



**PORTOBELLO**  
**HIGH SCHOOL**



**S3 → S4**  
**Pathways Book**  
**2024 - 2025**

### Contents

<b>Steps in using the book</b> .....	6
<b>What Can I choose?</b> .....	7
Curriculum Structure .....	8
Future World of Work.....	9
Pathways to Employment .....	11
Chemical Sciences .....	11
Construction.....	12
Creative Industries .....	13
Digital .....	14
Early Learning and Childcare.....	15
Energy .....	16
Engineering .....	17
Financial and Business Services .....	18
Food and Drink.....	19
Health and Social Care .....	20
Life Sciences .....	21
Tourism .....	22
Business & Finance .....	23
Childcare .....	24
Computing.....	25
Construction.....	26
Creative Industries .....	27
Engineering .....	28
Health and Social Care .....	29
Science .....	30
Sport & Leisure.....	31
Tourism & Hospitality .....	32
Trades.....	33
Personal Choices .....	34
Qualifications explained.....	36
Progression .....	37
Edinburgh College Courses .....	38
Courses on Offer .....	39
Accounting (N5) .....	40

## Introduction

The Princes Trust Achieve Award .....	41
Administration & IT (N5/4) .....	42
Art and Design (N5/4) .....	43
Barista Academy (L5 NPA) .....	44
Bakery (L4 NPA).....	45
Biology (N5/4) .....	46
Business Management (N5/4) .....	47
Chemistry (N5/4).....	48
Climate Change and Sustainability (L4 NPA).....	49
Computing Science (N5/4) .....	50
Creative Thinking Award (L5).....	51
Dance (N5) .....	52
Design and Manufacture (N5/4) .....	53
Drama (N5/4) .....	54
ESOL: English for Speakers of Other Languages (N5/4).....	55
Engineering Science (N5/4).....	56
Fashion and Textile Technology (N5/4) .....	57
NPA Achieving Excellence in Sport: Football (L6 NPA) .....	58
French (N5/4) .....	59
Geography (N5/4) .....	60
Graphic Communication (N5/4).....	61
Health and Food Technology (HFT) (N5/4) .....	62
History (N5/4) .....	63
Italian (N5/4) .....	64
Media (N5/4).....	65
Practical Metalworking (N4) .....	66
Modern Studies (N5/4) .....	67
Music (N5/4) .....	68
Music Technology (N5/4).....	69
People and Society (N3/N4).....	70
Photography (L5 NPA).....	71
Physical Education (N5/4) .....	72
Physics (N5/4) .....	73
Practical Cookery (N4) .....	74
Practical Woodworking (N4) .....	75

## Introduction

Religious, Moral and Philosophical Studies (RMPS) (N5/4) .....	76
Science Technology- (L4 NPA).....	77
Spanish (N5/4) .....	78

### Purpose of this booklet

The S3 Course Choice was the beginning of the process where you started to select the subjects that interested you most or would help you towards the sort of job you eventually want. The coursing for S4 refines that choice as you select the courses that will lead to qualifications.

### Curriculum Structure

This explains how many subjects young people take in each year and will help understand how to plan for the future.

### Types of Qualification

Qualifications have changed a lot over the years, so we have included a section that explains how Standard Grade, Intermediates, National Exams, etc. all compare.

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

### Different Pathways

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

We know from our research that far more pupils express an interest in going to University straight from school than actually achieve this.

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

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

### Job Market

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

### Courses on Offer

Finally, we have the descriptions of the courses in S4. As well as the courses we have traditionally offered, we have a few new ones too.

You can see how these courses align with different courses in the future so pupils can start to plot a route towards their goals. We have also shown how different courses can support each other.

### Steps in using the book

01

Look over the curricular structure diagram to find out how many subjects are studied in each year.

Look at **Jobs of the Future** which outlines the numbers of jobs in various sectors and the expected growth areas up until 2031.

*My World of Work* ([myworldofwork.co.uk](http://myworldofwork.co.uk)) has a pupil and parent section and can help with identification of skills and strengths. Use the *finding out about me* to help make decisions. It has loads of information about different types of jobs.

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02

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

You can also find out more about the types of courses and jobs that are available from S4 onwards. After S4 you can leave school if that is right for you and these diagrams can help you work out what your best route might look like.

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

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

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03

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

Spare copies will be available to download from our website.

If you are unsure about what you might want to do, don't worry about it! At this stage you should keep your options open and not specialise too much.

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04

Finally, **choose your courses** for next year. Feel free to talk to your teachers about the courses and how they align with courses in S5.

Ask about the sorts of jobs each subject will be helpful for and the sorts of skills you will use and develop in your classes. Remember you can speak to your Pupil Support Leader, Careers Adviser and your House Head as well as your teachers. We all want you to make good decisions.

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

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### Deadline for choices

You will have a meeting with your Pupil Support Leader to agree your course choices.

It is important we receive your chosen course choices by the deadline on **2<sup>nd</sup> February**.

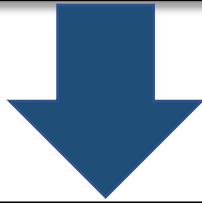
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## Introduction

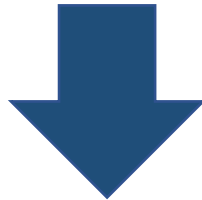
### What Can I choose?

You will automatically be put in the following subjects:

1. Maths
2. English
3. PSE
4. Core PE



1. You will then choose 5 courses from the ones you have studied in S3
2. You should not choose a course you have not studied in S3 without speaking to your Pupil Support Leader first



We ask you to choose 2 reserve courses just in case we have problems making everything fit (this is a very complex puzzle and we can't usually get everything for everyone).

We only use the reserve courses as a last resort, but you **must** be prepared to take these.

### Curriculum Structure

S3

- **10 Courses**
- Seven core curriculum areas plus three free choices
- You also have RE, PSE, PE, Digital Skills and Wellbeing lessons

S4

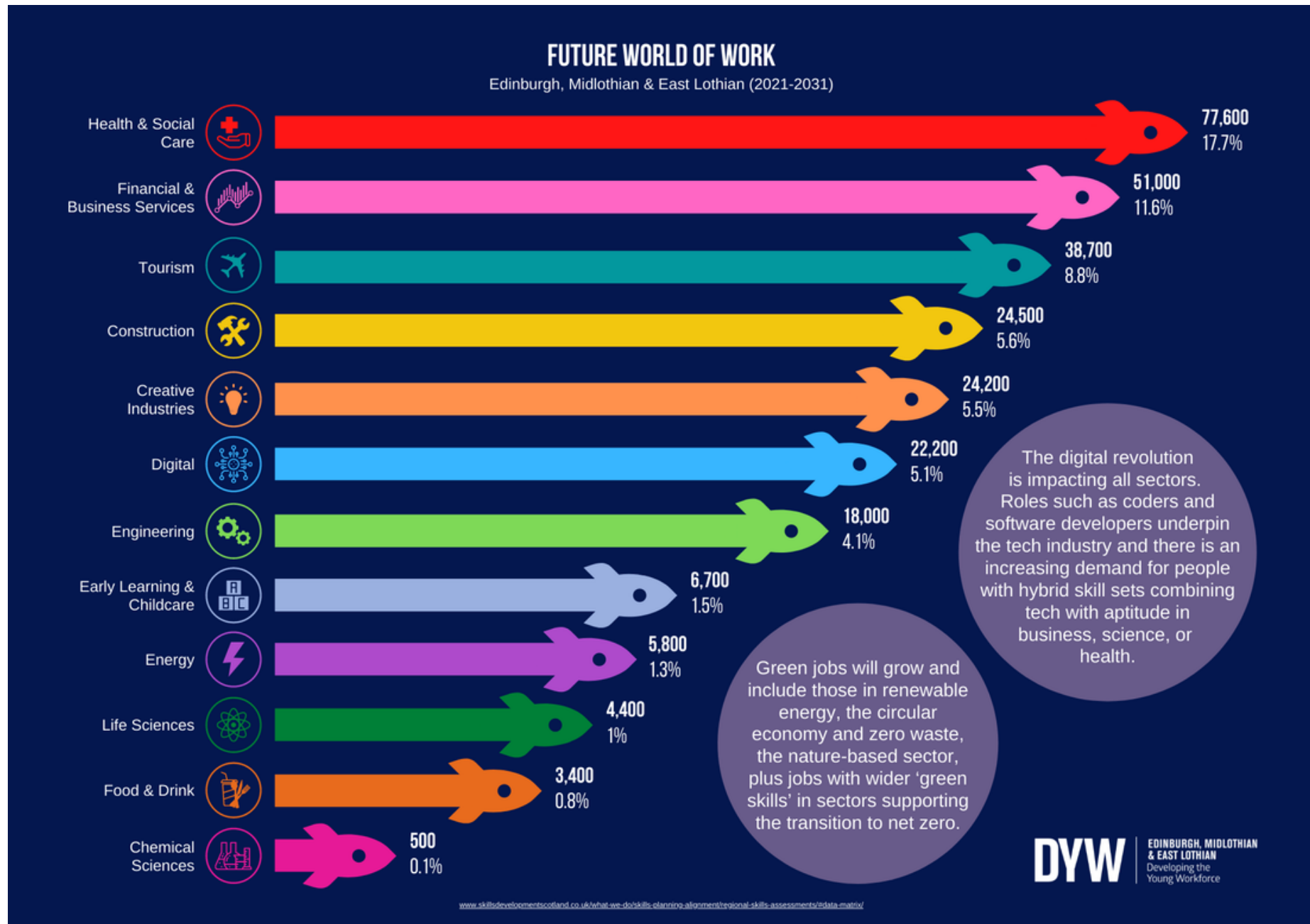
- **7 Courses**
- Maths and English compulsory plus five free choices. College courses are available.
- You will also have core PE and PSE lessons

S5

- **5 Course Options**
- Work experience, college courses and Foundation Apprenticeships are available
- You will also have a PSE lesson

S6

- **4/5 Course Options**
- There are opportunities for developing leadership and skills.
- You will also have a PSE lesson



# Employment by Qualification Scotland 2014–2024

**SCQF 11-12**  
Masters Degrees,  
Postgraduate Diplomas, Doctorates,  
Professional Development Awards 11 - 12,  
Professional Apprenticeships

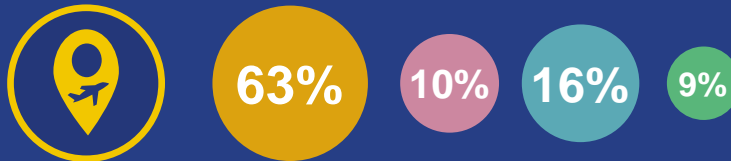
**SCQF 7-10**  
Advanced Highers, Higher National  
Certificates and Diplomas, Honours and  
Ordinary Degrees, Professional  
Development Award Level 7–10,  
Graduate Apprenticeship,  
Modern Apprenticeship Level 3.

