold War 1945-89)
- Assess the causes of the Industrial Revolution and its impact on people's lives as today's modern mechanised world began to emerge
- Discuss the motives of people involved in a significant turning point in the past and assess the consequences it had then and since (Why the Nazis persecuted the Jews and other minorities)

Level 4 experiences

Pupils will be working towards being able to:

- Understand the changing nature of modern war and conflict and attempts to keep the peace (The impact of America dropping the Atom bombs in World War 2, The Cold War)
- Compare a democratic and non-democratic society and their conflicting political beliefs (a study of the clash between Communism and Capitalism after WW2 in Berlin and the Vietnam War)
- Investigate inequality and protest in the past (The abolition of the British slave trade 1770-1807 and also the Nazi persecution of Jews and other minorities in the European Holocaust)
- Recognise the source-based skills needed for N4/N5 History

Assessment

Assessment will be by a combination of ongoing assessment of key pieces of work, pupil presentations and reports and end of unit recall tests.

Progression routes

Pupils will go on to study either N4 or N5 History in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. Advanced Higher History is then an option for S6 pupils.

Mathematics / Numeracy

Course description

Level 3 experiences

Pupils will follow the department's 3rd Level program of study. This level consists of 3 Blocks of work each lasting approximately 10 – 12 weeks. Topics are revisited throughout the Blocks in order to provide more depth to the pupils' understanding. Problem solving activities are also completed in the class which provide challenge and enjoyment. Aspects of Numeracy will be incorporated into the delivery of the course.
The strands to be covered are Information Handling, Number, Money & Measure and Shape, Position and Movement.

Level 4 experiences

Pupils will follow the department's Fourth level program of study. This level consists of 3 Blocks of work each lasting approximately 10 – 14 weeks. Topics are revisited throughout the Blocks in order to provide more depth to the pupils' understanding. Problem solving activities are also completed in the class which provide challenge and enjoyment. Aspects of Numeracy will be incorporated into the delivery of the course. The strands to be covered are Information Handling, Number, Money & Measure and Shape, Position and Movement.

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed through the BGE courses:

- 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

Assessment

Pupils will complete an assessment on completion of each unit and these will be formatively marked. Thereafter, pupils will be provided with opportunities to develop the areas where there had been difficulty before progressing to the next unit.

Pupils will also be assessed using the department's Holistic Assessments which will allow pupils to demonstrate their understanding in a familiar context.

There will be end of level assessments which will cover the main aspects of the program of study.

There will be an assessment for all S3 pupils in November of S3. This will be linked to SQA National 3 assessments and National 4 Added Value Unit assessment and Numeracy.

Progression routes

S3	S4	S5	S6
Fourth level	National 5 Mathematics	Higher Mathematics	Advanced Higher
Fourth level	National 5 Mathematics	Higher Mathematics	
Fourth level	National 5 Mathematics Units	National 5 Mathematics	Higher Mathematics
Third level	National 4 Applications of Mathematics	National 5 Applications of Mathematics	Higher Applications of Mathematics

Modern Languages

French course description

Pupils will develop their skills in Listening & Talking, Reading & Writing. The course continues to be topic based and will include:

· Talking about your hometown: describing the area you live in and your house
· Health: Describing illness and talking about the importance of sport and healthy living
· Personal interests: Talking about past events, describing a music festival and talking about how you use technology.

Languages for Life and work Award

The Modern Languages for Life and Work Award provides learners with the opportunity to develop language skills in combination with employability skills while also being able to follow their own interests in a cultural context.

Learners will develop language skills in one or two modern languages that they can apply in life and work, developing their roles as active citizens. Learners will gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

The main purpose of this Award is to study one language or two languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills.

In particular, this Award aims to enable learners, with directive support, to:

♦ develop listening and talking skills in one or two modern languages in the contexts of life and work
♦ develop basic knowledge of one or two modern languages in the contexts of life and work
♦ develop employability skills

Level 3 experiences

Pupils will be working towards being able to:
· Develop and extend their understanding of how language works and of the similarities and differences between languages
· Use the language to communicate ideas and information
· Enhance their enjoyment and their understanding of their own and other cultures
· Develop their ability to communicate their thoughts and feelings and respond to those of other people
· Use different media for learning and communication
· Develop skills for learning, life and work such as working with others, creativity, problem solving and presenting information

Level 4 experiences

As in level 3 but pupils will meet and use a wider range of language, some of which will be unfamiliar or in contexts unfamiliar to them. Their responses in talking and writing will be longer, more complex and more accurate.

