



S2 INTO S3 COURSE CHOICE INFORMATION BOOKLET FOR 2017-18



CORE SUBJECTS	3
English.....	4
Mathematics.....	5
Physical Education	6
Religious and Moral Education	7
EXPRESSIVE ARTS	8
Art & Design.....	9
Music: Performing Skills	10
Music: Technology with Performing Skills.....	11
Physical Education	12
LANGUAGES.....	13
Modern Languages: French/German/Spanish	14
SCIENCES.....	15
Biology	16
Chemistry.....	17
Physics.....	18
Science	19
SOCIAL STUDIES	20
Business Management with Accounting	21
Geography	22
History.....	23
Hospitality.....	24
Modern Studies	25
Religious, Moral and Philosophical Studies	26
TECHNOLOGIES	27
Administration and IT	28
Computing Science	29
Design and Manufacture	30
Graphic Communication	31
Health and Food Technology	32
Practical Craft Skills.....	33
Practical Woodworking.....	34

CORE SUBJECTS

English

Mathematics

Core Physical Education

S3 Core Course – Activity & Sports

Core RME

S3 Core Course – Beliefs and Values

Subject	English
Outline of course	<p>The S3 English course continues the Broad General Education of S1/2 and prepares pupils for their move into the Senior Phase in S4/5/6.</p> <p><u>Analysis and Evaluation Skills</u> Pupils will develop their confidence in reading and listening. They will engage in understanding, analysing and evaluating both fiction and non-fiction texts and will study a range of genres, from the written word to film and media texts.</p> <p><u>Creation and Production Skills</u> Pupils will develop their confidence in writing and talking. They will build upon their writing skills in both factual and creative pieces and they will gain confidence when talking on their own and as part of a group.</p> <p><u>Literacy</u> Literacy is integral to the teaching and learning of English, helping pupils to develop the skills for learning, life and work.</p>
Skills	<p>Pupils will build upon their prior learning to develop their skills in reading, writing, talking and listening.</p> <p>The confidence pupils gain in these communication skills will have a positive impact on how they progress across the curriculum and will better prepare pupils for their lives beyond Stirling High School.</p>
Progression	<p>In S4 the department offer English courses at National 3, National 4 and National 5 level.</p> <p>Careers: The study of English will better prepare pupils for all careers. Whether they are interested in further academic study or leaving school to seek employment, pupils can be confident that they will make use of their communication skills throughout their working lives.</p>

Subject	Mathematics
Outline of course	<p>Through study of algebra, trigonometry, statistics, geometry, number processes and reasoning the course aims to:</p> <ul style="list-style-type: none"> • motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations • develop confidence in the subject and a positive attitude towards further study in mathematics • develop skills in manipulation of abstract terms in order to solve problems and to generalise • allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development • develop the learner's skills in using mathematical language and to explore mathematical ideas • develop skills relevant to learning, life and work in an engaging and enjoyable way
Skills	<p>Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.</p> <p>Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.</p>
Progression	<p>Over S3 and S4 the department offer courses at National 3, National 4 and National 5 level.</p> <p>Careers: Maths is essential to a wide variety of careers and is valued by colleges, universities and employers. Mathematicians work in business, IT, finance, industry, government offices, management, education and science.</p> <p>http://www.mathscareers.org.uk/11-14/</p>

Subject	Physical Education (S3 Core Course)
Unit Titles	Variety of sports and activities are provided to allow pupil choice.
Outline of course	<p>Core Physical Education in S3 is a progression from the S1 and s2 courses. Pupils are introduced to some new activities as well as activities with which they are already familiar. Each activity provides all pupils with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes.</p> <p>The core programme enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.</p> <p>Pupils encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors. Opportunities to gain leadership, coaching and officiating experiences are offered throughout the course. Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners.</p> <ul style="list-style-type: none"> • All pupils will be given the opportunity to achieve and to work within the appropriate levels of the Health and Wellbeing Outcomes and Experiences.
Skills	<p>Throughout this course learners will develop broad generic skills for life, skills for work and skills for learning.</p> <ul style="list-style-type: none"> • Listening and Talking - Literacy • Emotional /Physical Wellbeing- Health and Wellbeing • Working with others – Employability, Enterprise, Citizenship • Applying and Analysing Skills – Thinking skills
Progression	National 4, National 5, Higher

Subject	Religious and Moral Education S3 Core Course		
Unit Titles	Exploring Worldviews	Morality and Belief	Religious and Philosophical Questions
Outline of course	<p>Through the study of a variety of topics pupils will continue to explore beliefs and values and learn how such beliefs and values are expressed.</p> <p>Topics chosen for study will vary, reflecting the interests of the pupils and issues relevant to their lives both locally and in the wider world.</p> <p>Exploring Worldviews - e.g. Judaism, Hinduism, Sikhism, Buddhism, Humanism (Beliefs, Values, Practices and Traditions)</p> <p>Morality and Belief – e.g. Global Issues, Crime and Punishment, Medical Ethics, Prejudice and Discrimination, Human Rights</p> <p>Religious and Philosophical Questions – e.g. The Beginning of Things, Suffering and Evil, Does God Exist?, Life after Death, Big Questions</p>		
Skills	Pupils will develop the skills to reflect upon their own beliefs, values and understanding of morality.		
Progression	<ul style="list-style-type: none"> • Core RME continues into S4 and is a good foundation for the study of RMPS. • Careers: The skills developed in core RME will help pupils prepare for working with others in their lives beyond Stirling High School. The course will also better prepare pupils for further study of the subject. 		