**SCQF 6**  
Highers, National Certificates level 6,  
Modern Apprenticeship level 3,  
Foundation Apprenticeships,  
Skills for Work Higher,  
National Progression Award Level 6

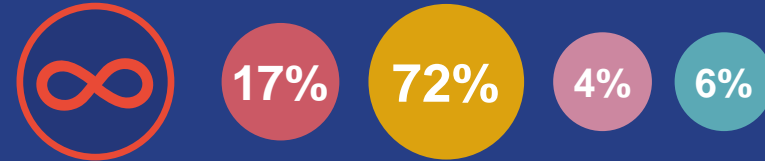
**SCQF 5**  
National 5, National Certificates level 5,  
Modern Apprenticeship level 2,  
National Progression Awards Level 5

**SCQF 4**  
National 4, National Certificates level 4,  
National Progression Awards Level 4

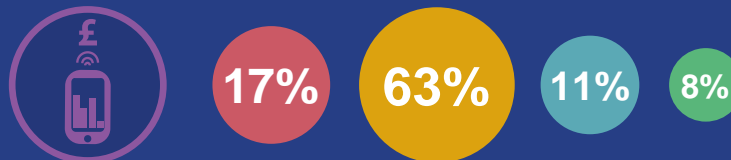
## Tourism, Hospitality, Distribution and Retail



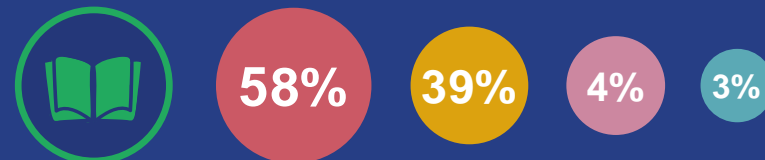
## Other Opportunities



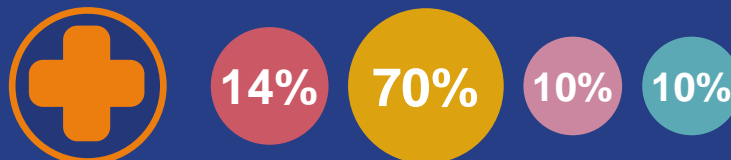
## Business, Finance and Admin Services



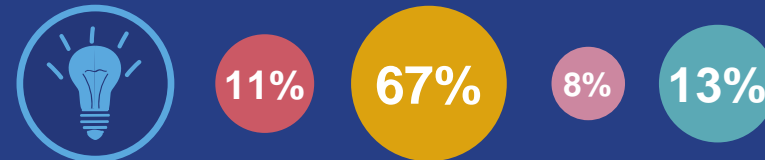
## Education



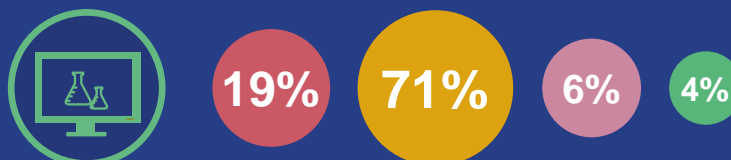
## Health and Social Care



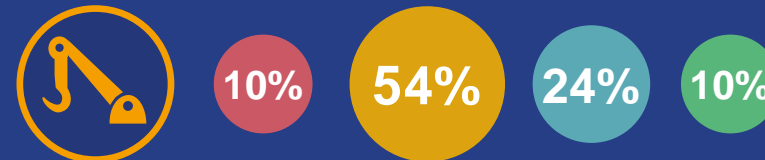
## Creative Industries



## Science and Technology



## Construction



## CHEMICAL SCIENCES

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

### Chemist

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

Honours Degree  
Chemistry  
SCQF 10

Higher  
SCQF 6

### Biotechnologist

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

Honours Degree  
Biotechnology  
SCQF 10

HND  
Biotechnology  
SCQF 8

### Forensic Scientist

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

Honours Degree  
Forensic Science  
SCQF 10

Technical  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 8/9



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### Chemical Plant Process Operator

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

National 5  
SCQF 5

National 4  
SCQF 4

### Chemical Engineer

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

Honours Degree  
Chemical  
Engineering  
SCQF 10

Higher  
SCQF 6

### Laboratory Technician

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

NC  
Applied Sciences  
SCQF 6

National 5  
SCQF 5

Modern  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 6/7

## CONSTRUCTION

There will be an estimated **24,500** job openings in the Construction Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Bricklayer

Building and repairing walls, chimneys, tunnel linings and archways to make people's homes and other buildings safe, and protected from the weather.

Modern Apprenticeship Construction: Building SCQF 6/7

NPA Construction SCQF 5

### Stonemason

Using your manual skills to carve blocks of stone, or lay and fit stonework into place on building projects.

Modern Apprenticeship Construction: Building SCQF 6/7

National 5 SCQF 5

### Architect

Designing new buildings so that people have practical, attractive, energy efficient and safe places in which to live and work and restoring old buildings so they can be used for a new purpose.

Postgraduate Degree Architecture SCQF 11

Honours Degree Architecture SCQF 10

NC Built Environment SCQF 6

Modern Apprenticeship Construction: Technical SCQF 6/7

Technical Apprenticeship Construction: Technical SCQF 8/9

Professional Apprenticeship Construction SCQF 11

### Construction Manager

Supervising and directing operations on a construction project to make sure the building or structure is completed safely, on time and within the budget.

Honours Degree Construction Management SCQF 10

HND Construction Management SCQF 8

### Joiner

Installing and repairing the wood inside homes, shops and bars. Or you could be building sets for film and TV.

Modern Apprenticeship Construction: Building SCQF 6/7

NPA Construction SCQF 5

### Civil Engineer

Planning, designing and managing construction for infrastructure projects like transport, water, flood alleviation, building structures, etc.

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## CREATIVE INDUSTRIES

There will be an estimated **24,200** job openings in the Creative Industries Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Video Editor

Bringing together pictures and sound to produce a finished piece for film, TV or the internet.

Modern Apprenticeship Creative and Digital Media SCQF 6/7

Foundation Apprenticeship Digital and Creative Media SCQF 6

### Marketing Manager

Using your creativity to promote the goods and services offered by your business or organisation to potential customers.

Honours Degree Marketing SCQF 10

HND Marketing SCQF 8

### Actor

Entertaining people by performing as a character in a story, on stage before a live theatre audience or on film, television or radio.

Bachelors Degree Acting SCQF 9

HNC Acting and Performance SCQF 7

HND Acting and Performance SCQF 8

HND Contemporary Dance Performance SCQF 8

Honours Degree Choreography SCQF 10

Masters Degree Choreography SCQF 11

### Choreographer

Creating dance routines to entertain people at live shows, events or for TV and films.

### Graphic Designer

Using your creative skills to design the look of websites, packaging, adverts and more.

HND Graphic Design SCQF 8

Honours Degree Graphic Design SCQF 10

National 5 SCQF 5

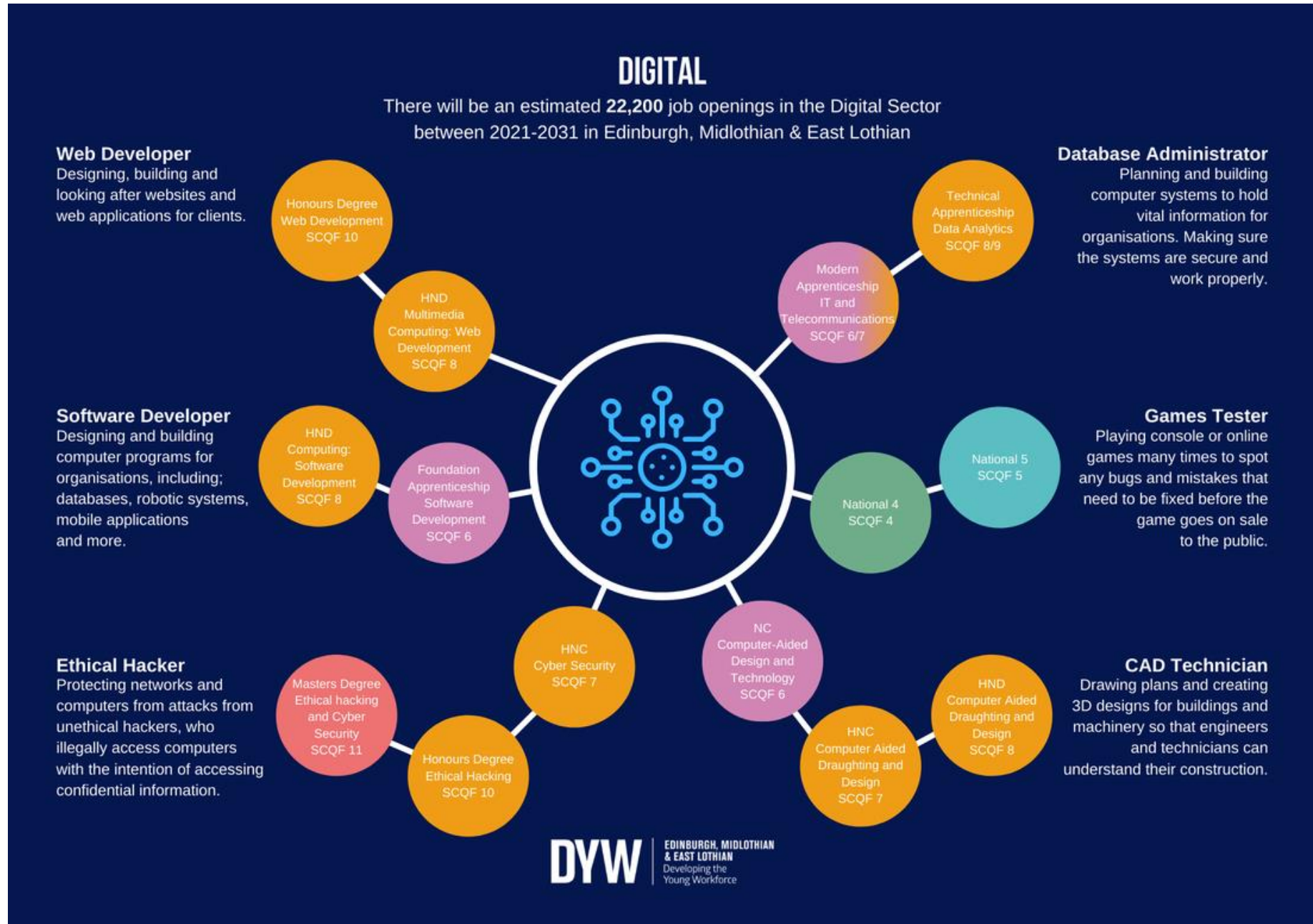
Modern Apprenticeship Creative SCQF 6/7

### Photographer

Using your artistic and technical skills to take still photographs at special events or to be used in magazines, books or adverts.

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## EARLY LEARNING & CHILDCARE

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

### Early Years Teacher

Doing fun activities with babies and children to help them learn and develop.

Honours Degree  
Primary Education  
SCQF 10

HNC  
Early Education  
and Childcare  
SCQF 7

### Nursery Manager

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

Bachelors Degree  
Childhood Practice  
SCQF 9

HNC  
Early Education  
and Childcare  
SCQF 7

### Learning Support Assistant

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

HND  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 8

HNC  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 7



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### Teacher Primary School

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

Honours Degree  
Primary Education  
SCQF 10

HNC  
Childhood Practice  
SCQF 7

### Training Officer

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

Modern  
Apprenticeship  
Management  
SCQF 6/7

Foundation  
Apprenticeship  
Business Skills  
SCQF 6

National 4  
SCQF 4

Foundation  
Apprenticeship  
Social Services -  
Children and Young  
People  
SCQF 6

### Classroom Assistant

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

## ENERGY

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

### Electrical Engineer

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

HND  
Electrical  
Engineering  
SCQF 8

Modern  
Apprenticeship  
Electrical  
Installation  
SCQF 6/7

### Water Treatment Technician

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

Modern  
Apprenticeship  
Water Industries  
SCQF 5

National 5  
SCQF 5

### Building Surveyor

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

Honours Degree  
Building  
Engineering  
SCQF 10

HND  
Building Surveying  
SCQF 8

HNC  
Building Surveying  
SCQF 7

National 5  
SCQF 5

Modern  
Apprenticeship  
Gas Industry  
SCQF 6/7

### Energy Engineer

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

Honours Degree  
Energy Engineering  
SCQF 10

HND  
Engineering  
Systems  
SCQF 8

### Drilling Engineer

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

Honours  
Degree  
Mechanical and  
Offshore  
Engineering  
SCQF 10

HND  
Mechanical  
Engineering  
SCQF 8

### Gas Service Technician

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

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## ENGINEERING

There will be an estimated **18,000** job openings in the Engineering Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Marine Engineer

Designing, building and repairing ships, boats and offshore oil and gas platforms. Making sure their systems and machinery work effectively and safely.

