

ORA ET DISCE

**HERE AT LOUGH ACADEMY, WE BELIEVE IN VALUES...**

**ACHIEVEMENT**

*"Achievement is being successful with the things you do, overcoming difficult challenges and feeling proud of reaching a target set."*

**ACHIEVEMENT**

- CONFIDENCE
- DETERMINATION
- CREATIVITY
- PERFORMANCE
- RESILIENCE
- GOAL SETTING
- PROGRESS
- ACHIEVEMENT

**Achievement**

**Achievement**

**Respect**

**Respectability**

**Community**

**Values Education Department**

**QR CODE**

**HERE AT LOUGH ACADEMY, WE BELIEVE IN VALUES...**

**AMBITION**

*"Ambition is working hard and committing yourself to achieve a goal, set out. It is about giving up on a dream and focusing to make it become a reality."*

**AMBITION**

- AMBITION
- VISION
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- AMBITION

**Achievement**

**Achievement**

**Respect**

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**HERE AT LOUGH ACADEMY, WE BELIEVE IN VALUES...**

**RESPECT**

*"Respect is being polite, conducting yourself with manners, treating everyone fairly and valuing each person as an individual regardless of race, religion or gender."*

**RESPECT**

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**Achievement**

**Achievement**

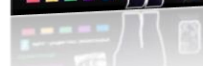
**Respect**

**Respectability**

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# LARGS ACADEMY

## AMBITION...

is working hard and committing yourself to achieve a goal set out. It is never giving up on a dream and focussing to make it become a reality.



## ACHIEVEMENT...

is being successful with the things you do, overcoming difficult challenges and feeling proud of reaching a target set.



## RESPECT...

is being polite, conducting yourself with manners, treating everyone fairly and valuing each person as an individual regardless of race, religion or gender.



## RESPONSIBILITY...

is taking ownership of your actions, striving to help others and committing 100% effort in every task you take on.



## COMMUNITY...

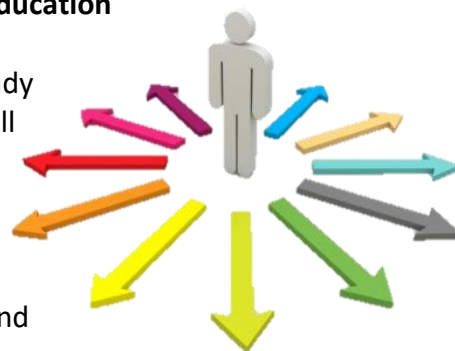
is honouring and nurturing each others values, talents and attributes to create a loving, welcoming and inclusive community.





## Personalisation & Choice in the final year of the Broad General Education

This booklet is designed to help students decide on a course of study for S3, the final year of the Broad General Education (BGE). In S3 all students will continue to study a number of subjects from each curricular area, including English and Mathematics, while being able to personalise, or choose additional courses. This enables them to begin to specialise in their learning by studying fewer subjects in greater depth. Physical Education, RME and Personal and Social Education will continue for all students.



We continue to review the curriculum each year and aim to maintain a relevant and interesting range of subjects and opportunities for all students, from S1 to S6. Following extensive consultation with staff, parents and young people in session 2014-15 we created our curriculum rationale, which outlines the purpose of the school's curriculum and explains what we are trying to do for all the young people who attend Largs Academy.

## What is the purpose of the S1-3 Curriculum?

Through the curriculum we provide opportunities for all young people to experience the *key principles* of Curriculum for Excellence:

Challenge and Enjoyment	Depth	Coherence
Progression	Breadth	Relevance
Personalisation and Choice		

## What about the development of skills for learning, life and work?

*“Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.”*

(Building the Curriculum 3: A Framework for Learning and Teaching)

S1-S3 students experience a programme of learning development and study skills through PSE and through the work completed in individual subjects, as teachers prepare them for the challenges of the Senior Phase. Part of this work will also involve them compiling their own S3 Profile, which is a statement of their main achievements throughout the Broad General Education. We want all students to be confident in identifying their strengths and abilities, as well as able to identify those areas which remain challenging, and to look at strategies for improvement. Through inter-disciplinary projects, learning conferences and other events throughout the session, we provide the opportunity to put learning into a practical context and support all students in developing skills which they will use throughout their life and work.



In addition to the significant aspects of learning from each curriculum area there will also be a focus on developing the core skills for learning, life and work which are important to make a successful transition into the Senior Phase of the curriculum.

Skills for Learning	Skills for Work
<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Application</li> <li>• Evaluation</li> <li>• Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating</li> <li>• Planning and Organising</li> <li>• Problem Solving</li> <li>• Working with Others</li> <li>• Thinking Critically and Creatively</li> </ul>

### What does the S3 Curriculum look like?

As part of the core curriculum pupils will study:

<b>Core Subjects</b> (mandatory)	Physical Education, Personal & Social Education & RME
<b>Mathematics</b> (mandatory)	
<b>English</b> (mandatory)	
<b>Social Subjects</b>	1 subject from History, Geography, Modern Studies, RMPS, Media Studies, Travel & Tourism
<b>Science</b>	1 subject from Physics, Chemistry, Biology, Practical Electronics, Grow & Learn and Science & Health Technology
<b>Modern Languages</b>	1 subject from French, Spanish and German
<b>Expressive Arts</b>	1 subject from Music, Art & Design, Drama, Creative Costume & Textiles, Learning Through a Lens and Dance
<b>Technologies</b>	1 subject from Design & Manufacture, Graphic Communication, Practical Cookery, Computing Science, Music Technology, Business Management, Administration & IT and Practical Woodwork



Pupils have the option to **pick a further two subjects from any curricular** area as well as the option of selecting Elective Physical Education and/or Early Education & Childcare.

All subjects will have progression to qualifications at National 3, National 4 and National 5 in S4.