EXPRESSIVE ARTS

Art & Design

Music: Performing Skills

Music: Technology with Performing Skills

Physical Education

Subject	Art & Design
Outline of course	<p>This Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding.</p> <p>Learners will be given the opportunity to develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. They will develop a range of problem-solving skills in the context of their expressive and design work, and learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.</p>
Skills	<p>Skills in using a range of art materials, techniques and technologies. Critical thinking skills, problem solving, planning and reflective skills. Skills in using visual elements expressively, showing understanding of the subject matter and developing a variety of creative ideas for art and design work in 2D and/or 3D. Pupils will learn skills that will assist them in describing the factors that have influenced artists' and designers' work and practice.</p>
Progression	<p>National 3/National 4/National 5/Higher Art & Design</p> <p>Other SQA qualifications in the expressive arts, fashion and textiles and technologies.</p>

Subject	Music: Performing Skills
Outline of Course	<p>This course enables learners to develop skills in creating, understanding and performing music. Emphasis is placed on practical activities and there is considerable scope for personalisation and choice through the activities of creating, understanding and performing music.</p> <p>On completing the Course, learners will be able to explore and experiment to create original music and listen to a range of music with awareness, understanding and discrimination. Learners will also be able to perform a programme of music on two instruments with accuracy; and reflect on and evaluate their own work and that of others to identify strategies to improve musical creativity and performance.</p>
Skills	<p>The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to build confidence and self-esteem. The practice required to develop these skills can promote perseverance and resilience. Learners will also develop their thinking skills by developing their understanding of the social and cultural factors influencing Music and applying this knowledge creatively in their Composing and Performing work. The skills that learners gain throughout the Course will be valuable for learning, life and work.</p>
Progression	<p>National Three/Four/Five/ Higher/ NPA Careers: Performing, teaching, events management, music journalism, music therapy, music publishing</p>

Subject	Music: Technology with Performing Skills
Outline of Course	<p>This course enables learners to develop skills in the use of music technology hardware and software to capture and manipulate audio and to use music technology creatively in sound production in a range of contexts;</p> <ul style="list-style-type: none"> • Sound Design for film/game • Audio books • Multitrack recording and mixing • Radio broadcast <p>Learners will also develop skills in musical analysis in the context of a range of 20th & 21st century musical styles and genres and develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights.</p> <p>The practical and experiential nature of the Course gives learners opportunities to show imagination, creativity and technical problem-solving skills as they develop, review and refine their musical ideas and use music technology for specified effect.</p>
Skills	<p>This Course enables learners to develop their skills in using Music Technology. Course activities provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer-evaluation, in a technological and musical context. The skills that learners gain throughout the Course will be valuable for learning, life and work.</p>
Progression	<p>National Three/Four/Five/ Higher</p> <p>Careers Music recording, Music production, Radio Broadcasting, Sound Technology, Audio Engineering, Sound operations</p>

Subject	Physical Education
Outline of course	<p>The main aim of this course is to prepare pupils for the National 3/4/5 courses in S4. This course will enable pupils to develop, demonstrate and improve their practical performance skills in a variety of physical activities whilst providing them with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities.</p> <p>Pupils will do this by taking part in a range of Individual, Team, Dance, Aesthetic and Water Based activities where they will also have the opportunity to demonstrate initiative, decision-making and problem solving skills. Specific strands of activities will be departmentally assigned accordingly.</p> <p>Full participation in these activities will also develop their team building skills and their ability to cooperate, compete and collaborate with others.</p> <p>Whilst the emphasis is on learning the principles involves in physical activity through practical sessions, reinforcement of those principles will take place in the classroom context.</p> <p>This course will develop the learners to :</p> <ul style="list-style-type: none"> ❖ Investigate factors which impact upon performance. ❖ Develop and demonstrate knowledge of the principles and factors underpinning performance. ❖ Describe factors which impact positively and negatively on engagement and performance in physical activities. ❖ Build capacity to enhance effective performance. ❖ Reflect on, and monitor, performance to inform and influence personal improvement.
Skills	<p>Throughout this course learners will develop broad generic Skills for Life, Skills for Work and Skills for Learning.</p> <ul style="list-style-type: none"> ❖ Listening and Talking – Literacy ❖ Mental/Emotional/Physical Wellbeing – Health and Wellbeing ❖ Working with others- Employability, Enterprise and Citizenship ❖ Applying and Analysing Skills – Thinking Skills
Progression	<p>National 3, National 4, National 5 National 4 Aesthetic PE, National 5 Aesthetic PE</p>
Careers	<p>Career in Sport and Leisure related Industries Sports Coaching Teaching Sport Management</p>