Honours Degree  
Naval Architecture  
and Marine  
Engineering  
SCQF 10

HND  
Marine  
Engineering  
SCQF 8

### Mechanical Engineer

Designing and testing components and machines like wind turbines, pumps for clean water and medical prosthetics to help people who have mobility difficulties.

Honours Degree  
Mechanical  
Engineering  
SCQF 10

HND  
Mechanical  
Engineering  
SCQF 8

### Aerospace Engineer

Designing and building aeroplanes, helicopters, spacecraft, satellites, missiles and rockets.

Honours Degree  
Aerospace  
Engineering  
SCQF 10

HND  
Aircraft Engineering  
SCQF 8



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### Electrician

Making sure that electrical systems in people's homes and businesses work safely, fixing faults and installing new systems.

Modern  
Apprenticeship  
Electrical  
Installation  
SCQF 6/7

National 5  
SCQF 5

### Engineering Operative

Putting together different parts to make products such as cars, household appliances, gadgets and furniture.

Modern  
Apprenticeship  
Engineering  
SCQF 6/7

HND  
Electrical  
Engineering  
SCQF 8

### Smart Meter Installer

Fitting and repairing gas and electricity meters in homes and businesses.

Modern  
Apprenticeship  
Smart Meter  
Installation  
SCQF 6/7

National 5  
SCQF 5

Modern  
Apprenticeship  
Engineering  
SCQF 6/7

## FINANCIAL & BUSINESS SERVICES

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

### Accounting Technician

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

Technical Apprenticeship Accounting SCQF 8/9

Modern Apprenticeship Accounting SCQF 6/7

### Personal Assistant

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

HND Business SCQF 8

Modern Apprenticeship Business Administration SCQF 6/7

### HR Adviser

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

Honours Degree Human Resource Management SCQF 10

HND Human Resource Management SCQF 8



Foundation Apprenticeship Business Skills SCQF 6

Modern Apprenticeship Providing Financial Services SCQF 6/7

### Bank Manager

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

Technical Apprenticeship Banking SCQF 8/9

Modern Apprenticeship Providing Financial Services SCQF 6/7

### Secretary

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

HND Business SCQF 8

Modern Apprenticeship Business Administration SCQF 6/7

### Financial Adviser

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

Honours Degree Financial Services SCQF 10

HND Financial Services SCQF 8

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## FOOD & DRINK

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

### Food Scientist/Technologist

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

Honours Degree  
Food Bioscience  
SCQF 10

HND  
Food Science and  
Technology  
SCQF 8

### Chef

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

NPA  
Professional  
Cookery  
SCQF 4

NPA  
Professional  
Cookery  
SCQF 3

### Quality Control Technician

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

Honours Degree  
Food and  
Consumer  
Science  
SCQF 10

HND  
Food Science and  
Technology  
SCQF 8



HNC  
Food Science and  
Technology  
SCQF 7

National 4  
SCQF 4

National 5  
SCQF 5

National 5  
SCQF 5

### Food Packaging Operative

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

### Baker

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

National 5  
SCQF 5

National 4  
SCQF 4

Higher  
SCQF 6

### Brewery Worker

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

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SCQF 10

HND  
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Technology  
SCQF 8

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NPA  
Professional  
Cookery  
SCQF 4

NPA  
Professional  
Cookery  
SCQF 3

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

Honours Degree  
Food and  
Consumer  
Science  
SCQF 10

HND  
Food Science and  
Technology  
SCQF 8



HNC  
Food Science and  
Technology  
SCQF 7

National 4  
SCQF 4

National 5  
SCQF 5

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National 5  
SCQF 5

National 4  
SCQF 4

National 5  
SCQF 5

Higher  
SCQF 6

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## LIFE SCIENCES

There will be an estimated **4,400** job openings in the Life Sciences Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Biology Teacher

Inspiring and motivating young people to learn about life and how organisms survive, thrive and change.

Honours Degree  
Professional Education  
(Secondary) and  
Biology  
SCQF 10

HND  
Biological  
Sciences  
SCQF 8

### Geneticist

Doing scientific research to understand and treat diseases in people, animals and plants.

Honours Degree  
Genetics  
SCQF 10

HNC  
Applied Sciences  
SCQF 7

### Zoologist

Studying animals, their habits and the places they live.

Honours Degree  
Zoology  
SCQF 10

Technical  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 8/9



NC  
Applied Sciences  
SCQF 6

Honours Degree  
Biochemistry  
SCQF 10

### Biochemist

Researching the chemistry of living cells to learn more about diseases or develop new drugs, medicines and crops.

### Botanist

Studying plants so we can use them to make food, drugs and different materials.

Honours Degree  
Plant Science  
SCQF 10

HNC  
Applied Sciences  
SCQF 7

HND  
Applied Sciences  
SCQF 8

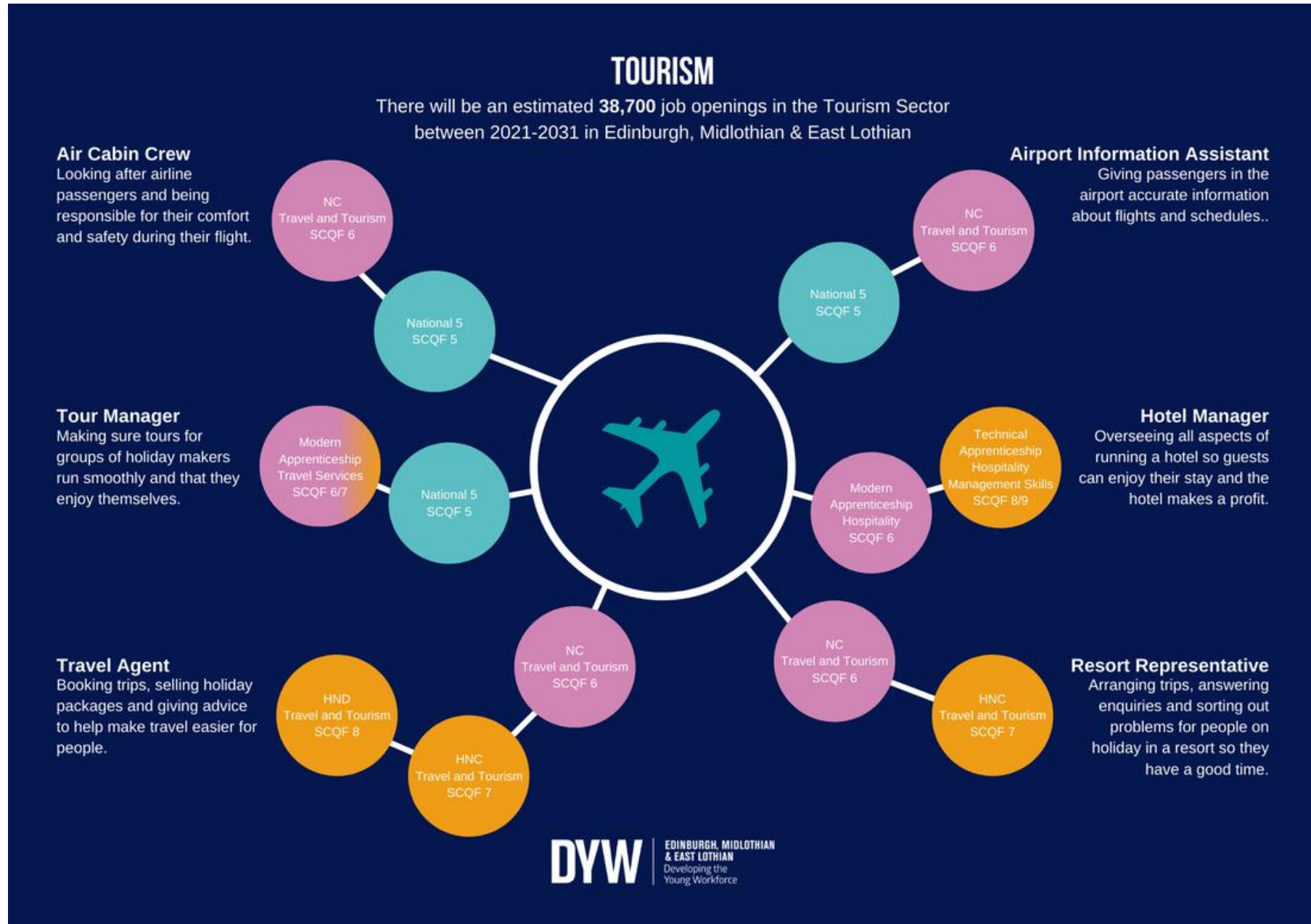
Honours Degree  
Pharmacology  
SCQF 10

### Pharmacologist

Researching to discover and develop new drugs and medicines, and to make sure they are used safely.

**DYW**

EDINBURGH, MIDLOTHIAN  
& EAST LOTHIAN  
Developing the  
Young Workforce



**Career Choice****Business and Finance**

Credit manager, management accountant, investment analyst, management consultant, accounting Technician, insurance underwriter, economist, bank manager, financial advisor, company secretary, tax inspector, risk surveyor, stockbroker...

<b>S4</b>	English	Maths or LS Maths	French / Spanish	Computing	Business	Admin & IT	JET Business Placement
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N5 / NPA Level 5	NPA Level 6/ N4 / N5	Employability & Enterprise NPA Level 5

<b>S5</b>	English	(LS) Maths	French / Spanish /	Business	Computing / Admin	Foundation Apprenticeship: • Accountancy • Business Skills • Financial Services
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher	N5 / Higher	

<b>S6</b>	English	Maths	French / Spanish	Computing / Admin	Business	Foundation Apprenticeship: • Financial Services
	Higher / AH	Higher / AH	Higher / AH		Higher / AH	

Skills and Qualities	Employment Route
<ul style="list-style-type: none"> <li>Communicating with people</li> <li>Accuracy</li> <li>Using computers</li> <li>Being logical</li> <li>Solving mathematical problems</li> <li>Planning and organising / paying attention to detail</li> </ul>	Pre-apprenticeships Modern Apprenticeships in: Finance Accountancy

Apprenticeships

Edinburgh  
Guarantee**College Courses****NC (one year)**

- Legal Services
- Accounting
- Access to Accounting

**HNC /HND/Degree**

Accountancy HNC/D / Degree  
 Business and Finance HNC/D / Degree  
 Legal Services HND  
 Various Law Degrees