Assessment

Pupils will be assessed in each of the elements: Listening & Talking, Reading and Writing. Their levels will be assessed according to:

- range of vocabulary
- complexity and accuracy of language

Progression routes

Pupils can move on to study N4/5 French. In S5/6 pupils who have gained N4 can move on to N5 or those who have a N5 qualification can progress to Higher.

Modern Studies

Course description

With the threat of conflict; the impact of global politics/economics at home and abroad and the impact of Brexit; never has it been more important to have an understanding of the world around you, and importantly, give you the power to participate in it effectively - this is the role of Modern Studies. Modern Studies is the "History that is happening now!" The world is constantly changing, and it is the role of Modern Studies to give you an understanding of how you can play a significant part in shaping it, and its future. It is all about what is happening in the world on a day-to-day basis. Modern Studies teaches knowledge and skills that pupils will use every day. It further promotes an understanding of the rights and responsibilities of citizenship. The study of Modern Studies plays a major role in developing pupils' literacy and numeracy as well as promoting the holistic health and wellbeing of each child.

Pupils studying Modern Studies will develop skills which are transferable to other areas of study and which they will use in everyday life to help them for the rest of their lives such as the ability to:

- Think critically and constructively in a systematic way about different views of political and social systems that may decide the future.
- Interpret and evaluate evidence - looking for inaccuracies, bias and exaggeration, false information
- To draw conclusions and support their views with evidence.
- To make decisions based on supporting evidence

Level 3 experiences

Pupils will be working towards being able to:

- Use their knowledge of current social and political issues to interpret issues to present evidence and an informed view. (e.g. International Issues: Conflict/Terrorism/War)
- Identify and understand the inequalities that some people face and be able to suggest ways in which these inequalities could be addressed. (e.g. Social Issues: Crime & Law)
- Discuss the extent to which their choices and decisions are influenced by the ways in which they are informed (e.g. Democracy in the United Kingdom: Pressure Groups, Trade Unions and Media)
- Understand the arrangements for political decision-making at different levels and the factors that which shape these arrangements. (e.g. Democracy in the United Kingdom)

Level 4 experiences

Pupils will be working towards being able to:

- Discuss the extent to which people's needs should be met by the state or the individual (e.g. Social Issues: Crime & Law)
- Evaluate conflicting sources of evidence to sustain a line of argument. (e.g. International Issues: Terrorism)
- Debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy. (e.g. Democracy in the United Kingdom)

- Contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means. (e.g. International Issues: Terrorism)

Assessment

Assessment will include ongoing assessment of key pieces of work-both formative and summative, pupil presentations and end of unit tests. There will be opportunities for pupils to be assessed individually and as part of a group.

Progression routes

Pupils will go on to study either N4 or N5 Modern studies in S4. They can then move from N4 to N5 or N5 to Higher in S5/6. Advanced Higher Modern studies may be an option for S6 pupils.

Music Performing

Course description
The S3 Music course will continue to build on skills learned in S1 and 2 and through the experience of performance will work towards:

- developing vocal and instrumental skills
- exploring sounds and musical concepts
- using skills and imagination to create musical ideas and compositions
- developing understanding and enjoyment of music through critical appreciation
- using ICT to enhance composition and performance and to promote understanding.

Level 3 experiences
Pupils will be working towards being able to:

- Sing and/or play music from a range of styles and cultures
- Perform their chosen music confidently using performance directions, musical notation and/or playing by ear.
- Use the voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.
- Listen to a range of music and identify features and concepts.
- Give constructive comments on their own and others' work, including the work of professionals.

Level 4 experiences
Pupils will be working towards being able to:

- Give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.
- Use their chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.
- Use music technology to compose, record and produce music and to enhance performance.
- Create and present compositions using a broad range of musical concepts and ideas.
- Reflect on their personal experiences, including participation and engagement with professionals
- Listen to a wide range of music and identify and analyse technical aspects.
- Make informed judgments and express personal opinions on their own and others' work.

Assessment
Assessment will be by staff, self and peers and will be over the full range of activities. Assessment will reflect the learner's progress and will aim to motivate and encourage further learning. Pupils will maintain a progress diary which will include personal reflection and planning as well as teacher assessment wherever learning has taken place. Pupils will also engage in recording and assessing their own and others' performances

Progression routes
Pupils will progress to either National 3, 4 or 5 Music Performing from S3 Music Performing.