## S2 Personalisation and Choice Programme 2023

The dates and structure for the programme will be issued as soon as it has been confirmed. In the meantime please take the opportunity to seek advice from others:

- Your subject teacher** It is very important that you speak with your teachers and find out your areas of strength and development as this will help you identify the subjects you are strongest in. Ask yourself, “*How good am I in this subject?*”.
- Your Guidance teacher** Your guidance teacher will discuss your options in detail during a one to one interview and they can also provide more information on specific courses you are interested in.
- Your Support for Learning Teacher** Some of you may wish to consult with your Support for Learning teacher before making your final course choice.
- Your parents/carers** Your parents/carers have a wealth of knowledge about you and your strengths and will always provide good advice.





### The Senior Phase (S4-6)

Courses offered are certified by the Scottish Qualifications Authority (SQA). These qualifications are called Nationals and most students will now study 7 subjects at either National 4 or National 5 in S4; a mixture of National 5s and Highers in S5; and a combination of Nationals, Highers and Advanced Highers in S6.

### Assessment

All courses at National 3 and 4 are made up of units assessed internally by the class teacher. To be awarded the overall course, students must pass all of the units. Units for all levels will be graded as pass or fail.

At National 3 and 4 students will be required to successfully complete an Added Value Unit which may be a project, practical work, presentation or test. National 3 and 4 courses will be assessed internally by class teachers and this will be monitored closely by SQA. National 3 and 4 courses will be graded pass or fail.

Courses at National 5 - pupils will have to pass additional assessments, usually a question paper (external exam) and/or an assignment. Both will be marked externally by SQA. National 5 courses will be graded A-D.

### Progression through the Senior Phase (S4-6)

It is important to acknowledge that there is no right or wrong pathway through the senior phase and no one route is better than another. The best pathway is the one that is most appropriate to the individual depending upon their skills, abilities and career desires. The table below shows some of the routes available:

S4	S5	S6
National 5	Highers/Foundation Apprenticeships	Ad Highers/Highers/NC College Courses
National 4	National 5	Highers/National 5/NPAs/College Courses
National 3	National 4	National 5s/NC College Courses



Our S1-3 Broad General Education will provide students with many experiences and outcomes that will prepare them well for the rigours of S4 courses. Indeed, by the end of S3 many young people will have already encountered work of an equivalent nature to National 4 or National 5. This means that students will be well prepared for the Senior Phase. We are confident that our Broad General Education prepares students for formal SQA assessments in S4-6. One of the biggest challenges in Scottish education has been the move from relatively time-rich S3/4 courses to very intensive, short, content-heavy one year Higher qualifications in S5. Our new model for S4 students is much better preparation for the demands of an S5 which is often the key determinant of a young person's next steps in life.

### Why has Largs Academy opted for a seven subject S4-S6?

Following consultation with pupils, staff and parents in 2018, it was agreed that pupils will increase the number of subjects studied in S4 from 6 to 7. This is to provide pupils with an additional qualification in S4 to provide greater flexibility with their option choices in S5/6. With the period allocation dropping from 5 periods per week to 4 periods, the timetable change has been brought forward to early May to provide as much learning time as possible.



### How might a seven subject S4 affect an individual student's Senior Phase?

It is very challenging to visualise the wide variety of pathways that students might take but the examples described below hopefully give a flavour of some of the pathways:



In S4 John sat four National 5 subjects and three National 4s. In S5, John then sat three more National 5 and two Higher courses. In S6 he re-sat one of his S5 Higher courses to upgrade his 'D' pass and he sat one additional Higher, one National 5 and Sports Leaders Award. Total Senior Phase credit for John: three Highers, eight National 5s and three National 4s.



Jane planned to leave school at the end of S4 and passed seven National 4 qualifications which were all internally assessed. However, at the end of S4, she decided to stay on and went on to sit four National 5 subjects and a further National 4 subject, before leaving at the end of S5. Total Senior Phase credit for Jane: four National 5s and eight National 4s.



In S6, Jack sat two new National 5 subjects and completed the two Highers he had started in S5. Total Senior Phase credit: two Highers and eight National 5s (6 in S4).



In S4 Jenny completed six National 5s. She achieved five Highers in S5. In S6 she sat three Advanced Highers, one new Higher, plus one YASS Module with the Open University. Total Senior Phase credit: Three Advanced Highers, six Highers, six National 5s and an OU Module.

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## English, Drama, Media Studies and Literacy

### English & Literacy



#### Why study English in the Broad General Education?

Studying English and Literacy provides students with many of the skills which are essential to their success in school, and beyond. The S3 course will focus on the development of core skills through the study of language, literature and media. They will develop reading, writing, talking and listening skills, enabling students to develop an ability to contribute and communicate effectively in a range of contexts. All students will follow a similar English course as part of a broad general education, covering level 4 Literacy and English outcomes and experiences.

Students will be given opportunities to study a wide range of literature, which they will analyse and evaluate, exploring connections between the texts they read and the world we live in. They will also be given extensive opportunities to create their own texts, both written and spoken, where they will develop their language skills through producing creative, critical and transactional responses.

Most college courses require entrants to have studied English to National 4/5 level and many university courses require students to study beyond National 5 level.

#### S3 Course

Students will follow an English and Literacy course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed throughout the session. These assessments are appropriate to the subject and level of study.

#### Equipment

There is no special equipment required to complete the English course. Students are, however, expected to take care of textbooks issued to them and come to class equipped with a pen or pencil.



## Drama



### Why study Drama in the Broad General Education?

Drama is recognised as one of the most effective ways to develop emotional intelligence in young people. Drama promotes communication, teamwork, dialogue, negotiation, socialisation, and leadership traits. The course is designed to stimulate imagination and creativity whilst developing critical thinking skills. Creative Industries are now the third largest industry in the UK, with Scotland's creative hub contributing £4.6bn to the economy while being the fastest growing export service. Drama fosters problem-solving skills in an ever changing world and encourages students to think for themselves.