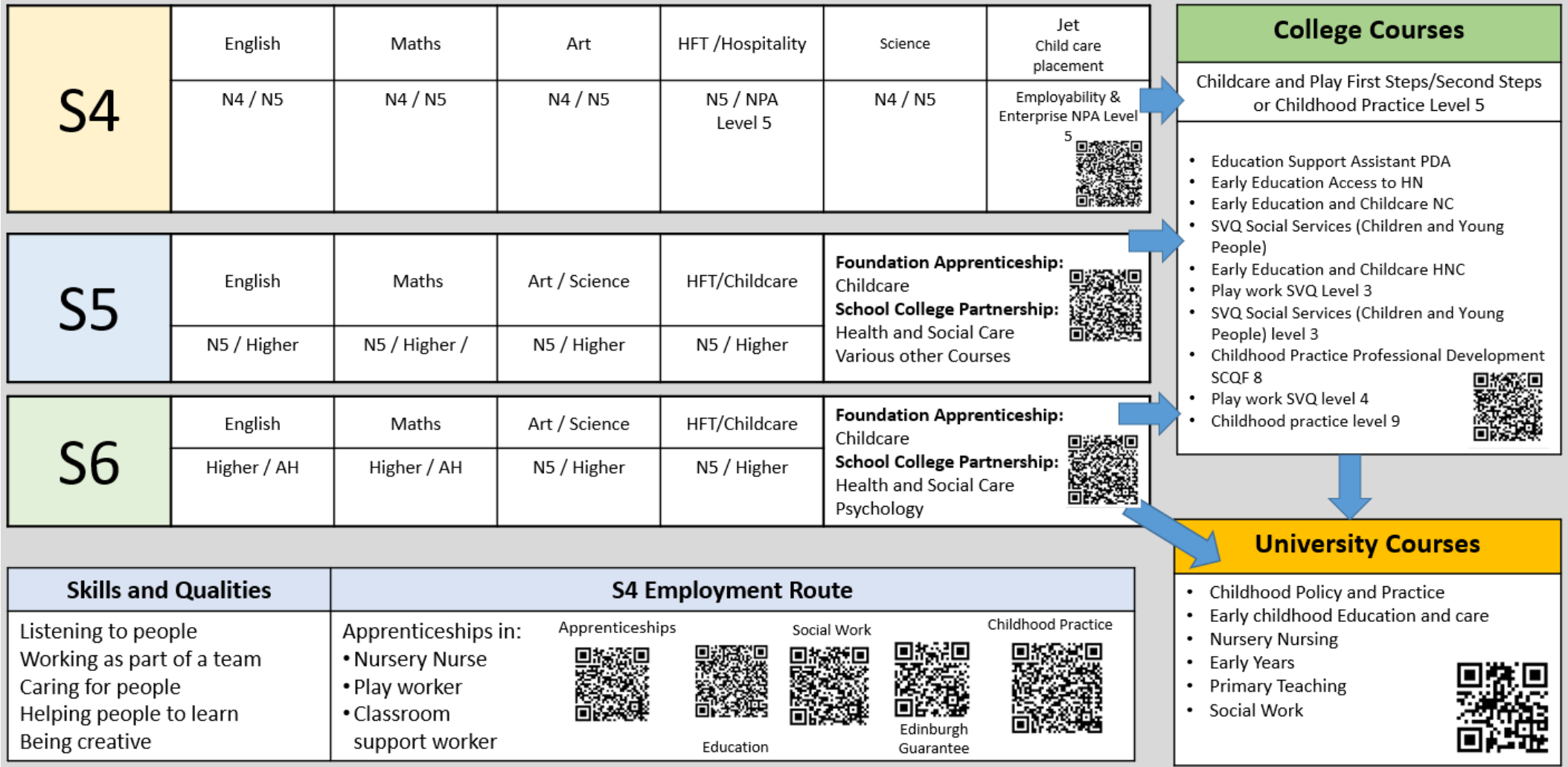
**University Courses**

BSc Business Management  
 MA Finance




**Career Choice****Child Care**



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



**Career Choice**

**Computing:** IT Support, Software Development, Web Design, Games Development, Cyber Security, Forensic Analyst, Network Manager, Big Data Analyst, App Development, Database Administrator, AV Technician, Electronics Engineer, Animator,

<b>S4</b>	English	Maths or LS Maths	Physics	Computing Science	Graph Comm	
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/5	
<b>S5</b>	English	Maths	Physics / Graph Comm	Computing Science	<b>Foundation Apprenticeship</b> IT Software Development Creative Digital Media 	
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher		
<b>S6</b>	English	Maths	Games Dev	Cyber Security	<b>Foundation Apprenticeship</b> IT Software Development Creative Digital Media	
	Higher / AH	Higher / AH	NPA 5/6	NPA 5/6		

Skills and Qualities	Employment Route S4	
Logical Problem solving Working with others and alone Time management Explaining things Enjoys working under pressure Keen to continuously up skill	Apprenticeships in: IT Technician Web & Software Developer Computer programming Database Development Systems and Networking Cyber security Digital and Technology Digital Marketing	 Edinburgh Guarantee  Digital World  Apprenticeships

**College Courses****NC (one year)**

Computing with digital media  
 Intro to software and computer games development  
 Computing technical support  
 Computer games development

**HNC /HND (two /three years)**

Computer Networking  
 Software development  
 Computing Science  
 Computing  
 Web Development  
 Digital design and development  
 Computer games development  
 Forensics and Cyber Security

**University Courses**


- Computing Science
- Computer Networking
- Business Studies
- Information Systems






**Career Choice****Construction**

Architect, Surveyor, Plant Mechanic, Demolition, Dry Liner, Clerk of Works, Builders' Merchant, Plant operator, carpenter/joiner, electrician, Carpet/floor fitter, Shop fitter, Civil engineer, plant mechanic, Architect/Civil Engineering Technician, Quantity Surveyor, Scaffolder, Planning

<b>S4</b>	English	Maths or LS Maths	Pract Woodwork	Design & Manufacture	Science	Graph Comm
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5

<b>S5</b>	English	Maths	Science	Technology Subject	<b>Foundation Apprenticeship</b> Civil Engineering Scientific Technologies	
	N5 / Higher	N5 / Higher /	N5 / Higher	N5/Higher		

<b>S6</b>	Maths	Science		Technology Subject		<b>Foundation Apprenticeship</b> Civil Engineering Scientific Technologies	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	Higher / AH		

Skills and Qualities	Employment Route	
<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• IT Skills</li> <li>• Communication</li> <li>• Practical Skills</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Modern Apprenticeship</li> <li>• Graduate Apprenticeship</li> <li>• Graduate Training Scheme</li> </ul>	 Apprenticeships
		 Edinburgh Guarantee

**College Courses****NPA/NC (one year)**

- NPA Carpentry and joinery
- NPA Electrical Installation
- NPA Painting and Decorating
- Built environment NC

**HNC /HND (two /three years)**

- Built environment HNC
- Architectural Technology HND
- Civil Engineering HND
- Construction Management





**University Courses**


Construction  
Built Environment  
Engineering  
Architecture  
Building Surveying  
Civil Engineering








**Career Choice****Creative Industries**

Animator, art gallery curator, blacksmith, ceramics designer or maker, dancer, fashion designer, fine artist, graphic designer, jewellery designer-maker, musician, photographer, film and TV

S4	English	Maths	Media	Music/ Photography/ Fashion and Textiles/ Graphic Communication	Dance	Art/Drama	<div>College Courses</div> <div><div> Broadcast &amp; Media</div><div> Music &amp; Sound Production</div><div> Performing Arts</div></div> <div>NC (one year)</div> <div>Various courses in drama, art, media, broadcasting, photography, music and production.</div> <div>HNC /HND (two /three years)</div> <div>Various courses in drama, art, media, broadcasting, photography, music and production.</div> <div>University Courses</div> <div>Various degree courses in animation, fashion design, drama, art, media, broadcasting, photography, music and production.</div> <div></div>
	N4 / N5	N4 / N5	N4/N5	N4/5/NPA	NPA 5	N5	

S5	English	Maths	Media / Dance	Music/ Art/ Photography/ Drama/ Fashion and Textiles/ Graphic Communication	<div>Foundation Apprenticeship: Creative and Digital Media</div> <div>School College Partnership: Creative Industries Courses </div>
	N5 / Higher	N5 / Higher /	N5 / Higher / NPA 6	N5 / Higher / NPA 6	

S6	English	Maths	Media / Dance/Drama	Music/ Art/ Photography/ Drama/ Fashion and Textiles/ Graphic Communication	<div>Foundation Apprenticeship: Creative and Digital Media</div> <div>School College Partnership: Creative Industries Courses </div>
	Higher / AH	Higher / AH	Higher / AH	NPA/ Higher / AH	

Skills and Qualities	S4 Employment Route			
Working as part of a team Being physically fit Performing Being creative Time management	Apprenticeships in: Content, Creation and production Sound and Stage Visual, effects, animation Craft and Technical  Apprenticeships	 Edinburgh Guarantee	 Creative Scotland	 app.hiive

**College Courses**Broadcast  
& MediaMusic & Sound  
ProductionPerforming  
Arts**NC (one year)**

Various courses in drama, art, media, broadcasting, photography, music and production.

**HNC /HND (two /three years)**

Various courses in drama, art, media, broadcasting, photography, music and production.

**University Courses**


Various degree courses in animation, fashion design, drama, art, media, broadcasting, photography, music and production.




**Career Choice**

**Engineering:** Mechanical, Civil, Chemical, Electronic, Automotive, Design, Aerospace, Nuclear, Drilling, Tunnelling, Energy, Electrical, Forces Engineer Officer, Instrumentation, Maintenance Engineer, Telecommunication, Broadcast, Sound, Refrigeration

<b>S4</b>	English	Maths or LS Maths	Woodwork/ Graph Comm	Design and Manufacture	Engineering Science	Physics/Science
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5

<b>S5</b>	English	Maths	Physics/Eng Science	Design & Manufacture/ Graph Comm	<b>Foundation Apprenticeship</b> Engineering or Civil Engineering 
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

<b>S6</b>	English	Maths	Physics/Eng Science	Design and Manufacture/ Graph Comm	<b>Foundation Apprenticeship</b> Engineering or Civil Engineering 
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

Skills and Qualities	Employment Route S4	Employment Route S5/6
Communication Explaining things Designing Planning and organisation Problem Solving Team work	Modern apprenticeship's Technician based (Entry levelled) Mechanics	Civil, Mechanical, Electrical – Most modern apprenticeships in engineering now require you to have 2 Highers and a strong set of National 5s.
	Apprenticeships 	Edinburgh Guarantee 

**College Courses****NC (one year)**

Pre apprentice Electrical installation  
Engineering systems with skills for work  
Measurement and control engineering  
Engineering SWAP course  
Electrical Engineering  
Welding Processes  
Engineering N5

**HNC /HND / BEng**

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

**University Courses**


Many Engineering based degrees  
Mechanical, Electrical, Civil, Software, Sciences







**Career Choice**

**Health and Care:** Health Visitor, Environmental Health, Fitness Instructor, Dental Nurse/Hygienist, Health Manager, Midwife, Dietician, Nurse, Nanny, Podiatrist, Physio, Paramedic, Social Work, Drama/Art Therapist, Optometrist, Carer, Audiologist

<b>S4</b>	English	Maths or LS Maths	Two from Three Sciences (check entry requirements)		Free choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5

S5	English	Maths	One or two sciences (check entry requirements)	<b>Foundation Apprenticeship</b> Social Services and Health Care 
	N5 / Higher	N5 / Higher /	N5 / Higher	

S6	Maths	One or two sciences (check entry requirements)			<b>Foundation Apprenticeship</b> Social Services and Health Care 
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

Skills and Qualities	Employment Route		
<ul style="list-style-type: none"> <li>Research skills</li> <li>Problem Solving</li> <li>Critical Thinking</li> <li>Logical approach</li> </ul>	<ul style="list-style-type: none"> <li>Modern Apprenticeship</li> <li>Graduate Apprenticeship</li> <li>HNC/HND/Degree based jobs</li> </ul>	 NHS Careers	 My World of Work
		 Apprenticeships	