LANGUAGES

French
German
Spanish

Subject	Modern Languages: French/German/Spanish
Outline of course	<p>Studying a language enables learners to communicate directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.</p> <p>Learners have the opportunity to continue their study of French and/ or take up a second language.</p> <p>The course encompasses both language and culture. Learners will engage with a variety of topics including the environment, the world of work, and customs and celebrations, and will access a variety of up-to-date resources including the Internet and foreign language magazines appropriate to their level and interests.</p> <p>National 3 and National 4 courses are internally assessed; National 5 has an external exam.</p>
Skills	The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.
Progression	<p>National 3 → National 4 → National 5 → Higher → Advanced Higher</p> <p>In an age of global-minded commerce, foreign language skills are becoming crucial for job-seekers. The ability to speak another language makes you stand out from the crowd, and employers recognise that the skills you have developed make it easier for you to learn other languages.</p> <p>Many universities and colleges offer modern language modules alongside other degree courses; a past pupil of Stirling High is currently working in a lab in Lille, as part of her chemistry degree.</p> <p>Careers in teaching, journalism, business, and the media, among many others, value modern language qualifications.</p> <p>You may choose to use your languages to travel, or to live and work abroad. The world is your oyster!</p>

SCIENCES

Biology
Chemistry
Physics
Science



Subject	Biology
Outline of course	<p>S3 Biology takes a practical approach to learning about how the world works. It introduces and covers a number of key areas in the subject including medical, environmental and sports science.</p> <p>The biology course will provide students with an overview of the current advances in biology as well as a thorough understanding of the impact this subject can have on their lives.</p> <p>The course will start with an examination of the biological conditions required to survive in a variety of challenging conditions. A large number of the themes within this will then be expanded upon throughout the remainder of the year whilst focusing on the overall heading of “Life on Earth”. These themes will include:</p> <p>Human Impact on the Environment Biomes Natural Selection Evolution</p>
Skills	<p>The Course aims to:</p> <ul style="list-style-type: none"> • develop scientific inquiry and investigative skills • develop scientific analytical thinking skills in a biology context • develop problem solving skills in a biology context • use and understand scientific literacy, in everyday contexts, to communicate ideas and issues • develop knowledge and skills for more advanced learning in biology
Progression	<p>This Course or components may provide progression for the learner to:</p> <ul style="list-style-type: none"> • National 4 or National 5 Biology in S4 (actual progression route would be influenced by performance in assessments and application during lessons throughout S3) • National 5 in Environmental Science (if running) • National 4 in another science subject <p>Longer term study of biology can lead to:</p> <ul style="list-style-type: none"> • Skills for Work courses (SCQF levels 4 or 5) • College or University courses in an associated discipline • Employment e.g. ecology; nursing; medicine; dentistry; psychiatry; forensics; horticulture; food science; pharmacology; sports science; speech therapy; laboratory work; veterinary work; environmental science; research

Subject	Chemistry
Outline of course	<p>S3 Chemistry will build upon the themes studied throughout S1 and S2. Learners will develop scientific skills and knowledge of the chemical reactions in our world. They will also learn about the Earth's rich supply of natural resources and explore the uses of chemicals.</p> <p>The course is divided into three main topics:</p> <p>Rates of reaction & atomic theory Carbon chemistry Chemical bonds & behaviour</p> <p>The course combines theoretical and practical exploration of the concepts, providing a solid foundation for further study in S4 and beyond.</p>
Skills	<p>The Course aims to:</p> <ul style="list-style-type: none"> • develop scientific inquiry and investigative skills • develop scientific analytical thinking skills in a chemistry context • develop problem solving skills in a chemistry context • use and understand scientific literacy, in everyday contexts, to communicate ideas and issues • develop the knowledge and skills for more advanced learning in chemistry
Progression	<p>This Course or components may provide progression for the learner to:</p> <ul style="list-style-type: none"> • National 4 or National 5 Chemistry in S4 (actual progression route would be influenced by performance in assessments and application during lessons throughout S3) • National 4 in another science subject <p>Longer term study of chemistry can lead to:</p> <ul style="list-style-type: none"> • Skills for Work courses (SCQF levels 4 or 5) • College or University courses in an associated discipline • Employment e.g. pharmacology; nursing; medicine; dentistry; forensics; chemical engineering; metallurgy; veterinary work; beauty therapy; environmental science; laboratory work; research