Physical Education Studies

Course description

All pupils will receive 2 periods of core Physical Education. In addition to this pupils can opt to study an additional 3 periods of PE in order to further develop their performance across a range of activities. Pupils will follow a common course in S3 where they will be required to participate in a range of activities including Swimming, Hockey, Gymnastics, Badminton, Volleyball, Table Tennis, Football and Netball. Pupils will also prepare for and perform in a class triathlon at the end of the year. Practical lessons, classroom lessons and homework tasks will aid knowledge and understanding of theory inserts and help with the collection and analysis of data. Pupils will undertake preparatory work to aid them should they take National 4/5 PE in S4 and also experience an introduction to the Sport and Recreation course which is an option choice in S5/6. Pupils will be given opportunities to develop their knowledge of the cycle of analysis and apply this in various practical situations.

Level 3 experiences

Pupils will be working towards being able to:

- Demonstrate an ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.
- Develop and sustain levels of fitness to improve performance.
- Analyse and discuss elements of their own and others' work, recognising strengths and identifying areas where improvements can be made.

Level 4 experiences

Pupils will be working towards being able to:

- Demonstrate an ability to select, adapt and apply a wide range of movement skills and strategies, creatively, accurately and with consistency and control.
- Develop and sustain levels of performance across all aspects of fitness.
- Take on a leadership role and contribute to the organisation of a physical event.
- Contribute to a supportive and inclusive environment.
- Demonstrate behaviour that contributes to fair play.
- Observe closely reflect, describe and analyse key aspects of their own and others' performances.
- Monitor and take responsibility for improving their own performance based on recognition of personal strengths and development needs.

Assessment

Assessment will take place both formally and informally throughout the course. Pupils will be assessed on their practical performance in all activities. It is therefore important that pupils are able to participate fully in each of the activities listed above. Pupils will also be required to complete written tasks both in class and at home. These tasks will be used to check for understanding of some of the Level 3 and 4 experiences outlined above.

Progression routes

- National 4 PE
- National 5 PE
- Higher PE
- Advanced Higher PE
- National 5 Sport and Recreation

Practical Cookery

Course description
This course is aimed at pupils who are interested in food and cooking and who want to develop basic skills in this area. The course is predominantly practical but does contain theoretical lessons as well as written assessments at the end of each unit.

Level 3 experiences
Pupils will be working towards being able to:

- Use a basic range of cookery skills, food preparation techniques and cookery processes when following recipes
- Have a basic understanding of ingredients, their uses and sourcing of ingredients
- Have a knowledge of current dietary advice
- Have a basic knowledge of food hygiene and food contamination
- Plan, cook and evaluate dishes

Level 4 experiences
Pupils will be working towards being able to:

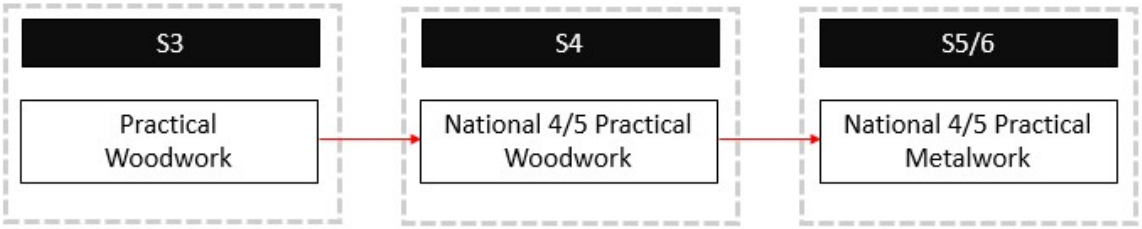
- Use an extensive range of cookery skills, food preparation techniques and cookery processes when following recipes
- Have an in depth understanding of ingredients, their uses and sourcing of ingredients
- Have a very good knowledge of current dietary advice
- Have an in-depth knowledge of food hygiene and food contamination
- Plan, cook and evaluate 2 course meal

Assessment
All coursework is reviewed as part of an ongoing assessment, with a folio of pupil work being built up over the term. Assessment will be a combination of both summative and formative through teacher observation, formal assessment and peer assessment. Pupils will carry out a practical exam nearer the end of the unit.

Progression routes

Pupils can move on to study N4 or N5 Hospitality in S4 or N4 or N5 Skills for Work: Hospitality. In S5/6 pupils can study for a L6 Foundation Apprenticeship in Food and Drink Technologies.