**College Courses****NC (one year)**

- Dental Nursing
- Pharmacy Services
- Route to Health Professions
- Social Services (SCQF L6)

**HNC /HND (two /three years)**

- Care & Administration Practice HNC
- Dental Nursing SVQ L3
- Social Services HNC

**University Courses**

- Health Studies
- Social Care
- Nursing
- Mental Health



**Career Choice**

**Sciences:** Data Scientist, Forensic, Biomedical, Food Scientist, lab Technician, Pharmacy, Sport & Exercise Scientist, Quality Assurance Technician, Geneticist, Textile Technologist,

S4	English	Maths or LS Maths	Two from Three Sciences (check entry requirements) Physics for Engineering Bio/Chem for life Sciences		Free choice		
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5		
S5	English	Maths	Two from three Sciences (check entry requirements) Physics & Maths for Engineering Bio/Chem for life Sciences		College Courses 	Foundation Apprenticeship  Scientific Technology	
	N5 / Higher	N5 / Higher /	N5 / Higher				
S6	Maths	Two from three Sciences (check entry requirements) Physics & Maths for Engineering Bio/Chem for life Sciences			College Courses 	Foundation Apprenticeship  Scientific Technology	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH			

College Courses
NC (one year)
<ul style="list-style-type: none"><li>Applied Sciences NC L5</li><li>Applied Science NC L6</li><li>Wide range of Engineering courses</li></ul>
HNC /HND (two /three years)
<ul style="list-style-type: none"><li>Applied Science HNC</li><li>Applied Science HND</li><li>Wide range of Engineering courses</li></ul>

University Courses
<ul style="list-style-type: none"><li>Biology</li><li>Biological Sciences</li><li>Physiology &amp; Anatomy</li><li>Genetics</li><li>Microbiology</li></ul>

Skills and Qualities	Employment Route
<ul style="list-style-type: none"><li>Logical Approach</li><li>Problem Solving</li><li>Laboratory Skills</li><li>Research Skills</li></ul>	<ul style="list-style-type: none"><li>Modern Apprenticeship</li><li>Graduate Apprenticeship</li><li>HNC/HND/Degree based jobs</li></ul> <div></div> <div>My World of WorkNHS CareersApprenticeships</div>

**Career Choice****Sport and Leisure**

Gym Instructor, Coach, Leisure Centre Assistant, Sports Therapist, Professional Athlete, Personal Trainer, Life guard,  
Sports development officer, Active Schools, Youth Work, Leisure Centre Management, Sports Scientist, Fitness Instructor, Outdoor Education

<b>S4</b>	English	Maths or LS Maths	Biology / HFT	PE	HFT	Free Choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	NPA Level 5	

<b>S5</b>	English	(LS) Maths /	Science / HFT	PE	Sports Leader
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

<b>S6</b>	English	Maths	Science / HFT	PE	Free Choice
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

**College Courses****NC (one year)**

Sports Leadership  
Adventure Leadership  
Sport and Fitness  
Gym Instructor  
Developing sport – Rugby/football  
Sporting Development  
SVQ Exercise and Fitness Instructor

**HNC /HND (two /three years)**

Coaching and Developing sport  
Fitness Health and Exercise  
Personal Trainer Level 3  
Sports Therapy

<b>Skills and Qualities</b>	<b>Employment Route</b>
Communication Ability to follow instructions Helpful Physically Fit Tactful Planning and organisation	Employment with in a leisure company Modern apprenticeship – Personal Training Professional Athlete  Apprenticeships  Edinburgh Guarantee 

**University Courses**

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





## Tourism &amp; Hospitality



## Career Choice

## Tourism and Hospitality

Air cabin crew, airport information assistant, bar person, chef, hotel manager, hotel receptionist, resort representative, tourist information centre assistant, travel agent, waiting staff, brewing, tour guide, Housekeeping, baker, cake decorator

S4	English	Maths or LS Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	School College Partnership: • Professional Cookery	Travel and Tourism
	N4 / N5	N4 / N5	N4 / N5	N5 / NPA Level 5		Skills for Work National 5

S5	English	(LS) Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	<b>Foundation Apprenticeship:</b> • Food and Drink Technology School College Partnership Course  	
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher		

S6	English	Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	<b>Foundation Apprenticeship:</b> • Food and Drink Technology School College Partnership Course  	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH		

Skills and Qualities	Employment Route
Communicating with people Taking the lead Coming up with new ideas Budgeting Planning and organising Making decisions	Pre-apprenticeships Modern Apprenticeships  Apprenticeships  Edinburgh Guarantee 

## College Courses



## NC (one year)

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

## HNC /HND/Degree


Travel and Tourism NC/HNC/HND  
International Hospitality and Tourism  
Management BA (Hons)


## University Courses

Varied range  
Of degree courses



**Career Choice****Trades:** Electrician, Joiner, Mechanic, Painter & Decorator, Plasterer, Plumber, Roofer, Stone Mason, Tiler, Scaffolder, Cabinet Maker, Bricklayer

<b>S4</b>	English	Maths or LS Maths	Physics	Practical Woodwork	Design & Manufacture	Jet
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	NPA Level 5	Employability & Enterprise NPA Level 5 

<b>S5</b>	English	Maths	Physics/Science	Design and Manufacture	<b>Foundation Apprenticeship</b> Engineering or Civil Engineering 
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

Skills and Qualities	Employment Routes
Communication Team work Problem solving Organisation Enthusiasm Practical Ability to work alone	<ul style="list-style-type: none"> <li>Labouring (require a CSCS Card)</li> <li>Modern Apprentices with block release at college</li> </ul> <div>  CITB            Edinburgh Guarantee            Apprenticeships            Go Think Big! Skipping Uni         </div>

**College Courses****Leaving at S4**

- Pre apprenticeship in
  - Joinery
  - Plumbing
  - Painting and decorating
  - Brick Laying
  - Stone masonry
  - Plastering
- General Construction

**Leaving at S5/6**

- Construction Management
- Building surveying
- Built Environment
- Architectural Technology



# My Choice!

Type of Job I'm thinking about:

## My Skills and Qualities

## Possible Employment Routes

S3

English

Maths

Language

Science

Social  
Subject

Technologies

Expressive  
Arts

Free Choice  
1

Free Choice  
2

Free Choice  
3

S4

English

Maths

S5

S6

## College Courses

NC (one year)

HNC /HND/Degree

## University Courses

My Choice!

Type of Job I'm thinking about:

My Skills and Qualities	Possible Employment Routes

S3	English	Maths	Language	Science	Social Subject	Technologies	Expressive Arts	Free Choice 1	Free Choice 2	Free Choice 3

S4	English	Maths							

S5					

S6					

College Courses

NC (one year)

HNC /HND/Degree

University Courses

### Qualifications explained

The diagram below shows how qualifications match up with each other. At a basic level, the qualifications at a given level have equivalent value. For example, a pass at National Progression Award (NPA) at Level 5 is equivalent to a National 5 Grade C.

The different types of qualification will have different assessment methods and/or content. Some qualifications will better suit some pupils than others through the way they assess performance or in terms of content that might be more motivating for the young person.

For those were at school with earlier systems, this is how the previous exams compare:

Level 3	Level 4	Level 5	Level 6	Level 7
Standard Grade Foundation Access 3	Standard Grade General Intermediate 1	O Grade Standard Grade Credit Intermediate 2	Higher	CSYS

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)											
SCQF LEVEL 1	SCQF LEVEL 2	SCQF LEVEL 3	SCQF LEVEL 4	SCQF LEVEL 5	SCQF LEVEL 6	SCQF LEVEL 7	SCQF LEVEL 8	SCQF LEVEL 9	SCQF LEVEL 10	SCQF LEVEL 11	SCQF LEVEL 12
NATIONAL 1	NATIONAL 2	NATIONAL 3	NATIONAL 4	NATIONAL 5	HIGHER	ADVANCED HIGHER		BACHELORS/ ORDINARY DEGREE	HONOURS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS			POST GRADUATE CERTIFICATE	
		SKILLS FOR WORK	SKILLS FOR WORK	SKILLS FOR WORK	SKILLS FOR WORK	SCOTTISH BACCALAUREATE					
	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS						
	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	HIGHER NATIONAL CERTIFICATES	HIGHER NATIONAL DIPLOMA				
					SCOTTISH VOCATIONAL QUALIFICATIONS 3	SCOTTISH VOCATIONAL QUALIFICATIONS 3	SCOTTISH VOCATIONAL QUALIFICATIONS 4				
			MODERN APPRENTICESHIPS SVQ 1	MODERN APPRENTICESHIPS SVQ 2	MODERN APPRENTICESHIPS SVQ 3	MODERN APPRENTICESHIPS SVQ 3	TECHNICAL APPRENTICESHIPS SVQ 4	TECHNICAL APPRENTICESHIPS SVQ 4	PROFESSIONAL APPRENTICESHIPS	PROFESSIONAL APPRENTICESHIPS SVQ 5	PROFESSIONAL APPRENTICESHIPS
					PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS

**Progression**

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

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

Another option is to switch to a different qualification system. For example, if a young person passes National 4, it could be that a National 5 could be too demanding due to the way it is assessed. An equivalent qualification would be a National Progress Award at Level 5.

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

## Edinburgh College Courses

Pupils in S4 are able to take college courses at Edinburgh College. These take place on Tuesday and Thursday afternoons. You will need to travel during your lunchtime. If you take a college course, this will replace one of your subjects.

We try to construct the timetable to minimise the impact of attending college on other courses, but you will miss part of one other subject.

The table below shows examples of courses which have been on offer during the previous year. At the time of printing this document, the list of school-college partnership course available for the coming year has not been received by the school but will be made available prior to option choices being made.

If you would like more information, speak to your Pupil Support Leader.

Further information about the courses on offer will be found on the Edinburgh College website once updated to reflect the coming year:

<https://www.edinburghcollege.ac.uk/information-and-advice/information-for-school-pupils-teachers-and-guardians>

Course Previously Offered by Edinburgh College	Level
Building Services Engineering <i>Skills for Work</i>	4
Electrical Skills - <i>SQA Units</i>	4
Construction <i>NPA</i>	4
Intro to the Motor Vehicle Industry: Paint and Body Repairs <i>EC Units</i>	4
Intro to the Motor Vehicle Industry & Technologies <i>EC Units</i>	4
Early Learning & Childhood Practice <i>SQA and EC Units</i>	4/5
Certificate in Hair and Beauty Skills <i>VTCT</i>	4/5
Dance <i>NPA</i>	4/5
Theatre Costume <i>NPA</i>	5
Engineering Skills <i>Skills for Work</i>	5
Access to FA Engineering	5
Legal Services <i>NPA</i>	6
Professional Cookery <i>NPA</i>	3/4
Team Sport <i>NPA</i>	5
Introduction to College <i>EC Units</i>	1-4

EC Units = Edinburgh College Units

IMI = Institute of the Motor Industry

NPA = National Progression Award

SFW = Skills for Work

VTCT = Vocational Training Charitable Trust



## Courses on Offer

### Explanatory Notes:

At the end of S3, pupils will be invited to reduce the numbers of courses taken. The ones taken forward to S4 should be ones taken in S3 or part of the school-college partnership. Accountancy or Bakery can be taken in S4 with no previous study in S3. Towards the end of S3, we would make recommendations for the appropriate level of qualification.