### Career and Employment Opportunities Include:

- Actor, Advertising, Broadcasting, Journalism
- Cinematographer, Costume Designer
- Director, Drama Therapist
- Further Education Lecturer, Teacher, Youth Worker
- Law, Lighting Design
- Make-up Artist, Marketing
- Press Officer, Production Designer
- Script Writer, Set Designer, Sound Designer .....and a vast deal more.

### S3 Course

Students will initially study the roles and responsibilities of the theatre: Actor, Costume Designer, Lighting Designer, Make-Up Artist, Properties Manager, Set Designer and Sound Technician. Students will then choose two roles to explore further as part of a full production team. Alongside this, students will practise their creativity by responding to differing stimuli to create characters, scenarios and plot lines in both improvised drama and scripted performance. Students will be offered a further opportunity to explore their chosen production roles in created drama.

### Assessment

The course will be assessed and marked throughout the session. Assessments may include a combination of practical work, case studies, examinations and projects.

### Equipment

All necessary equipment will be provided within school. However, for any students who would wish to invest in any additional equipment (e.g. make-up kit, monologue texts) the class teacher can provide advice.

## Media Studies

- Do you want to **unlock** some of the **secrets** of film-making and advertising?
- Do you want to **discover** how to **create** your own examples of media?
- Do you want to **understand** how much of an **impact** media has on your values and beliefs?

If you do, then the new Largs Academy 'Media Studies' course for S3 is just for you! We'll help you understand the central role media has in our society, encouraging you to consider some of the broader issues surrounding film, TV and print media. We'll help to reveal the key messages contained in the media we consume on a daily basis. All the while your creative and team-working skills will be challenged!

The course will cover two broad areas of media study:

### 1. Focus on Texts

As well as dealing with the wider issues, our course will provide a more detailed focus on specific media texts. You will have opportunities to deconstruct films, TV programmes and print media.

### 2. Creating Media

Another part of the course is making your own media texts: film trailers, storyboarding, posters and a range of other creative projects. You will learn how to research media products and then successfully take your ideas from planning through to production.

Some fantastic opportunities lie ahead if you want to go further with media studies. As well as taking the subject at N5 level, it is possible to study media at college and university. Not only that – the subject is perfect for those wishing to pursue careers in film, advertising and journalism.



## Mathematics and Numeracy



### Why study Mathematics in the Broad General Education?

Maths affects everything we do in our lives. It forms the basis for many other subjects. You may not need to use algebra when you go shopping, but the architects who designed the shop did, and so did the builders who built it, and so did the engineers who designed the machines which made the goods you buy. Physics, Chemistry and Biology all rely on Maths to some extent, and many subjects, such as Business, Computing Studies and Technical subjects will all be much easier if you have a good grasp of Maths.

If you're thinking of going straight from school into employment, then Maths is quite possibly the most important subject you can take, as the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job. Employers rate Maths skills very highly: there is always a demand for employees who can think logically and process information accurately.

The Course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development. It is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- some numeracy skills in number processes and information handling

### S3 Course

Students will follow a Mathematics course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### Assessment

Formative and summative assessment will take place at appropriate times throughout the session.

### Equipment

Each student is expected to bring with them on a daily basis:

- any materials the teacher has issued to assist with learning i.e. textbook & jotters
- stationery such as pencils and a ruler
- a scientific calculator





## Modern Languages

### Why study a Modern Language in the Broad General Education?

Many people think that “everyone speaks English” is a reason for not learning a foreign language but this is a myth. Only 6% of the world’s population speaks English as a first language. 75% of the world’s population doesn’t speak any English at all.



Research shows the benefits of learning a language include:

- Better understanding of different cultures and developing as a global citizen
- Improved self confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills in your own language
- Enhanced problem solving, interpersonal and communication skills
- Increased employability opportunities

Key features of learning and teaching at Largs Academy are:

- Real communication in relevant contexts, supported by ICT
- An emphasis on how languages work, including grammar
- A focus on culture and international education
- Development of employability skills by teaching the language in relevant contexts
- Participation in events such as European Day of Languages

### S3 Course

As well as learning about the background and culture of France, Spain and Germany and other countries where they speak these languages, pupils will be developing the key skills of Talking, Listening, Reading and Writing in a variety of contexts. Pupils can choose between French, German and Spanish and also have the opportunity to study a combination of languages.

### Assessment

The course will be assessed throughout the session. These assessments are appropriate to the subject and level of study. The four skills of Listening, Reading, Talking and Writing will be assessed throughout the year and feedback will be provided regularly to pupils and parents.

### Equipment

Students should bring the following items to class every day:

- Jotter(s) and Vocabulary notebook
- Pen/pencil
- It would be very helpful for students to have a bilingual dictionary at home to use when completing homework tasks.



## Religious, Moral and Philosophical Studies (RMPS)



### Why study RMPS in the Broad General Education?

#### S3 Elective Course

In S3 students have the opportunity to select RMPS as one of their seven elective courses.

This course will involve:

#### World Religion – Christianity

In this unit, learners will develop skills to explain and comment on the meaning and context of sources related to Christianity. They will develop detailed factual and abstract knowledge and understanding of the impact and significance of Christianity today through studying some key beliefs, practices and sources.

#### Morality and Belief – Environment and Global Issues

In this unit, learners will develop skills to explain and express reasoned views about resource management, environmental crisis, poverty and trade and aid. They will develop detailed factual and theoretical understanding of these moral issues and will explore various responses to them, including religious and philosophical perspectives.

#### Religious and Philosophical Questions - Existence of God

In this unit, learners will develop skills to analyse religious and non-religious responses to the Existence of God(s).

#### Assessment

The course will be assessed throughout the session. These assessments are appropriate to the subject and level of study.

**In S3 all Largs Academy Students will continue to have one period per week of Core Religious Education.**

#### Equipment

Students should bring the following items to class every day:

- Pen/pencil.