Subject	Physics
Outline of course	<p>S3 Physics will build upon the themes studied throughout S1 and S2. It will examine the physics theory and practical applications that are the foundation of everyday applications, as well as looking beyond the planet to Earth's place in the wider Universe.</p> <p>The course is divided into three main topics: Earth's structure and processes – earthquakes; wave characteristics and energy transfer; heat energy and transfer</p> <p>Electricity & electronics – electrical generation and transmission (including renewable sources), practical electrical and electronic circuits</p> <p>From Earth to Mars – space exploration; space travel; satellites and cosmology</p>
Skills	<p>The Course aims to:</p> <ul style="list-style-type: none"> • develop scientific inquiry and investigative skills • develop scientific analytical thinking skills in a chemistry context • develop problem solving skills in a chemistry context • use and understand scientific literacy, in everyday contexts, to communicate ideas and issues • develop the knowledge and skills for more advanced learning in physics
Progression	<p>This Course or its components may provide progression for the learner to:</p> <ul style="list-style-type: none"> • National 4 or National 5 Physics in S4 (actual progression route would be influenced by performance in assessments and application during lessons throughout S3) • National 4 in another science subject <p>Longer term study of physics can lead to:</p> <ul style="list-style-type: none"> • Skills for Work courses (SCQF levels 4 or 5) • College or University courses in an associated discipline • Employment e.g. electronic engineering; mechanical engineering; manufacturing; construction; computing; optics; aeronautics; environmental science; laboratory work; research

Subject	Science
Outline of course	<p>The general Science course will allow students to develop an understanding of the world around them. This course will cover aspects from all three of the discrete sciences that are biology, chemistry and physics.</p> <p>Through a range of activities (including practical and research tasks) students will be encouraged to consider the impact of science on their everyday lives and as well the lives of others.</p> <p>Together the three units will provide students with an overview of the current advances in science and will ask them to provide solutions for some of the world's most pressing problems.</p> <p><u>Unit 1 – Fragile Earth:</u> In this unit, students will be studying three of the Earth's most important resources: metals, energy and food. Students will examine each of these resources in turn and will be challenged to come up with solutions for some of the Earth's major problems such as the energy debate and global food shortage.</p> <p><u>Unit 2 – Human Health:</u> In this unit we will consider what makes a human healthy. We will consider a number of lifestyle choices and investigate their impact on health, including exercise, diet, drug abuse and sexual health. Students will also be encouraged to compare health and healthcare in Scotland with that of the developing world.</p> <p><u>Unit 3 – Applications of Science:</u> In our final unit, students will learn how science impacts on their everyday lives through studying the science of mobile phones. Students will also investigate health, safety and navigation in aircraft through a number of case studies. Finally, students will be challenged to develop a new cosmetic product which they will be required to produce, brand and advertise, whilst still considering the issue of sustainability.</p>
Skills	<p>The Course aims to:</p> <ul style="list-style-type: none"> • develop scientific inquiry and investigative skills • develop scientific analytical thinking skills in a science context • develop problem solving skills in a science context • use and understand scientific literacy, in everyday contexts, to communicate ideas and issues • develop the knowledge and skills for more advanced learning in the individual sciences
Progression	<p>This Course or its components may provide progression to:</p> <ul style="list-style-type: none"> • National 4 Science Course (a complete course pass at National 3 is required) • National 3 or National 4 in another science subject (a complete course pass at National 3 is required) • Skills for Work courses (SCQF levels 3 or 4) • Employment e.g. nursing; forestry; ecology; agriculture; engineering; horticulture; health care; manufacturing; sports science; beauty therapy; nature conservation; environmental science

SOCIAL STUDIES

Business Management with Accounting
Geography
History
Hospitality
Modern Studies
Religious, Moral & Philosophical Studies

Subject	Business Management with Accounting
Outline of course	<p>This course is an introduction to 2 discrete SQA subjects: Accounting and Business Management.</p> <p>These 2 subjects develop enterprising skills and employability skills as well as an awareness of personal and corporate finance. Learners will be able to understand and make use of business information to interpret and report on overall business performance. The Course includes the study of organisations in the private, public and voluntary sectors.</p> <p><i>Introduction to Business and Accounting</i></p> <ul style="list-style-type: none"> • understanding of how entrepreneurship supports business development • ability to communicate how organisations contribute to generating wealth and satisfying customers' needs. • learners will look at financial aspects of a business that will allow them to prepare and interpret information in order to solve financial issues and to ensure the survival of the organisation. • apply information technology in accounting-related tasks <p>Learning by doing</p> <p>Learners will develop their team work and leadership skills through a series of challenges, such as the Real Business Challenge (sponsored by Coca Cola Enterprises) and Micro Tyco, a Micro-loan charity which aims to develop an understanding of social enterprise in a real life setting and the Young Enterprise Tenner competition. These projects will allow learners to make real life decisions about costings, business ideas and business issues. We also use real life, local businesses to enhance the course theory. Learners are encouraged to research local small and medium sized businesses for themselves and will be given the opportunity to take part in an in-school enterprise to bring the course notes to life.</p> 
Skills	<p>Learners will develop skills and attributes in the following areas:</p> <ul style="list-style-type: none"> • an enterprising attitude • an appreciation of taking risks in a business • a customer focus in a business context • financial management within a business • interpreting a range of information to make business decisions.
Progression	<p>In S4, learners can choose to study National 5 Business Management and/or National 5 Accounting. This can then lead on to Higher Business Management and/or Higher Accounting in S5, other SQA courses; further study, training or employment. Possible careers in Accountancy, Human Resources/Personnel; Marketing/Advertising; Retail/Fashion Management; Banking; Insurance and Local Government.</p>