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

- Number of pupils choosing a course
- Changes in staffing

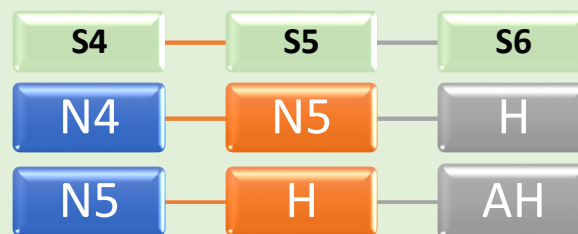
It is sometimes necessary to withdraw a course when we start to construct the timetable. If this is the case, we will speak to those involved and look for alternatives.

The range of qualifications offered in the Senior School is evolving and we would expect the majority of subjects to be offered at SCQF levels 3,4 and 5 in S4. These qualifications will typically be *National 3,4 and 5* and *National Progression Awards (NPA)* at Levels 3,4 and 5.

### Progression Pathways

Each page has a diagram show the possible progression pathways in S5/6. Please note that these progression pathways will be dependent on uptake and staffing levels, but we would expect to be offering them every year. We would advise that if you have a particular job, course, etc in mind for when you leave school that you start to look at any entry requirements so that you can plan an appropriate pathway to meet your aims.

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



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

**Accounting (N5)**

Accounting may be chosen as a new subject in S4. Pupils who wish to select Accounting should be on track to achieve National 5 Maths by the end of S4.

This course aims to help candidates understand and use financial information, prepare accounting statements, and analyse, interpret, and report on an organisation's financial performance.

This course has 2 units

**Unit 1: Financial Accounting**

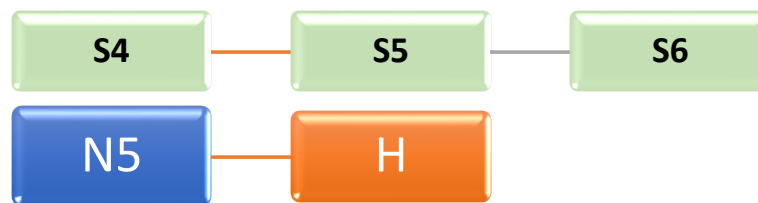
In this unit you will develop skills, knowledge and understanding to prepare, interpret and analyse financial accounting information by using the relevant accounting concepts and techniques.

**Unit 2: Management Accounting**

In this unit you will develop skills, knowledge and understanding of internal accounting information and are able to prepare this using a range of basic accounting techniques. This information will be used by management when making a decision about future planning.

**Progression Pathways**

This diagram shows the progression routes for this course over S4 to S6.  
Progression from S4 National courses leads to National 5 and Higher.

**Possible Careers**

- Accountant
- Teaching
- Risk Management
- Auditor
- Tax
- Payroll
- Insurance
- Financial Analyst
- Secretary

### The Princes Trust Achieve Award

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

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

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

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

*Pupils will be invited to select this option through a discussion with Support for Learning or their PSL.*

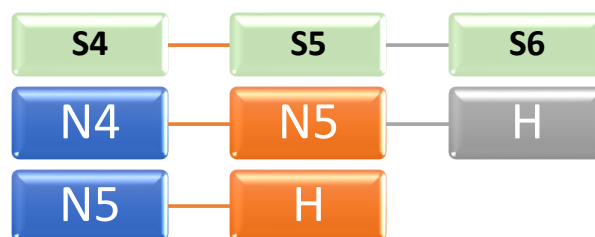
### Administration & IT (N5/4)

Information Technology (IT) has become the driving force for change in modern business and very important for everyday life. The aim of this course is to develop administrative, problem solving, decision-making and IT skills, which are essential in the current working climate. This is a skills based, vocationally oriented course, which gives pupils the opportunity to acquire excellent employability skills. All the work involves using a computer and pupils will learn to use a wide range of industry standard Microsoft Office 2016 software ie Word Processing (Word), Spreadsheets (Excel), Databases (Access), PowerPoint and Publisher.

During Administration & IT, you will use software to manage and present business information and will acquire a knowledge and understanding of customer service, Health & Safety law, security of information & premises.

### Progression Pathways

This diagram shows the progression routes for this course over S4 to S6.  
Progression from S4 National courses leads to National 5 and Higher.



### Possible Careers

- Receptionist
- Legal secretary
- Administration assistant
- Registrar
- Medical secretary
- Secretary
- Project manager
- Customer service
- Car rental agent
- Personal assistant
- Health records clerk
- Database administrator
- Management consultant
- Health and safety advisor
- Civil Service

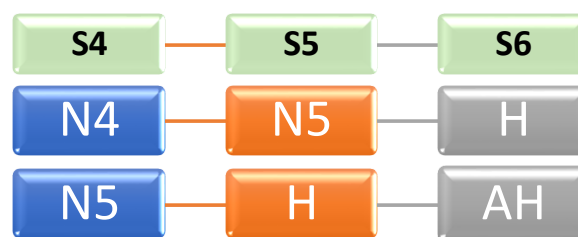
### Art and Design (N5/4)

**Broad Description:** The S4 Art and Design course focusses on preparing and creating an Expressive folio and Design folio both work 100 marks. In addition to this, the National 4 course requires two essays about artists and designers, while the National 5 course builds upon these essays and prepares you for a timed written exam worth 50 marks or 20% of the overall grade.

It is expected that pupils undertaking national courses in Art and Design attend some after school revision or are prepared to do work at home to supplement and consolidate the creative work they do in class.

### Progression Pathways

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



Progression from S4 National courses leads to National 5, Higher and Advanced higher courses.

### Possible Careers

- Fine Artist
- Art Gallery Curator
- Glass Maker
- Interior Designer
- Model Maker
- Costume Designer
- Product Designer
- Conservator
- Painter and Decorator
- Prop Maker
- Art s Administrator
- Dress Maker
- Computer Games Developer
- Graphic Designer
- Art and Design Teacher
- Ceramics Designer / Maker
- Set Design
- Exhibition Designer
- Photographic Stylist
- Tattooist
- Architect
- Antique Dealer
- Picture Framer
- Make Up Artist
- Image Consultant
- Photographer.
- Art Therapist
- Jewellery Designer/ Maker
- Illustrator
- Textile Designer
- Fashion Designer
- Furniture Designer
- Sign Writer
- Visual Merchandiser
- Medical Illustrator
- Animator
- Landscape Architect
- Community Arts Worker

**Barista Academy (L5 NPA)**

Barista Academy may be chosen as a course in S4. Pupils who wish to select the Barista Academy should have a strong interest in the hospitality sector and customer service.

This course aims to help candidates develop the knowledge, understanding and technical skills required for the role of a barista. This qualification is also paired with the Level 5 Princes Trust Achieve award.

**Barista Skills Unit:**

- Pupils will demonstrate knowledge of coffee and other beverages served by a barista.
- Pupils will prepare and serve a range of coffees and other hot beverages using specialist equipment.
- Pupils will prepare and serve a range of cold beverages using specialist equipment.

**Princes Trust Achieve Units**

Pupils will cover a range of units which will help prepare them to work collaboratively to deliver a drinks service in school. Units include Customer Experience, Teamwork Skill, Managing Money and Digital Skills.

**Progression Pathways**

This is a one-year course and pupils may wish to take the following courses in the future which are linked to the hospitality sector.

- Bakery
- Cake Craft
- Practical Cookery

**Achievement in the Barista Skills award is nationally recognised and would suit pupils who are keen to seek employment within the Hospitality industry.**

**Bakery (L4 NPA)**

Bakery may be chosen as a new subject in S4.

**Description of course**

This is a mainly practical course which is relevant to the world of work, in particular the Hospitality Industry.

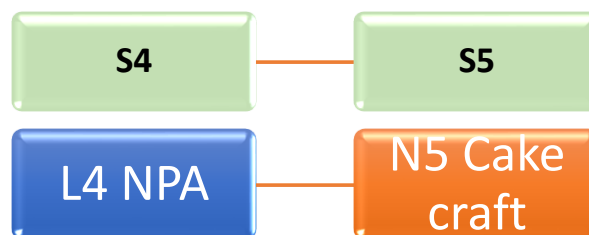
It enables learners to develop a range of practical baking skills and these through practical activities. These include cake baking, designing cake themes, and cake decorating and finishing skills.

**Course Content**

Developing technical skills in cake baking, preparing and baking a range of cakes and other baked goods. These will include the baking of many types of cake including Victoria Sandwich, Swiss Roll, Madeira Cake and Rich Fruit Cake.

**Progression Pathways**

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



Links to further study: Ayrshire College [Bakery NC](#)

## Biology (N5/4)

Biology is the study of all forms of life, and how they interact. We study the smallest viruses up to the largest mammals and everything in between. We look at cutting edge technology and the ethical issues involved in their use, as well as the potential for life changing advances in medicine. Biology covers a huge range of subjects that affect our everyday life; from the basics of how our bodies and minds work to the global problems facing our society today, such as climate change and endangered animals.

Biology is the cornerstone of our world and understanding the Biology of our planet functions and the impact of our actions is the first step to making positive changes for future generations.

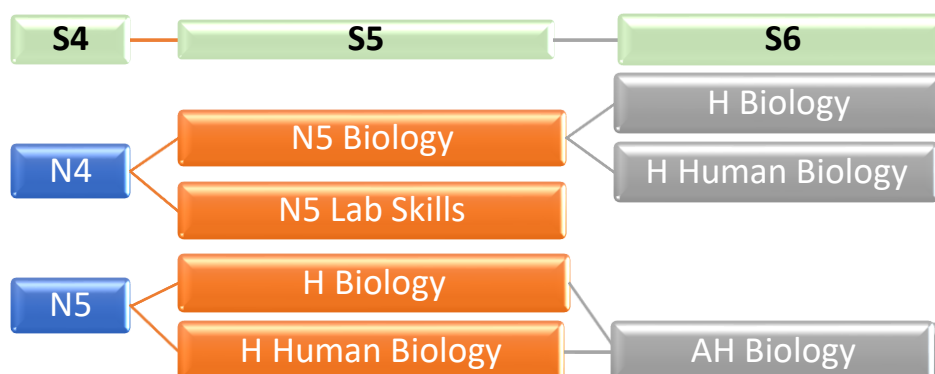
### S4 Biology Course Content

The S4 Biology course aims to give learners a thorough knowledge and understanding of the most fundamental areas of Biology. This includes:

- Carrying out regular experiments accurately and safely
- Understanding the basic structure of organisms
- Investigating organisms in their natural habitat
- Gaining an understanding of how ecosystems function
- Constructing and analysing food chains and food webs
- Researching issues that impact our environment
- Applying knowledge to solve complex problems

### Progression Pathways

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



### Possible Careers

- Medicine
- Marine Studies
- Agriculture
- Science Journalism
- Phlebotomist
- Laboratory technician
- Pharmacologist
- Forensic scientist
- Ambulance technician
- Health records clerk
- Healthcare assistant
- Operating department practitioner
- Biology Lab Assistant
- Veterinary Med
- Genomics
- Biomedical Scientist
- Audiologist
- Medical Physicist
- Clinical engineer
- Nurse
- Emergency call handler
- Health visitor
- Pharmacy technician
- Emergency medical dispatcher
- Dentistry
- Dietetics
- Ecology & Conservation
- Pathologist
- Microbiologist
- Biotechnologist
- Geneticist
- Pharmacist
- Practice nurse
- Nanny
- Osteopath
- Ambulance care assistant

## Business Management (N5/4)

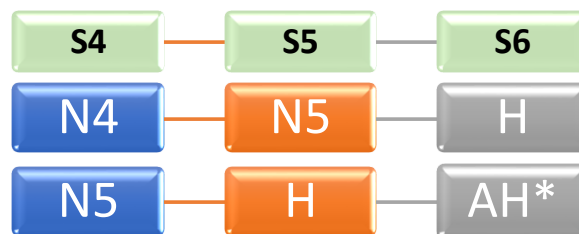
Business Management focuses on the development of entrepreneurial, problem-solving, decision-making and ICT skills, which are essential in enhancing employment opportunities. The aim of this course is the development of skills and knowledge in allowing pupils to access, understand and contribute to today's business and information environment.