## Social Subjects

### Geography



#### Why study Geography in the Broad General Education?

Geography is a subject which studies people, place and our interaction with the environment. It opens up the world for learners. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. The contexts for study are local, national, international and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines. In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life. The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales.
- Be aware of spatial relationships and develop an understanding of the changing world in a balanced, critical and sympathetic way.
- Acquire a geographical perspective on environmental and social issues.
- Develop an interest in, and concern for, the environment leading to sustainable development.

#### S3 Course

Students will follow a Geography course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Students require pens and pencils for general course work. Coloured pencils, a calculator and a ruler will also come in handy.



## Social Subjects

### History



#### Why study History in the Broad General Education?

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, we discover our heritage as members of a community, a country and a wider world. History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries. The main aims of this Course are:

- To develop learners' conceptual understanding and foster their ability to think independently;
- To enable learners to acquire breadth and depth in their knowledge and understanding of historical themes;
- To develop learners' skills of explaining historical developments and events, evaluating historical sources and drawing conclusions;
- To develop learners' imagination and empathy with people living in other periods;
- To encourage learners to debate issues and, on the basis of evidence, form views and respect those of others;
- To foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest.

History lends itself to the development of important skills, not only reading, writing, researching and using historical sources to reach conclusions, but also the ability to think, argue and debate. Pupils will also develop a range of transferable skills through the use of active learning such as role-plays, debates and discussions.

#### S3 Course

Students will follow a History course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of case studies, examinations and projects.

#### Equipment

Students are encouraged to come to class armed with pens, pencils and a ruler. Highlighters can be handy too.





## Social Subjects

### Modern Studies



#### Why Study Modern Studies in the Broad General Education?

In Modern Studies you examine society and the world around you. It encompasses three main elements: Political, Social and Economic areas of study. Being able to analyse information and make decisions is an essential life skill, as is having an awareness of current affairs and how they can affect you. Modern Studies is an interesting and highly relevant subject that provides many opportunities to actively participate. Students who undertake this subject go on to be employed in many different fields including Law, Journalism, Teaching and Social Work. The main aims of this course are to enable learners to develop:

- A range of research and information handling skills
- Straightforward understanding of the democratic process
- Straightforward understanding of social and economic issues at local, national and international levels and ways of addressing needs and inequalities
- Awareness of different views about the extent of state involvement in society
- Awareness of the nature and processes of conflict resolution
- Understanding of human and legal rights and responsibilities and their application in different societies

Modern Studies opens up the world of society for learners. The purpose of this course is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. Learners will develop an awareness of the social and political issues they meet in life.

#### S3 Course

Students will follow a Modern Studies course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Students are encouraged to come to class armed with pens, pencils and a ruler. Highlighter pens can be handy.



## Science

### Biology



#### Why Study Biology in the Broad General Education?

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases, solving crimes by understanding crime scene material, and developing new sources of food for our expanding population. 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.

#### S3 Course

Students will follow a Biology course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Students should take responsibility for their own learning. To help students be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.

## Science

### Chemistry



#### Why Study Chemistry in the Broad General Education?

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, renewable energies, pharmaceuticals, cosmetics, forensics, environmental science and the food industry. The course consists of knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, consequently becoming scientifically literate. Successful chemists think creatively, analyse and solve problems by working individually and in groups where they will apply critical thinking in situations especially practical work to develop their learning.

#### S3 Course

Students will follow a Chemistry course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

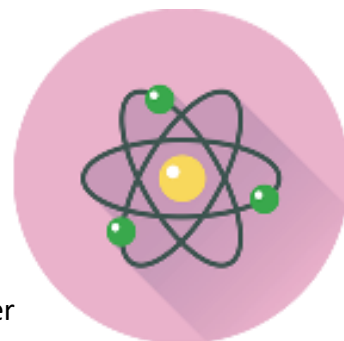
#### Equipment

Students should take responsibility for their own learning. To help students be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.



## Science

### Physics



#### Why Study Physics in the Broad General Education?

Learners will gain an appreciation of the immense contribution that physics has made to our lifestyle, comfort and security as well as a deeper understanding of the world around us. They will acquire knowledge of concepts in physics, relevant to this level of the Course, and be able to apply their understanding to practical situations. 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. By completing this Course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; an understanding of the role of physics in science is the ability to apply knowledge and understanding of concepts in physics; and an understanding of relevant applications of physics in society.

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

#### S3 Course

Students will follow a Physics course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Students should take responsibility for their own learning. To help students be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.







### **S3 Practical Electronics**

This course enables learners to develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems.

The Course also enables learners to develop knowledge and understanding of key concepts in electronics, and the ability to apply these in a variety of contexts; and an awareness of the impact of electronics on society and the environment.

#### **Circuit Design**

- skills in designing simple digital electronic circuits
- skills in designing simple analogue electronic circuits
- awareness of some aspects of the impact of electronics

#### **Circuit Simulation**

- skills in using simulation software in the design of simple electronic circuits.
- skills in using simulation software in the construction and testing of simple electronic circuits.

#### **Circuit Construction**

- skills in constructing simple electronic circuits, applying safe working practices.
- skills in testing simple electronic circuits.

#### **This Course or its Units may provide progression to:**

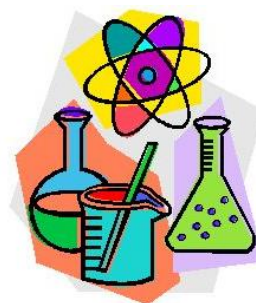
- other SQA qualifications in Practical Electronics (N5) or related areas.
- further study, employment and/or training.



## Science

### NPA Science & Health SCQF NPA Level 4

#### Why Study Chemistry in the Broad General Education?



Over two years pupils will study a broad range of six units drawn from Biology, Chemistry and Physics. The units have been carefully selected to show how scientific technology is used in health care practice.