Subject	Geography
Outline of course	<p>The S3 Geography course is designed to allow pupils to develop a range of transferable skills such as problem solving, data collection, map reading, and ICT skills. It explores a range of current issues and events on both a local and global scale. Outdoor Education and fieldwork skills are an essential part of the course. This allows pupils the opportunity to enhance their health and wellbeing, interpersonal, and communication skills.</p> <p>Level 4 Outcomes from the broad general education phase of CfE that correlate with topics from the National Course will be covered. These include;</p> <p>GLOBAL ISSUES</p> <ul style="list-style-type: none"> • Earth Hazards – Volcanoes, Earthquakes, and Tropical Storms • Health – The spread of disease in the developed and developing world. <p>PHYSICAL ENVIRONMENTS</p> <ul style="list-style-type: none"> • Weather – understanding and forecasting the weather <p>HUMAN ENVIRONMENTS</p> <ul style="list-style-type: none"> • Population dynamics throughout the world – comparing and contrasting population change and its implications to world development.
Skills	By undertaking this Course, learners will develop a wide range of important and transferable skills, including using, interpreting, evaluating and analysing a range of geographical information; interpreting and explaining geographical phenomena; using a range of maps and other data to process and communicate geographical information; and researching skills, including fieldwork.
Progression	<p>National 3 to National 4 to National 5; National 5 to Higher Geography or Environmental Science; Higher to Advanced Higher Geography.</p> <p>Careers: Geography is an entry point to many careers, including; meteorology, engineering, chartered surveying, environmental consultancy, development, tourism, conservation, demography, land and water management, sustainability, housing and social welfare. In addition the transferable skills developed in Geography will be useful for a wide variety of careers including IT, administration and management, the financial sector, marketing, research, and industry and manufacturing.</p> <p>http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm</p>

Subject	History
Outline of Course	<p>Our History course consists of Units covering Scottish, British, or European and World History. In our choice of Units we build on knowledge and skills developed by learners by the end of S.2.</p> <p>Our Units look at themes and issues relevant to the contemporary world. These issues include immigration, emigration, racism, nationalism, and the effects of changing technology on the modern world.</p> <p>Learners who study History experience a variety of approaches to learning, including opportunities to work together, share learning intentions, and identify success criteria. Learners are involved in deciding what needs to be done next, and they can identify who can give them help when they need it.</p>
Skills	<p>Our course contributes towards the development of their literacy skills by providing learners with many opportunities to read, listen, write, and talk.</p> <p>History encourages learners to form and justify their own opinions using evidence relating to current issues and historical events. Our course also develops learners' analytical skills using a range of text and other source material.</p> <p>History enables learners to develop a wide range of useful transferable skills, including being able to access and use a wide range of evidence; evaluate evidence in order to detect and explain bias; draw conclusions with supporting evidence; present findings in a variety of media.</p> <p>History encourages learners to develop a questioning approach to their learning and become more skilled in critically analysing any evidence presented.</p>
Progression	<p>National 4 to National 5; National 5 to Higher; Higher to Advanced Higher History or Higher in another Social Subject.</p> <p>Universities and colleges offer a vast range of History modules and courses, while careers in government, law, teaching, journalism, business, and the media, all value the skills and knowledge acquired by historians.</p>

Subject	Hospitality
Outline of course	<p>This Course aims to develop learners' life skills and enhance their personal effectiveness in terms of basic cookery and to provide a set of foundation skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills.</p> <p><i>Cookery Skills, Techniques and Processes</i></p> <p>In this Unit, learners will be required to provide evidence of their:</p> <ul style="list-style-type: none"> • cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes • ability to work safely and hygienically <p><i>Understanding and Using Ingredients</i></p> <p>In this Unit, learners will be required to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • apply their understanding of a range of ingredients • select appropriate ingredients and use them in the preparation of dishes • work safely and hygienically <p><i>Organisational Skills for Cooking</i></p> <ul style="list-style-type: none"> • follow recipes and implement a given time plan to produce dishes • carry out an evaluation of the dishes • work safely and hygienically
Skills	Learners will develop a range of skills, including basic cookery and organisational skills. They will also develop the ability to select and use ingredients, to prepare dishes and present them appropriately and to work safely and hygienically.
Progression	National 4/ National 5 Hospitality. Further study, employment or training in Hospitality.