Practical Woodworking



Course description

The aims of the Course are to enable learners to develop:

- An understanding of the range of engineering disciplines
- Knowledge and understanding of basic engineering principles through project based tasks
- Practical engineering skills across a range of engineering disciplines
- An understanding of the impact of engineering on our environment and society
- Ability to assess and develop their own employability skills

Skills, knowledge and understanding for the course

The course is delivered through a range of engineering projects and external challenges. All the projects and challenges, while focusing on specific skill areas, also address generic skills related to:

- engineering communications
- engineering materials
- measurement and marking
- working to tolerances
- core skills in Literacy, Numeracy and Health & Well-being
- employability skills that employers value.

Typical projects may include Lego first league design build and programming, SCDI (Scottish Council for Development and Industry) electric lorry challenge, STEM bridge building challenge and STEM wind power challenge.

Level 3 experiences

Pupils will be working towards being able to:

- Explain a range of engineering job types
- Identify energy types such as heat, sound, and electrical
- Select, with guidance, components and/or suitable materials to construct basic engineering solutions
- Apply basic engineering knowledge of mechanisms and structures
- Design, with guidance, appropriate methods of testing designed engineering solution
- Record the results of model testing
- Draw conclusions from test results identifying strengths and weaknesses to an engineered solution

Level 4 experiences

Pupils will be working towards being able to:

- Analyse, with guidance, straightforward engineering problems

- Apply engineering knowledge and skills in a range of straightforward contexts
- Demonstrate knowledge of key facts and ideas related to electronic and microcontroller-based control systems
- Demonstrate knowledge of key facts and ideas related to mechanical, structural and electrical systems, and their application
- Design, develop, simulate, build and test, with guidance, solutions to straightforward engineering problems in a range of contexts
- Apply basic knowledge of the relevance of energy, efficiency and sustainability to straightforward engineering problems and solutions
- Communicate basic engineering facts and ideas clearly and concisely using appropriate terminology
- Utilise basic knowledge of the workings of a range of simple engineered objects
- Show awareness of the main branches of engineering: electrical, mechanical, civil and chemical
- Demonstrate basic knowledge of the wide role and impact of engineering on society and the environment

Assessment

During S3 pupils will be continually assessed on the quality of their projects and their ability to demonstrate a range of engineering skills. This will be evidence via a pupil portfolio which will reflect pupil experiences and provide pupils with the opportunity to reflect upon the skills gained and their learning. Related Literacy and Numeracy and Health & Wellbeing skills are an integral part of much of the course and will be assessed as part of each topic as appropriate. Pupils are encouraged to self-assess against given criteria or at times by determining the important learning points themselves helping them to set their own targets for improvement.

Progression routes

Introduction to engineering offers progression to National 5 in S4 (Engineering Skills for Work). In S5 pupils can move from this course onto a Foundation Apprenticeship in Engineering, which incorporates both Performing Engineering Operations at level 5 (covered in S5) and NC level 6 Engineering (covered in S6). These courses are delivered in partnership with Ayrshire College.

Sciences

Course description

There are four different Science courses on offer:

a. S3 Science Course

The course enables learners to develop and apply knowledge and understanding of Science. The curriculum encompasses the three discrete Science subjects (Biology, Chemistry and Physics). Learners develop an understanding of science's role in a modern context and the relevant applications in society and the environment. The successful completion of the S3 Science curriculum will allow pupils to go on and study National 4 Science in S4.

b. S3 Discrete Science Courses – Biology, Chemistry, Physics

Each discrete Science course aims to offer learners opportunities to develop and extend a range of skills. The content within S3 will provide seamless progression from the science experiences and outcomes covered in S1 and S2. By completing any of the discrete Science programmes, learners will develop important and relevant skills, attitudes and attributes related to Science. These include scientific and analytical thinking, with the ability to apply knowledge and understanding to key concepts and undertake many experimental and investigative projects. Learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy, health and wellbeing and leadership.

1. Why study Science

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. Science makes a positive impact on people's lives. In many cases, Science saves lives. Scientists use their expertise to develop real solutions for real problems. Remedies for many of the challenges that face our world will be developed by researchers who devote their whole lives to the pursuit of Science.