The units are as follows:

- Natures Chemistry
- Radiations
- Sound and Music
- Health and Technology
- Introducing Science Investigation Skills
- Health Sector: Life Sciences Industry

The Health and Technology and Nature's Chemistry are the two larger whole units, while the remaining units are smaller half units.

### S3 Course

The course is designed to prepare pupils for future study at SCQF level 5 in a chosen discrete sciences and engineering.

#### Assessment

Units are generally awarded after passing internally assessed written unit assessments. However, in the case of the Life Science Industry unit; a folio is produced by the candidate while Nature's Chemistry requires a science investigation.

#### Equipment

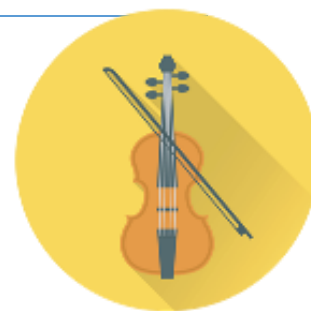
Students should take responsibility for their own learning. To help students be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.



## Expressive Arts

### Music and Music Technology

#### Music



#### Why study Music in the Broad General Education?

Music provides learners with rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities, they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. Music involves self-discipline and determination to succeed, both essential qualities in the world of work. There are numerous career choices, with jobs in teaching or music therapy, production, promotion and management as well as performance.

#### S3 Course

There will be choice between Music Performance studies and Music Technology studies.

#### Music Performance

The Music performance course will be made up mostly of performing and creating music and through these activities learners will develop vocal and/or instrumental skills. They will develop an understanding and enjoyment of music through listening to musical performances and commenting on them. Some learners may choose music software to create their work.



#### Music Technology

The Music Technology course will consist mainly of the building of skills in using Digital Audio Software on computers to capture audio and then manipulate, edit and process the audio to create individualized assignments. Pupils will discover techniques in a variety of media contexts such as radio broadcasts, film foley work, computer game composition and songwriting.

#### Assessment

The course will be assessed throughout the session as appropriate to the subject and level of study. The Music Course Assessments may include a combination of practical work, presentations, examinations and projects. The Music Technology Assessments may include a combination of practical work, presentations and audio recording projects.

#### Equipment

All necessary specialist musical equipment can be provided. All students are expected to have a pen, pencil and eraser and the appropriate music with them for all lessons.

## Expressive Arts

### Art and Design



#### Why study Art and Design in the Broad General Education?

Art & Design provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. The courses are designed to encourage pupils to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas. Students will develop their knowledge of media handling skills in both expressive and design contexts. Learning in this Course will include the creative use of media, materials and/or technologies.

Studying Art and Design opens up a world of wonderful career opportunities including:

- Architecture, advertising, animation
- Ceramics, costume design
- Floristry, Garden design, graphic design
- Illustration, Interior design
- Medical illustration publishing, product design
- Special effects work
- Textile design, theatre set design
- Visual merchandising
- Web site design .....and many, many more

#### S3 Course

Students will follow an Art and Design course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

#### Assessment

The course will be assessed and marked throughout the session. Assessments may include a combination of practical work, case studies, examinations and projects.

#### Equipment

Learners are encouraged to come to class with their own basic drawing materials i.e. pencil, rubber, hand writing pen & colouring pencils.





## Learning Through a Lens (Photography)



### Why study Learning Through a Lens?

If you are creative, can think outside the box or if you have a genuine interest in photography then this is the course for you. Also, if you are considering taking photography in S4 then this is a fantastic opportunity to develop your skills in preparation for NPA level.

During the course there will be opportunities to:

- Develop your understanding of a wide range of photography techniques
- Work in groups
- Plan and organise your own photoshoots
- Make creative decisions to create the perfect photograph
- Develop Adobe Photoshop skills

### Progression:

The Learning Through a Lens course in S3 will strive to develop the skills and attributes to allow learners to progress onto the NPA Level 5 Photography course in S4 and then Higher Photography in S5.

## Technology

## Practical Cookery/Food Technology

### Why study Food Technology in the Broad General Education?

Food Technology is designed to give learners a broad knowledge and insight into the two SQA courses offered in the senior phase - National 5: Practical Cookery and National 5: Health and Food Technology (which continues to Higher Level in S5/6). This course is designed for those who enjoy being creative and are interested in food and cooking. Learners develop practical food preparation techniques and cookery skills as well as increasing their knowledge and understanding of ingredients. The course looks where our food comes from, how it is developed into new innovative products and the relationship between food, diet and health. The skills and knowledge that pupils gain from this course can be utilised at home, in the wider community or in Scotland's growing Hospitality, Tourism and Food industry. It will provide a set of foundation skills for those who wish to progress to professional hospitality work either as a career or for part-time work while studying. Career and employment opportunities include: Food Technologist, Dietician, Personal Trainer, Chef, Caterer, Food Scientist, Food Journalist, Product Development Scientist and Food Quality,



Key features of learning and teaching at Largs Academy are:

- Develop practical skills in terms of preparation techniques and simple processes.
- Understand the importance of food safety and hygiene and working safely and hygienically at all times.
- Acquire an understanding of ingredients, their uses and an awareness of responsible sourcing and sustainability.
- Develop an awareness of the impact of the choice of ingredients being used on health and general wellbeing.
- Follow recipes to produce a range of dishes and bring able to plan and manage.

### **S3 Course**

Students will follow the Practical Cookery and Health and Food Technology course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### **Assessment**

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects. Pupils will also undertake their Scottish Food Hygiene certificate issued by the Royal Environmental Health Institute Scotland.

### **Equipment**

Students will be required to bring an apron, additional ingredients for practical lessons as well as containers to take food away.