Subject	Modern Studies
Outline of course	<p>Modern Studies opens up the world of contemporary society. Learners will develop their knowledge and understanding of current political and social issues in local, Scottish, United Kingdom and international contexts.</p> <p>Democracy in Scotland and the United Kingdom:</p> <ul style="list-style-type: none"> ▪ The impact of the Scottish Parliament ▪ Arguments for and against Independence ▪ Consensus and conflict between the Scottish and UK Parliament ▪ The case for electoral reform ▪ The role of trade unions <p>Social Issues in the United Kingdom:</p> <ul style="list-style-type: none"> ▪ Factors which influence health and wealth inequalities ▪ Effectiveness of government policies introduced to tackle ill-health and poverty ▪ Examination of the extent to which the needs of families living in poverty, the unemployed, elderly, women and ethnic minorities are being met by public, private and voluntary organisations <p>International Issues:</p> <ul style="list-style-type: none"> ▪ An in-depth study of a range of countries, such as the USA, South Africa and China. Opportunities, inequalities, human rights and contrasting types of political systems will be explored.
Skills	<p>The course requires learners to form and justify their opinions using evidence relating to contemporary issues and events. It also develops analytical skills using a range of text and statistical resources. Modern Studies helps to develop a variety of interdisciplinary skills including literacy, numeracy, IT, research, planning and detection of bias in both written and oral formats.</p>
Progression	<p>National 4 to National 5; National 5 to Higher; Higher to Advanced Higher Modern Studies or Higher in another Social Subject.</p> <p>Careers in government, law, teaching, journalism, business, politics, and the media, all value the skills and knowledge acquired in Modern Studies.</p>

Subject	Religious, Moral and Philosophical Studies
Outline of course	<p>How should society treat mass murderers? Should Scotland have a nuclear deterrent? Is there a higher power and does it matter?</p> <p>If you enjoy thinking about or arguing about big questions, RMPS is the subject to choose.</p> <p><u>Course Content</u></p> <p>World Religion –The study of the main beliefs and practices of one world religion.</p> <p>Morality and Belief –The study of a moral question such as conflict or justice.</p> <p>Religious and Philosophical Questions –The study of a topic such as Origins of Life, Existence of God, Miracles and The Problem of Evil and Suffering.</p>
Skills	By exploring a number of world views, pupils will gain a fuller understanding of the world and their place in it. Discussing and debating moral questions will develop confidence and the ability to articulate reasoned and well-structured arguments. Pupils will develop a questioning approach to their learning and become skilled in critically analysing the arguments and viewpoints studied.
Progression	<ul style="list-style-type: none"> • In S4, pupils will move on to studying RMPS at National 3, National 4 or National 5 level. • Careers: RMPS helps us develop a greater appreciation of our role in the world around us and consider our interactions with others. These skills are invaluable in professions such as medicine, law, care, social work, education, counselling, the charity sector and community work.

TECHNOLOGIES

Administration & IT
Computing Science
Design & Manufacture
Graphic Communication
Health & Food Technology
Practical Craft Skills
Practical Woodworking

Subject	Administration and IT
Outline of course	<p>This subject builds on the experiences and outcomes in the Technologies curriculum area to develop Administrative and IT skills relevant to everyday life and work.</p> <p>Managers and Business Owners are increasingly needing to be IT literate to engage with suppliers, customers and other stakeholders. This course provides the perfect introduction to this skills set.</p> <p>Learning activities will relate to the skills, qualities and attributes required of junior administrators; key legislation affecting employees and key features of good customer care. The course is practical in nature and develops skills in word processing, spreadsheets, databases and other technologies such as outlook, video conferencing and e-diaries to create, edit and update simple business documents. Learners will develop skills in using technology for gathering and sharing information in administration-related contexts.</p> <p>Learners will be given the opportunity of showcasing their learning by planning a real-life event using the skills learned throughout the course.</p>
Skills	<p>Studying this course will develop a basic understanding of administration in the workplace and key legislation affecting employees</p> <ul style="list-style-type: none"> • develop an appreciation of good customer care • develop IT skills and use them to perform straightforward administrative tasks • acquire organisational skills in the context of organising and supporting small-scale events
Progression	<p>In S4, learners have the option of studying N4 or N5 Administration and IT. In S5/6, the option of continuing in the study of Higher Administration and IT. Other SQA qualifications in Administration or IT or related areas and further study, employment or training.</p> <p>Possible careers include Administration and Business which is a wide ranging career area, covering many varied and interesting jobs.</p> <p>Work progression includes:</p> <ul style="list-style-type: none"> • clerical and secretarial jobs • public service jobs • the support and administrative staff working behind the scenes

Subject	Computing Science
Outline of course	<p>In today's world, nearly every home has a computer, and most people will use it several times a week. However, its use in the home, which is largely recreational, does not provide the knowledge, understanding and skills required by today's employers.</p> <p>Computing and information science is vital to everyday life: they shape the world in which we live and its future. They play a key role in meeting society's present and future needs in fields such as science, communications, entertainment, education, business and industry. In order for society to function, business and industry are always in need of young people with strong computing skills and an informed view of the role of IT in the economy and in society in general.</p> <p>The course will cover the following topics . . .</p> <ul style="list-style-type: none"> • Software Development (Design, Coding and Testing) • Website Development • Databases (including Relational Databases) • Graphics Manipulation • Computer Systems (Hardware and Software) • Computer Networks • Security: Threats, Prevention and Protection • Trends in the development of information and communication technologies • Computers in Business, Industry and Entertainment • Social implications of information and communication technologies
Skills	Computing improves analytical and logical thinking, promotes sound organisational and management skills, also qualities and skills that are valued in every trade and profession.
Progression	<p>National 4 to National 5 and National 5 to Higher Computing Science</p> <p>Possible careers include: Website Developer, Computer Forensics, Security Systems, Games Developer, Database Administrator, Technical/Network Support, Digital Media (TV, Radio etc.), Software Tester, IT Trainer, School Teacher, Business/Systems Analyst, Project Manager/Planner, and Events Planner/Manager.</p>