Within Business Management pupils will participate in different groups and individual activities, manage business information, go on industrial visits, and engage in enterprise and team-building activities, to help examine the nature/importance of business, the purpose of business, how businesses acquire/manage resources and how individuals contribute to business. Pupils also take part in the Mini Enterprise event in June.

All qualifications in Business Education offer strong employability skills.

### Progression Pathways

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



Progression from S4 National courses leads to National 5, Higher and Advanced higher courses.

\* *Note:* Advanced Higher is subject to demand and staffing levels and does not run every year.

### Possible Careers

Business Management leads into different careers such as:

- Your own business
- Engineering
- Advertising copywriter
- Visual merchandiser
- Marketing manager
- PR officer
- Company secretary
- Public finance accountant
- Credit manager Revenues officer
- Human Resources
- Events Management
- Car salesperson
- Market research executive
- Sales representative
- Retail buyer
- Stockbroker
- Accounting technician
- Teaching
- Financial Management
- Advertising account planner
- Sales manager
- Music promotions manager
- Product designer
- Management accountant
- Tax inspector
- Bank manager

## Chemistry (N5/4)

Chemistry is the study of all matter and the elements from which it is made.

You already know quite a lot about the world of chemistry. We all do. Our lives depend on chemistry in action - in our bodies, our food, our phones, our whole environment.

Chemistry is the key to life, but it is also at the heart of technological change and progress. Everyday materials such as plastics, paints and dyes are the result of chemical research. Artificial fibres, new drugs and even the microchips which run computers could not have been developed without the skill and knowledge of chemists.

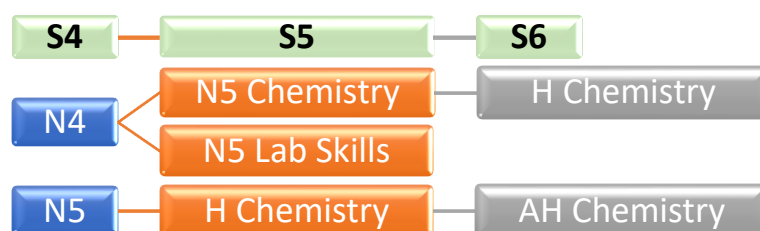
### S4 Chemistry Course Content

The S4 chemistry course aims to give learners a thorough knowledge and understanding of the most fundamental areas of chemistry. This includes:

- How to carry out experiments accurately and safely
- How we can control the speed of chemical reactions
- How to write chemical formulae and equations
- What a chemical reaction is and how we recognise one
- What atoms are made from and how they join together
- What acids and alkalis are and how they react

### Progression Pathways

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



Progression from S4 National courses leads to National 5, Higher and Advanced higher courses.

### Possible Careers

- Agricultural
- Ambulance paramedic
- Beautician
- Biochemist
- Biomedical scientist
- Brewery worker
- Chef
- Chemical engineer
- Conservationist
- Dentistry
- Vet
- Waste manager
- Nurse
- Dispensing optician
- Distiller
- Doctor
- Drilling engineer
- Embalmer
- Energy engineer
- Environmental consultant
- Food scientist
- Forensic scientist
- Chemical plant operator
- Geologist
- Hairdresser
- Laboratory technician
- Offshore drilling worker
- Offshore service technician
- Pathologist
- Pharmacist
- Physiotherapist
- Radiographer
- Research scientist
- Scenes of crime officer
- Sport and exercise scientist
- Surgeon
- Teacher
- Textile dyeing technician

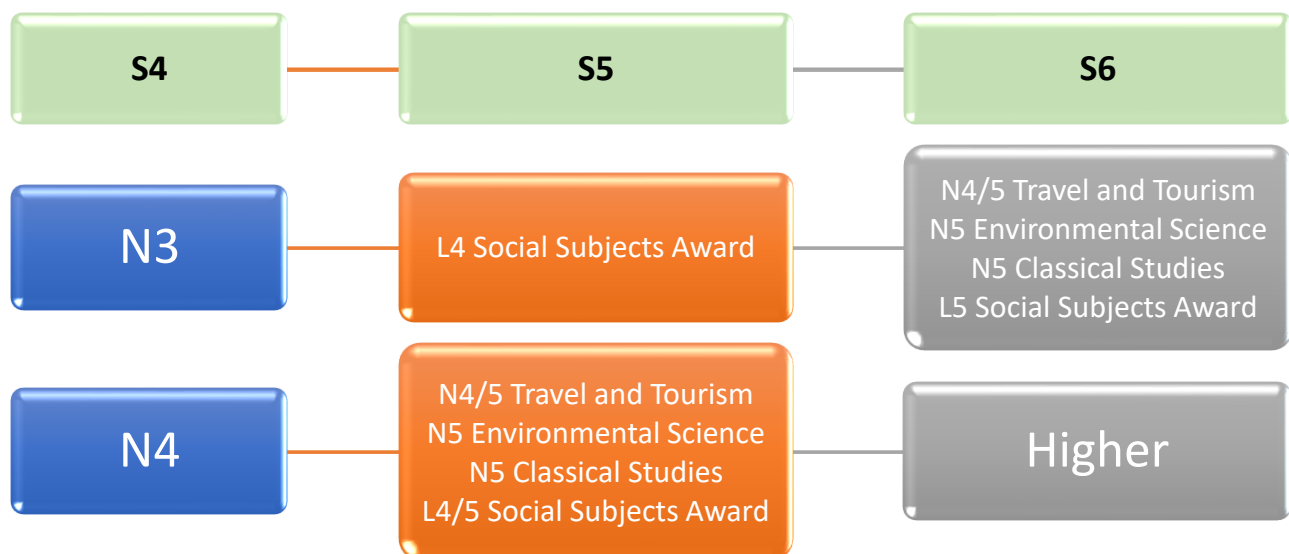
### Climate Change and Sustainability (L4 NPA)

The S4 Climate Change and Sustainability course gives learners the opportunity to develop their understanding of environmental issues and explore how to lead more sustainable lifestyles. It is perfect for the environmentally inclined or those just looking to make a difference! Pupils will study the causes of climate change and the impacts it is likely to have on people and the environment. They will also investigate different aspects of sustainable living relating to food, water, fashion, travel and energy. Our key focus is on hope the future and equipping learners with the skills to seek climate change solutions. By studying this course, learners will develop both their geographical skills, such as interpreting information from maps and numerical sources, and the scientific skills necessary to carry out an experiment or practical investigation.

Lessons will be action-packed with a focus on practical and outdoor learning experiences. While studying the course, learners will participate in the John Muir Award, an environmental programme focused on exploring and protecting local wild places. They will also have the opportunity to work towards a Level 4 National Progression Award in Climate Change and Sustainability. There are many opportunities to work with partner organisations such as the World Wildlife Foundation, Energy Sparks and Lego providing excellent project-based learning! The course will help pupils to develop a sense of global citizenship and make a positive contribution to their local community and environment.

### Progression Pathways

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



### Possible Careers

- Agriculture
- Conservation officer
- Gamekeeper
- Outdoor instructor
- Minerals surveyor
- Town Planner
- Building surveyor
- Countryside ranger
- Geoscientist
- Marine studies
- Planning and development surveyor
- Sustainability consultant
- Cartographer
- Forest officer
- Land surveyor
- Meteorologist
- Quantity surveyor
- Ecologist
- Climate communications



## Computing Science (N5/4)

Computing Science underpins all aspects of our everyday life; it shapes the world in which we live and its future, and computer scientists play key roles in meeting the needs of society. Computer scientists are at the forefront of developments in every field of work - science, communications, entertainment, education, business and industry – and the potential for change is extraordinary!

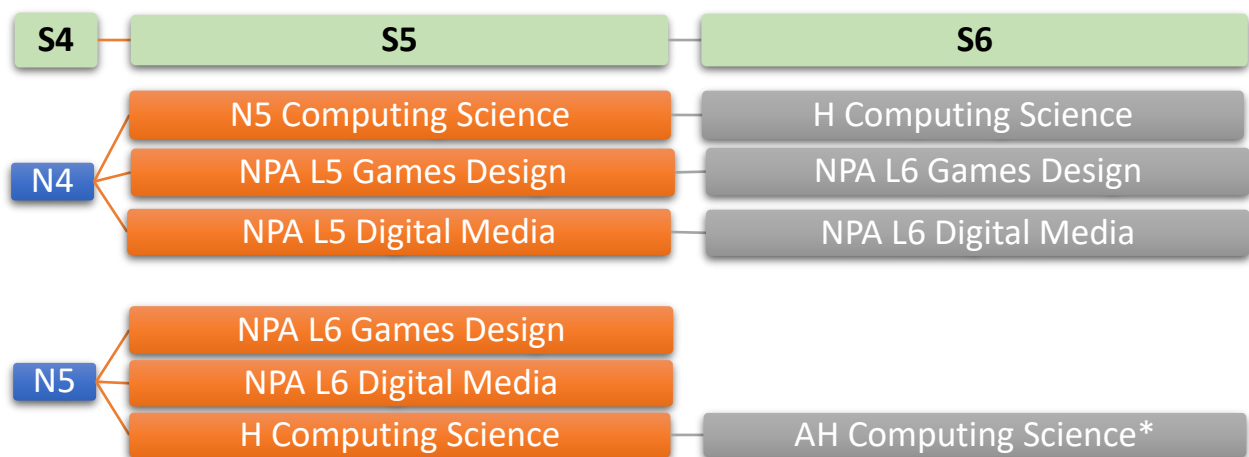
Our society needs more computer scientists. The ICT and digital technologies sector contribute massively to the Scottish economy, currently employing thousands of professionals and the demand for skills in Computing Science is set to keep on growing.

By studying Computing Science, you will be given the opportunity to turn your ideas and your interests into a reality. You will also have lots of opportunities to develop associated ICT skills such as blogging, podcasting, document creation and building apps while learning about how computers really work.

Pupils will use a range of digital workflow solutions for course delivery and task submission, including cloud-based tools such as Microsoft Office 365 for file storage, communication and collaboration.

### Progression Pathways

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



Progression from S4 National courses leads to National 5, Higher and Advanced higher courses.

\* Note: Advanced Higher is subject to demand and staffing levels and does not run every year.

### Possible Careers

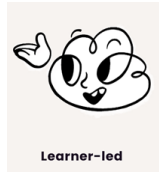
- Systems Analyst
- Software Engineer
- IT Consultant
- Data Engineer
- IT Technician
- Web Content Manager
- Information Security Analyst
- Cyber Security Specialist
- Games Designer/Developer
- Database Administrator
- Web Designer/Developer
- Data Analyst
- Mobile App Developer
- Information Systems Manager
- Multimedia Programmer
- Social Media Manager
- UX Designer
- Computing Science Teacher
- Network Architect
- Computer Hardware Engineer

## Creative Thinking Award (L5)

“Creative thinking is at the heart of the innovative process and is an essential skill for everyone in this fourth industrial revolution.”