## **Creative Costume and Textiles**

### **Why study Fashion and Textiles in the Broad General Education?**

The BGE Fashion and Textile Technology course gives a fantastic introduction to the practical skills, construction techniques and knowledge and understanding from within the fashion and textiles industry. The course looks at the history of fashion and current trends within fashion, how to decorate fabric and explores how to design and make products using a variety of techniques and processes. Lessons are practical and experimental, it is designed for those with an interest in fashion or garment construction and whom enjoy a creative practical learning environment. Learners develop practical skills and textile construction techniques to make straightforward fashion/textile items. Learners will also develop knowledge of textile properties, characteristics and technologies, product development and factors that affect fashion choice.



The skills and knowledge that learners gain from this course are lifelong skills which will provide a good foundation for those wishing to go on to further studies at college or university, there are also several apprentice programs available within Scotland's growing film and TV industry. Career and employment opportunities include: fashion/costume/textile designer, machinist, wardrobe person, garment technologists, retail buyer, teacher and fashion stylist.

Key features of learning and teaching at Largs Academy are:

- Develop knowledge of textile properties and characteristics
- Develop textile construction techniques
- Acquire an understanding of factors that influence fashion/textile choices
- Acquire an understanding of fashion/textile trends
- Develop the ability to plan and make detailed fashion/textile items
- Understand the importance to select, set up, adjust and use relevant tools and equipment safely and correctly
- Develop investigation, evaluation and presentation skills

### **S3 Course**

Students will follow the Fashion and Textiles course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### **Assessment**

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### **Equipment**

Students will be required on occasion to bring fabric suitable for their own designs

## **Design and Manufacture**



### **Why Study Design and Manufacture in the Broad General Education?**

Design and Manufacture introduces learners to the multi-faceted world of product design and manufacturing. The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products. The Course allows them to consider the impact that design and manufacturing technologies have on our environment and society. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.



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.

### **S3 Course**

Students will follow a Design and Manufacture course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### **Assessment**

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### **Equipment**

All necessary equipment will be provided within schools. However, for any students who would wish to invest in any additional equipment (eg drawing equipment or CAD software, etc) class teachers can provide advice.

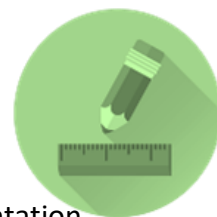
## **Graphic Communication**

### **Why Study Graphic Communication in the Broad General Education?**

The course introduces learners to the diverse and ever increasing variety of presentation methods employed in graphic communication. It provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. The course provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines. Learners will also gain valuable transferable skills for learning, life and work.

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, 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.



### S3 Course

Students will follow a Graphic Design course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### Assessment

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### Equipment

All necessary equipment will be provided within schools. However, for any students who would wish to invest in any additional equipment (eg drawing equipment or CAD software, etc) class teachers can provide advice. It is highly recommended that all pupils have drawing equipment at home to allow completion of homework tasks and to consolidate what has been taught in class.

### Practical Woodwork

Practical Craft Skills introduces learners to the world of working with wood. The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials.

The aims of the course is to enable learners to develop:

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

### Course Structure

The Practical Craft Skills course consists of the following experiences.

- **Practical Woodworking: Flat-frame Construction**  
This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.
- **Practical Woodworking: Carcase Construction**  
This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels.



- **Practical Woodworking: Machining and Finishing**

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

It also provides a solid foundation for those considering further study, or a career, Joinery or and engineering discipline, design, manufacturing, science, and related disciplines.

## Enterprise and IT

### Computing Science



#### Why study Computing Science in the Broad General Education?

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

Learners will develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities. Computing science does this by beginning to develop the following skills, knowledge and understanding:

- Developing short computer programs using software development environments eg Visual Basic, Games Design
- Understanding the role and impact of computing and information technologies on the environment and society
- Investigating an emerging and innovative software development technology
- Developing simple information systems
- Web authoring
- Applying basic computing and information science knowledge and skills to create solutions.

#### S3 Course

Students will follow a Computing Science course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.





### Assessment

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### Equipment

No specialised equipment will be required for the study of Computing Science.



### Business Management

#### Why Study Business Management in the Broad General Education?

Business plays a vital role in our society. We all rely on businesses to create wealth and wellbeing, prosperity, jobs and choices; so it is essential that society has effective businesses and business managers. This course will enable you to understand and make use of business information to interpret and report on overall business performance in a range of contexts and will develop your enterprise and employability skills.

This course will allow you to develop:

- knowledge and understanding of the way society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and enterprising attributes by participating in activities in realistic business situations
- an understanding of financial awareness through a business context
- an insight into how organisations utilise resources for maximum efficiency
- an understanding of the steps taken by organisations to improve their overall performance.

### S3 Course

Students will follow a Business and Finance course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### Assessment

Assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### Equipment

No specialised equipment will be required.

## Administration and IT

### Why study Administration and IT in the Broad General Education?



Administrative and IT job opportunities are increasing and studying Administration and IT will enhance a learner's employability by teaching them how to use IT software to an industry standard and how to contribute positively to the Administrative systems that ensure a business is running successfully. Moreover, the Course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential organisational and IT skills.

Administration and IT does this by developing the following skills, knowledge and understanding:

- IT skills in the use of word processing, desk top publishing, spreadsheet and database software
- IT skills in using technology for communication and investigation (eg multimedia, e-mail and internet)
- Organisational skills (eg preparing business events and meetings)
- Understanding of how to develop good customer care systems
- Understanding of how key legislation affects businesses and employees
- Problem solving skills.

### S3 Course

Students will follow an Administration and IT course as part of a broad general education, covering level 4 outcomes and experiences. During S3 students will also undertake some of the National 4 and National 5 outcomes.

### Assessment

The course will be assessed and marked throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

### Equipment

No specialised equipment will be required for the study of Administration and IT. However, access to IT outside of school would allow learners to practice and consolidate their IT skills.