Subject	Design and Manufacture
Outline of course	<p>The course provides a broad practical introduction to design, materials and manufacturing processes. It provides the 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 prototypes or products.</p> <p><i>Design</i></p> <ul style="list-style-type: none"> • Identify factors that influence design and apply these in a design task • Develop and communicate design concepts for a design task • Evaluate an existing product <p><i>Materials and manufacture</i></p> <ul style="list-style-type: none"> • Investigate materials for manufacturing tasks in a workshop context • Prepare for manufacturing tasks in a workshop context • Plan and implement a manufacturing sequence for a prototype • Review manufacturing processes and a finished prototype
Skills	Learners will have developed: skills in building and testing in order to prove and resolve their design ideas; knowledge and understanding of manufacturing processes and materials; and an understanding of the impact of design and manufacturing technologies on our environment and society, the world of work and industry.
Progression	National 4/5 and Higher Design and Manufacture or other related areas for example Graphic Communication. Further study in Product Design, Engineering, Manufacture or Creative Industries. Possible careers in: Product Design, Engineering, Graphic Design, Manufacture or Creative Industries.

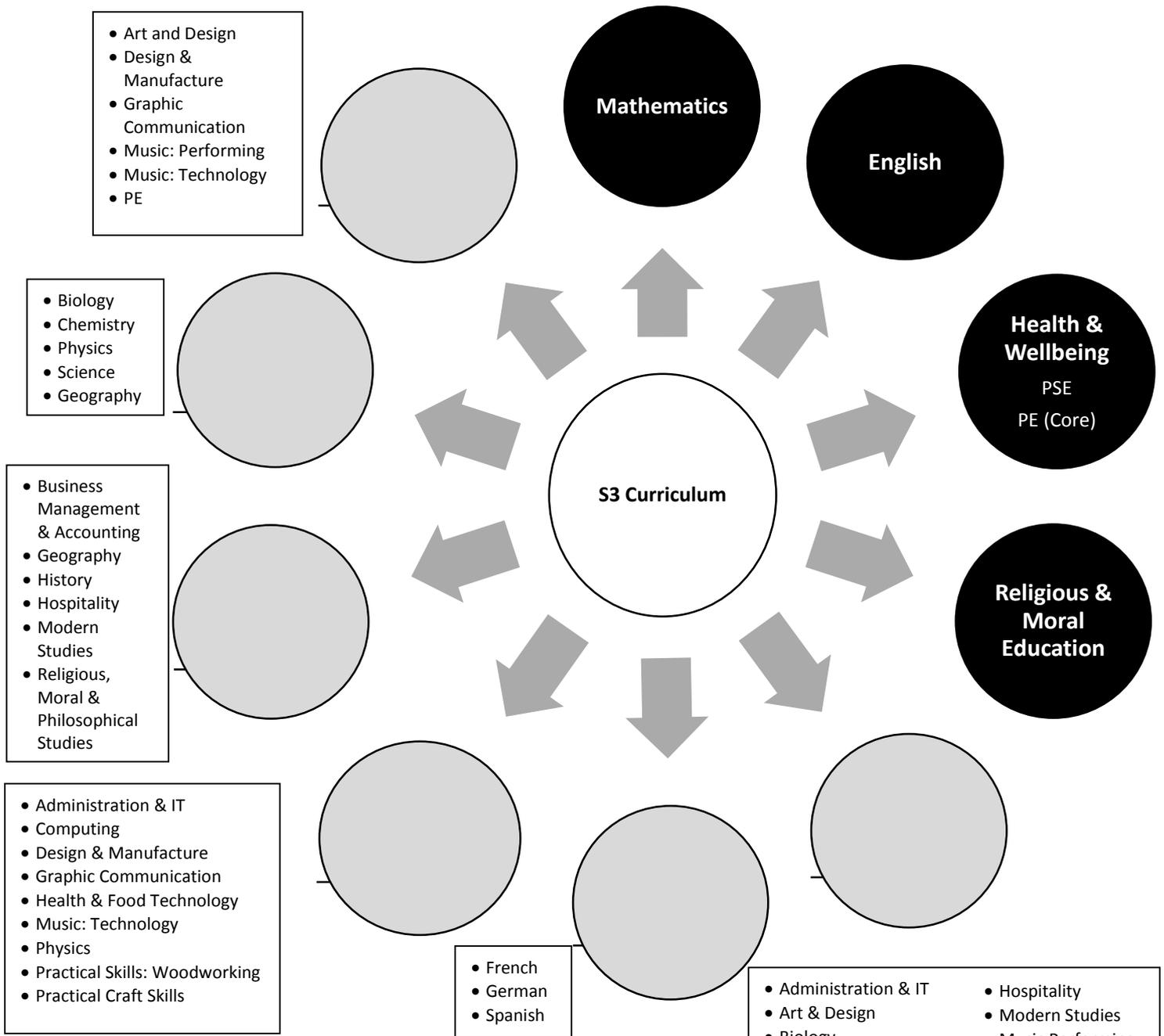
Subject	Graphic Communication
Outline of course	<p>The course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy.</p> <p><i>2D Graphic Communication</i></p> <ul style="list-style-type: none"> • Produce and interpret 2D sketches and drawings • Produce preliminary 2D designs and illustrations for single-page promotional displays • Create 2D promotional graphic layouts <p><i>3D and Pictorial Graphic Communication</i></p> <ul style="list-style-type: none"> • Produce and interpret pictorial sketches, pictorial drawings and 3D models • Produce pictorial and 3D illustrations • Create pictorial and 3D promotional displays
Skills	Learners gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically both manually and on the computer. They will develop spatial awareness and visual literacy.
Progression	<p>National 4/5 and Higher Graphic Communication or other related areas for example Design and Manufacture. Further study in Engineering, Architecture, Manufacture or Creative Industries.</p> <p>Possible careers in: Architecture, Engineering, Graphic Design, Product Design, and Creative Industries.</p>