Learners will study:

- Fragile Earth (Energy, Metals, Water, Food)
- Applications in Science (Telecommunications, Materials, Risk & Safety)
- Human Health (Threats to health, Health claims)

2. Why study Biology

Biology is the study of living organisms and plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, curing genetic diseases, and developing new sources of food. The course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

Learners will study:

- Cell structure
- DNA and genetic engineering
- Cells, tissues and organs

- Reproduction and inheritance
- Health and disease
- Biodiversity and the distribution of life
- Adaptation, natural selection and the evolution of species
- Behaviour
- Food security and ethical issues

3. Why study Chemistry

What in the world is not chemistry? We live in an age of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development! By studying chemistry, you will find out how chemistry is vital to everyday life. It will help you understand how society's needs are met and how you could shape the world in which we live. Chemistry is an important subject in many careers such as medicine, plastic manufacture, pharmaceuticals, cosmetics, environmental science and the food industry. The course consists of knowledge, skills and practical work. Students will also learn how to handle and use scientific equipment.

Learners will study:

- Atomic Nuclear Chemistry
- Fuels
- Chemical Reactions
- Consumer products
- Plants to products
- Acids and Metals
- Plastics & Ceramics
- Agrochemicals
- Chemical Analysis
- Chemical Structure

4. Why study Physics

Physics is the study of the physical world. The course highlights the relevance of physics to everyday life. Pupils will study energy sources and sustainability, electricity, the processes of the planet, forces, radiation and space. During their studies, they will develop skills in making informed decisions and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context. Careers where knowledge of physics is essential include optometry, aeronautics, space science, medical science, electronics, and engineering.

Learners will study:

- Heat
- Renewable Energy
- Electronic Systems
- Solar System
- Space exploration
- Big Bang
- Waves
- Medical Physics
- Light and lenses

Level 3 & 4 Experiences

Each course (Science, Biology, Chemistry and Physics) is practically based and covers each of the five main organisers from level 3 and 4 experiences and outcomes of Curriculum for Excellence. These are as follows:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Additional Skills

There are three main units for each discrete programme of study, and pupils will be working towards being able to:

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills in the accurate use of scientific language, formulae and equations.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Assessment & Homework

The regular setting of homework is an essential component for each discrete Science. Pupils will be issued with homework on a regular basis. Homework will be marked by the class teacher and feedback given to pupils to aid progress. In addition to formal homework set by the class teacher pupils should be reading their notes on a regular basis and seek support from their teacher if they are unsure of any area of the course. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Formal written homework
- Completion of formal investigations
- Completion of scientific research projects
- Numeracy and graphical tasks
- Private Reading to support knowledge and understanding
- Revision for internal and external assessments

Formal and informal testing will take place at various points through the academic year. Pupils will be given additional support and informed of the timing for each assessment. Pupils will also be asked to produce a formal practical write-up (LO1) and research presentation (AVU). Academic progress will be reported via the monthly tracking report.

Progression routes

<table>
<tr><th>S3</th><th>S4</th><th>S5</th><th>S6</th></tr>
<tr><td>Second & Third level</td><td>National 4 Science</td><td colspan="2">National 4/5
Discrete Sciences (Biology, Chemistry & Physics)

National 5
Health Sector</td></tr>
<tr><td>Fourth level</td><td>National 4
Discrete Sciences (Biology, Chemistry & Physics</td><td colspan="2">National 5
Discrete Sciences (Biology, Chemistry & Physics)

National 5
Health Sector</td></tr>
<tr><td>Fourth level</td><td>National 5
Discrete Sciences (Biology, Chemistry & Physics</td><td>Higher
Discrete Sciences (Biology, Chemistry & Physics)</td><td>Advanced Higher
Discrete Sciences (Biology, Chemistry & Physics)</td></tr>
<tr><td colspan="2"></td><td colspan="2">National 5
Health Sector (an option seniors can select in S5 and S6)</td></tr>
</table>

Examples of Pupil Pathways

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 1 – AC – MALE

S3 OPTIONS	• Maths - English - Physics - Graphic Communication • French - History - Art & Design - Design & Manufacture
S4 OPTIONS	• N5 Maths - N5 English - N5 Physics - N5 Graphic Communication • N5 French – N5 History – N5 Art & Design
S5 OPTIONS	• H Maths – H English – H Physics – H Graph Com – H Music
S6 OPTIONS	• AH Music - AH Maths - H French • CSLA (Community Sports Leader Award)
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– MEng Electronics & Music