## Health and Wellbeing

### Physical Education

#### Why study Physical Education in the Broad General Education?

Physical Education involves pupils in a diversity of learning experiences contributing to their intellectual, social and moral development. It provides learners with the opportunities to develop:

- The skills necessary for improved physical performance
- The knowledge and understanding to analyse their performance and suggest ways for improvement
- Their ability to make up improvement programmes and to carry them out
- The knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- The knowledge of how to maximise active engagement to sustain an active, enjoyable and healthy lifestyle.



Learners will work both independently and collaboratively reflecting on personal development and achievement while developing thinking, personal, interpersonal and ICT skills. Living in today's world allows people much more leisure time with greater opportunity for employment in this expanding area. Pupils who have studied PE would fit easily into the market place having developed the ability to problem solve, team build and team work while improving their interpersonal skills of self-confidence, self-esteem, self-reliance and determination.

**S3 Course:** There are two options:

#### Performance PE

Pupils who choose this option will cover a wide range of activities with a clear focus on developing practical skills and performance. This prepares our pupils for National 5 PE. Some of the activities covered are Badminton, Fitness, Athletics, Basketball, Football, Volleyball, Gymnastics and touch Rugby.

#### Dance

This course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. This course is suitable for pupils who have an interest in choreography and expressive arts.

**Assessment** The course will be assessed throughout the session. Assessments may include a combination of practical work, case studies, examinations and projects.

**Equipment** Students are expected to come prepared for practical sessions (appropriate P.E. kit) and classroom sessions



## Early Education and Childcare (EEC)



*“ Working with children can be the most rewarding job in the world. No two days are the same and no two children are the same. Each day you’re helping to develop their young minds and are making an important and lasting difference to their future.”*

### Is this course right for you?

- Do you want to work with children?
- Do you enjoy learning new things?
- Do you like practical work?
- Would you like to visit Early Education providers and gain experience working with young children?

**If you answered yes to all or some of the questions, this course is right for you!**

This course provides an introduction to Early Education and Child Care. Progression into S4 will lead to a National 4/5 in **Early Education and Childcare: Skills for Work**

<b>Preparation for Parenthood</b>	<ul style="list-style-type: none"> <li>• The responsibilities of being a parent</li> <li>• Range of support services available</li> <li>• Family structures and respectful relationships.</li> </ul>
<b>Health &amp; Safety for Babies &amp; Young Children</b>	<ul style="list-style-type: none"> <li>• The care and protection of infants and the developing child</li> <li>• How to keep babies and children healthy – immunisations, common childhood illnesses</li> <li>• Safety in the home, car, garden and outside the home</li> <li>• Breast and bottle feeding.</li> </ul> <p><b>Practical work</b> – bathing, nappy changing</p>
<b>The Pre-school Child – Food, Clothing &amp; Play</b>	<ul style="list-style-type: none"> <li>• Why is play so important?</li> <li>• Different types of play</li> <li>• Choosing correct clothing and footwear for children</li> <li>• Feeding babies and toddlers.</li> </ul> <p><b>Practical work</b> – making a toy for a child/ toy investigation/surveys</p>
<b>Food Preparation for Healthy Eating</b>	<ul style="list-style-type: none"> <li>• Learning to plan and prepare healthy meals for babies and children that are nutritionally balanced, age appropriate and hygienically prepared.</li> </ul> <p><b>Practical work</b> – <b>preparing and cooking for babies and children.</b></p>
<b>Skills for Work</b>	<ul style="list-style-type: none"> <li>• Develop employability skills through engaging with local employers eg: class talks, nursery visits and work placements where possible</li> <li>• Developing skills for the work place - respect, communication, reliability, work ethic.</li> </ul>



## Additional School Courses



### Grow and Learn

#### Why study “Grow and Learn” in the Broad General Education?

Learning outdoors has proven benefits for both emotional and physical health and wellbeing. Grow and Learn is delivered in partnership with The Caledonian Royal Horticultural Society and provides a practical introduction to horticulture and horticultural skills. It provides learners with practical experience in horticulture as well as an introduction to horticultural techniques and processes.

#### Is this course right for you?

- Do you enjoy being outdoors?
- Do you enjoy practical work?
- Would you like to learn more about plants and growing?
- Do you like working with others?

**If you answered yes to all or some of the questions, this course is right for you!**

#### Course Outline and Progression

Practical teaching takes place within the school garden, which is well equipped with an all weather polytunnel and green house as well as outside and inside raised beds. On successful completion of the award, learners will have a portfolio of work and will be awarded The Caley’s Certificate of Horticultural Achievement.

The award is open to anyone and no prior horticultural experience is required. To achieve the award learners will complete 80 hours of practical horticultural activities covering 7 core activities (cultivation, seed sowing, composting, harvesting, propagation, cultivation and potting on).

In addition to the core activities learners will complete a further 13 mini-projects based on areas of interest, for example collecting and packaging seeds or turning produce into soup. Learners will identify three personal development goals to work on during the year. These will be individual to each learner and will build on areas of personal interest. Learners are presented for assessment to the Caledonian Royal Horticultural Society on completion of an electronic folio, documenting their involvement and reflection on the core activities, mini-projects and personal goals.



This course can be taken for a variety of reasons. Learners may have a personal interest or curiosity about growing and where our food comes from. Equally learners may identify they work well outside and would like to add an element of balance to their timetable. The course may potentially lead to new pathways within horticulture or land-based industries. It provides a useful introduction to some of the skills and knowledge learners require for the SQA National Progression Award Level 5 in Rural Skills which learners can choose in the senior phase.

### **National Progression Award in Rural Skills (Horticulture) (Level 5)**

This is a practical award providing knowledge and practical experience in horticulture. There are three core modules which make up the award; Horticultural Skills, Soft Landscaping and Horticultural Business Investigation. The award is internally moderated so there is no requirement to sit a final exam. Instead assessments are completed throughout the year with a portfolio of evidence required to demonstrate practical activity undertaken.