Subject	Health and Food Technology
Outline of course	<p>This course will allow learners to</p> <ul style="list-style-type: none"> • Develop practical skills to make informed food, lifestyle and consumer choices • Use problem solving approach to learn through practical work • Understanding health and nutrition by looking at real life situations using a range of media. <p>This course is suitable for pupils with an interest in food, health, lifestyle and consumer issues. It is also recommended to study along with PE and Science based courses.</p>
Skills	<p>The knowledge and skills developed in the Course prepare learners for decisions required in learning, life and work. Learners undertaking the Course will focus on health, food and consumer issues and develop practical skills that are transferable to a range of contexts, including employment.</p> <p>These skills allow learners to work both independently and collaboratively. Learners should be able to transfer these skills to learning, life and work on completion of the Course.</p>
Progression	<p>National 5/ Higher Health and Food Technology Other SQA qualifications in Hospitality and related areas</p> <p>Potential Employment : Health Care Worker, Home Economics Teacher, Food Product Development, Nurse, Sports Coach, Food Research, Dietician, PE Teacher, Environmental Health Officer</p>

Subject	Practical Craft Skills
Outline of course	<p>The course allows learners to cover fundamental practical craft skills in a progressive fashion. Learners will develop an appreciation of safe working practices in a workshop environment.</p> <p><i>Working with Craft Tools:</i></p> <ul style="list-style-type: none"> • Knowledge of tools and their uses • Measuring and marking out • Cutting and shaping materials <p><i>Working with Materials:</i></p> <ul style="list-style-type: none"> • Work with different common materials (could include wood, metal, plastic, glass and textiles) separately or in any combination • Cutting and shaping materials <p><i>Making a craft item:</i></p> <ul style="list-style-type: none"> • Manufacture a craft item – selecting appropriate tools, equipment and materials. • Apply a basic finish
Skills	Learners will gain skills the correct use a variety of tools, equipment, materials and processes in the workshop. They will also develop an appreciation for safe working practices in practical environment.
Progression	National 4 or 5 Practical Woodworking. Possible employment or apprenticeships in: Practical Trades such as Joinery.

Subject	Practical Woodworking
Outline of course	<p>The course provides opportunity for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact. The course will allow learners to use a variety of tools, equipment and materials. This course should only be undertaken by those who have not previously studied and passed Practical Woodworking at National 5.</p> <p><i>Flat-frame Construction</i></p> <ul style="list-style-type: none"> • Prepare for flat-frame woodworking tasks • Manufacture a range of basic flat-frame woodworking joints • Manufacture a flat-frame assembly <p><i>Carcase Construction</i></p> <ul style="list-style-type: none"> • Prepare for carcase construction woodworking tasks • Manufacture a range of basic woodworking joints used in carcase construction • Manufacture a carcase construction woodworking assembly with four joints <p><i>Machining and Finishing</i></p> <ul style="list-style-type: none"> • Prepare for practical woodworking machining and finishing activities • Use a range of common machine and power tools • Apply a range of finishes to timber • Manufacture a timber artefact comprising four or more components with the aid of machine and power tools
Skills	Learners will gain skills in reading drawings and diagrams, planning activities through to the completion of a finished artefact and the correct use a variety of tools, equipment, materials and processes.
Progression	Further study could be undertaken in courses such as construction skills and model making. Possible employment or apprenticeships in: Joinery, Mechanics or a similar Practical Trade.

Personalisation and Choice within the Broad General Education: Making Choices for S3.



Make 1 choice in each grey circle; write this clearly on the line in each circle. Below the line write your weighting 1, 2 or 3 (three 1's, two 2's and one 3)