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 2 – NB – FEMALE

S3 OPTIONS	• Maths - English - History - Hospitality • Geography - Biology - Admin & IT - Physical Education
S4 OPTIONS	• N5 Maths - N5 English - N5 History - N5 Hospitality • N5 Biology – N5 Geography – N5 Admin & IT
S5 OPTIONS	• H Maths – H English – H Geography • H Biology - H Admin & IT
S6 OPTIONS	• H Psychology - AH Maths - H Business Management • YASS – Understanding the Autistic Spectrum
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– Psychology

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 3 – CH – MALE

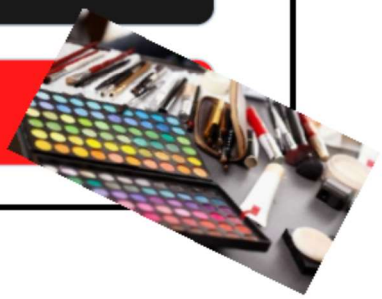
S3 OPTIONS	• Maths - English - Physics - Music • French - History - Chemistry - Design & Manufacture
S4 OPTIONS	• N5 Maths - N5 English - N5 Physics - N5 Music • N5 Chemistry – N5 History – N5 Design & Manufacture
S5 OPTIONS	• H Maths – H English – H Chemistry – H History – H Music
S6 OPTIONS	• AH History - AH Music - H Physical Education • CSLA (Community Sports Leader Award)
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– History

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 4 – AH – FEMALE

S3 OPTIONS	• Maths - English - History- Home Economics • Art & Design - French - Science - Physical Education
S4 OPTIONS	• N4 Maths – N4 English - N5 Travel & Tourism - N5 History • N4 Art & Design – N4 French – N4 Physical Education
S5 OPTIONS	• N5 English – N5 Maths - N5 Health Sector • COLLEGE– Beauty with Hair • WORK PLACEMENT - Hairdresser
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• COLLEGE– Beauty



PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 6 – JM – MALE

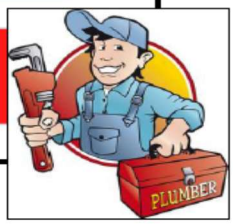
S3 OPTIONS	• Maths - English - Woodworking - Biology - Hospitality • History - Physical Education - Hospitality
S4 OPTIONS	• N4 Maths – N4 English – N5 History • N5 Biology – N4 Physical Education • COLLEGE – Uniform Services
S5 OPTIONS	• LEFT SCHOOL
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• ARMY/COLLEGE UNIFORM SERVICES

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 5 – SMc – MALE

S3 OPTIONS	• Maths - English - Design & Manufacture - Biology • History - Geography - Hospitality
S4 OPTIONS	• N4 Maths - N5 English - N5 Geography – N4 History • N5 Hospitality – N5 Design & Manufacture • COLLEGE - Construction
S5 OPTIONS	• N5 Maths – H English – Personal Finance • CSLA (Community Sports Leader Award) • WORK EXPERIENCE – Plumbing Company
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• EMPLOYMENT – Apprentice Plumber



LOUDOUN ACADEMY S2 TO S3 PERSONALISATION AND CHOICE OPTION SHEET 2024/2025

PLEASE RETURN COMPLETED FORM TO YOUR PUPIL SUPPORT TEACHER BY 7th February 2024

NAME _____ **CLASS** _____

CORE	LITERACY	NUMERACY	LANGUAGES	SOCIAL SUBJECTS	SCIENCES	TECHNOLOGIES	EXPRESSIVE ARTS / HEALTH & WELLBEING	ELECTIVE
	A	B	C	D	E	F	G	H
PE RE PSE	English	Maths	French	• Business Management • Geography • History • Modern Studies	• Biology • Chemistry • Physics • Science	• Administration & IT • Computing • Design & Manufacture • Fashion & Textile Technology • Graphic Communication • Practical Cookery • Practical Woodwork	• Art & Design • Practical Cookery • Music • Physical Education Studies	• Art & Design • Biology • Business Management • Chemistry • Design & Manufacture • Engineering • History • Graphic Communication • Modern Studies • Music • Physical Education Studies • Physics
Recommendation course (after discussion with Pupil Support Teacher)				•	•	•	•	•
Pupils 1st Choice				1st	1st	1st	1st	1st

Pupil Signature:		**Date:**	
Parent / Carer Signature:		**Date:**	

NOTES:

- **All pupils will study RE, PE and PSE, English, Maths and French in S3**
- **From Column D to Column H, select the first choice of subject that best suits your ability, skills and needs.**
- **Courses are offered subject to availability of staff and to sections being of a viable size.**