#### **Horticultural Skills**

In this module learners will explore the practice and theory of garden maintenance through changing seasons. Learners work as a group to maintain the school garden, gaining experience of handling tools, weeding, mulching, deadheading and pruning. Plant care and maintenance are core elements of this module and learners work with a range of plant material. Practical activities include seed sowing and a variety of different propagation techniques. There are opportunities to visit Fairlie Community Garden as part of this module, where volunteers share their expertise with our students. In addition, learners work in partnership with Inverclyde Sports Centre to learn about turf maintenance techniques.

#### **Soft Landscaping**

This module involves naming and identifying plants commonly used for landscaping purposes. Learners design and plant their own area and consider aesthetic, design and environmental issues when choosing plants. Preparation of soil, plant care and maintenance are all essential elements of the module.

#### **Horticultural Business Investigation**

This module is research based and involves learners researching and (where possible) visiting a local horticultural focused business. Learners research the business model used, making connections between the practical work undertaken in school and the wider world. Recent learner investigations have focused on Locovore a business based in Glasgow that grows food in city farms that are sold within the local community.

#### **Core Skills**

While this award is focused on learning skills and knowledge relevant to the area of horticulture, learners will also gain core, transferable skills such as working with others, communication skills, handling tools, following instructions and working safely in an environment other than the classroom





## Travel and Tourism



### Why study Travel and Tourism in the Broad General Education?

“This course is designed to let you gain knowledge on a variety of tourist destinations in

Scotland, the UK and the rest of the world. It offers essential vocational and employability skills that will develop the knowledge and attitudes needed to work in the travel and tourism industry.”

### Is this course right for you?

- Do you enjoy learning about different places?
- Do you want to learn more about Travel & Tourism?
- Do you like helping others?
- Would you like to develop your people skills?

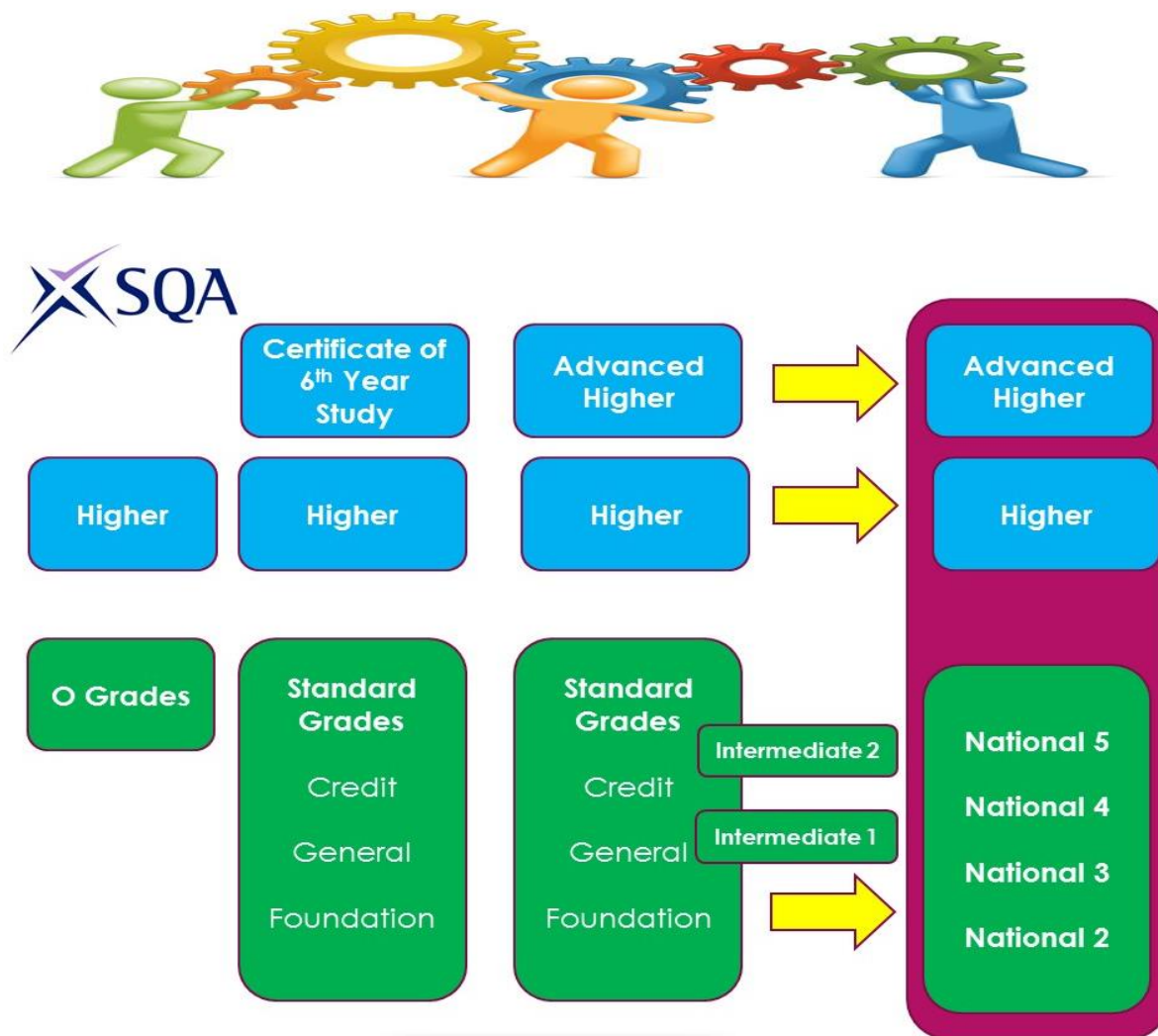
**If you answered yes to all or some of the questions, this course is right for you!**

### Course Outline & Progression

This internally assessed course provides an introduction to Travel & Tourism. Progression into S4 will lead to a National 4/5 in **Travel and Tourism** and help you develop your **Literacy: Skills for Work**.



## SQA Qualifications Framework



Achievement



Ambition



Responsibility



Respect



Community