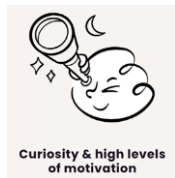
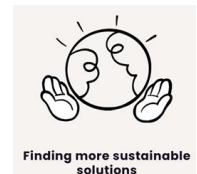


### Description of Course



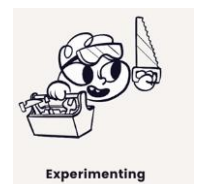
Critical and creative thinking has been identified by employers, industry sectors and further education providers as an essential and desirable skill in the next generation of workforce. Portobello is excited to be working collaboration with Daydream Believers to deliver the Creative Thinking course in the next academic year. The qualification has 24 SCQF credits at level 5 & 6. The level 6, which would be an available option in S5 or S6, has also got UCAS tariff points. Level 5 English is a pre-requisite in order to benefit fully from the experiences that this course offers.

The qualification has 5 broad learning outcomes, which are clearly mapped and emphasise process rather than the final outcome, highlighting the importance of the learners journey and encouraging them to reflect on the strategies they have used to think creatively.



Ellen Mac Arthur Foundation, Studio LR, Acrylicize and Edinburgh Napier University have developed a Playlist of resources to support the qualification. Learners are encouraged to think differently, break the rules, fail, collaborate and come up with different and innovative solutions and ideas. This is creative thinking across the curriculum, and we are excited about all the possibilities!

Creative Thinking will feel quite different to other level 5 and 6 qualifications within a school setting as it aims to bridge the gap between school and life after. It is well suited to people wishing to enter into further education or industry sectors that require strong problem-solving skills, such a design or science but it is beneficial to everyone to prepare for our modern and ever changing world.



There is an emphasis on learner autonomy and accountability. Learners undertaking this qualification need to be inquisitive, innovative, research authentically and be prepared to push constantly out of their comfort zone. There is no answer book, so curiosity and creative bravery is essential. They need to be energetic, resilient and be able to embrace and action critical feedback. This is a course the puts real world, project-based learning at the heart of its ethos, it's aim is to help our young people recognise opportunities for growth and change and how to be an active participant in the world for a positive and sustainable future.

Projects might include, designing a fully circular clothing brand, reimagining a theme-park to work in harmony with nature or creating a game that promotes an active life.

For more information on the course specification visit the following two sites:

<https://daydreambelievers.co.uk/qualification>



[Becoming A Daydream Believer \(padlet.com\)](#)

## Dance (N5)

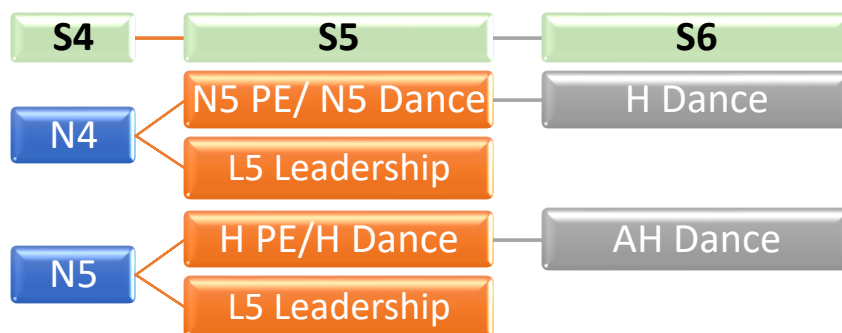
### Description of Course

The National 5 Dance course will allow pupils to learn about the origins and history of contemporary, jazz, and hip-hop dance styles whilst also developing their technique in these styles too. Pupils will also deepen their knowledge of each style and develop their evaluative skills to critique their own performance. Pupils will learn about the choreographic process and use their own imagination to express their creativity, conveying thoughts, meanings, and ideas through movement in order to create a piece of choreography which they will teach to other dancers to perform. Throughout the creation of this choreography, pupils will reflect and evaluate on the decisions they are making and will produce a choreographic review. Pupils will undertake a final year exam in which they will demonstrate their evaluative skills, knowledge and understanding of styles of dance and the evaluation of a professional piece of choreography.

### The main aims of the course are to enable the learner to:

- demonstrate and apply knowledge and understanding of dance.
- develop a range of technical dance skills.
- develop performance skills to enhance performance.
- develop knowledge, understanding and appreciation of dance practice.
- understand and apply knowledge of a range of choreographic skills to create a dance.
- evaluate their own work and the work of others.
- work imaginatively and demonstrate creativity.
- co-operate, support and work with others.
- consider how theatre arts can enhance a performance.
- apply the principles of safe dance practice.

### Progression Pathways



### Possible Careers

- |                        |                                |
|------------------------|--------------------------------|
| Choreographer          | Pilates instructor             |
| Personal Trainer       | Dance movement psychotherapist |
| Community dance worker | Dance Writer                   |
| Dancewear designer     | Physiotherapist                |
| Company Manager        | Choreographer                  |
| Dance instructor       |                                |
| Costume designer       |                                |

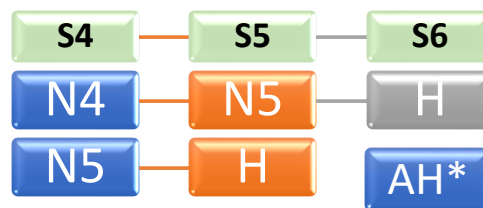
## Design and Manufacture (N5/4)

This course introduces learners to the world of product design and manufacturing. Creativity and technology are at the heart of this exciting course alongside the theory behind the process.

The course enables candidates to develop:

- skills in designing and manufacturing 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

## Progression Diagram



\* *Note:* Advanced Higher is subject to demand and staffing levels and does not run every year.

## Possible Careers

This course allows learners to broaden and deepen their skills' base and to widen their horizons regarding a range of vocations and careers. Design and manufacture is essential for many careers and is very useful for a great many more.

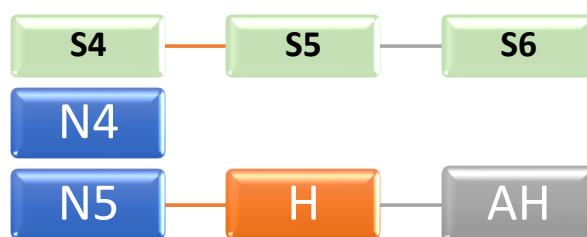
- |   |                                  |                              |
|---|----------------------------------|------------------------------|
| • Craft work                                  | • Plumber                        | • Auto mechanic              |
| • Furniture Designer                          | • Joiner                         | • Tailor                     |
| • Engineer                                    | • Technical                      | • Product Designer           |
| • Machine operator                            | • Fitter                         | • Structural engineer        |
| • Aerospace engineer                          | • Blacksmith                     | • Building services engineer |
| • Cabinet maker                               | • CAD technician                 | • Carpenter or joiner        |
| • Ceramics designer or maker                  | • Civil engineer                 | • Clinical engineer          |
| • Design engineer                             | • Dressmaker                     | • Fashion designer           |
| • Furniture designer                          | • Garment technologist           | • Glassmaker                 |
| • Jewellery designer-maker                    | • Manufacturing systems engineer | • Materials engineer         |
| • Measurement and control engineer            | • Model maker                    | • Patent Lawyer              |
| • Refrigeration and air conditioning engineer | • Satellite systems technician   | • Set designer               |

## Drama (N5/4)

**Why Study Drama?** Drama develops skills and knowledge that are essential to modern life and to the world beyond school. It is difficult to imagine any job that does not involve communication with other people and the study of Drama helps to develop confidence, clarity of thought and self-assurance when dealing with and speaking to others, as well as the subject specific skills related to Drama and performance and the technical aspects of theatrical production.

The S4 Drama course provides learners with rich and varied opportunities to be creative and to experience inspiration and enjoyment. The first unit will require learners to create and present a drama based on their response to a variety of different stimuli. This will directly prepare them for a key part of the written paper. They will also undertake a production skill chosen from one of the following: Lighting, Sounds Effects & Music, Props, Set, Costume and Theatrical Hair & Makeup. The second unit is based on a script and learners will choose to either act or to focus on a production skill that they did not explore in the first unit. The third practical unit is direct preparation for the practical exam and they can be examined on: Lighting, Sound Effects & Music, Props, Set, Costume, Theatrical Hair & Make-up or Acting.

The course provides a good balance between practical exploration and the knowledge and understanding of all that goes into a dramatic production. It is a dynamic and interesting course that provides pupils with a wide variety of personalisation and choice whilst allowing their creativity and confidence to grow.



As the emphasis on creativity in the workplace grows and the workforce is increasingly required to be adaptable, resilient and be able to work as both part of a team and independently, studying Drama is a great preparation for the world of work in a wide range of jobs and careers that are not always directly linked to the subject itself.

## Possible Careers

- Acting
- Costume designer
- Education
- Lighting designer
- Police Force
- Radio presenter
- Set designer
- Theatre director
- Television production assistant
- Arts administrator
- Drama teacher
- Youth worker
- Media & Journalism
- Producer
- Researcher
- Sound designer/engineer
- Voice coach
- Camera Operator
- Drama therapist
- Law
- Medicine
- Psychology
- Script writer/editor
- Stage Management
- Hair and makeup designer

**ESOL: English for Speakers of Other Languages (N5/4)****What will I learn?**

The ESOL course helps learners for whom English is not their first language to become more confident in all forms of communication in English. The course teaches learners to develop and apply skills in reading, writing, speaking and listening across many different practical situations.

The main focus of ESOL is to help learners to speak and use English for everyday reasons, learning about context, purpose and audience, as well as encouraging individual expression in the language and learning about various topics which broaden learners' cultural experiences. The course also encourages learners' developing confidence to engage in more challenging tasks across more varied situations.

The ESOL course also helps learners to use English with more independence, as learners undertake tasks which require research, select and organise their own research materials, and use them to construct original English language texts of their own.

**Structure of the National 4 course**ESOL for Everyday Life (National 5/4)

The purpose of this unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language.

ESOL in Context (National 5/4)

The purpose of this unit is to develop the language skills needed for familiar work and study-related contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language. In this unit, the contexts of either work or study will be personalised to meet the needs of learners.

Added Value unit ESOL Assignment (National 4)

The purpose of this Added Value unit is to provide learners with the opportunity to apply their English language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

Course Assessment

Learners must pass all units. National 4 courses are not graded.

**Structure of the National 5 course**Course Assessment

Learners must pass graded assessments in listening, reading, writing, speaking and listening.

**Progression**

Candidates can be presented at either ESOL National 4 or National 5 level in S4. This can be followed by ESOL National 5 and ESOL Higher upon completion of the course.

**Employability**

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

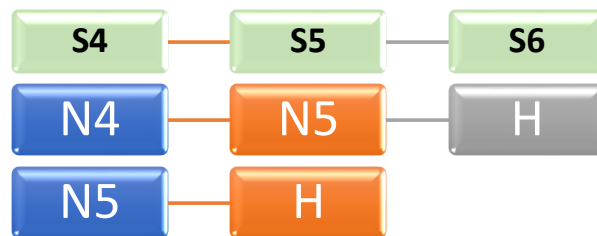
## Engineering Science (N5/4)

The course helps candidates to develop an understanding of the far-reaching impact of engineering on our society. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems. A good standard of Maths is desirable for success in engineering science.

The course enables candidates to:

- develop an understanding of the role and impact of engineering in changing and influencing our environment and society
- apply knowledge and understanding of key engineering facts and ideas
- understand the relationships between engineering, maths and science
- apply skills in analysis, design, construction and evaluation to a range of engineering problems

### Progression Diagram



### Possible Careers

With a growing emphasis on careers and opportunities within STEM industries, this course gives a great basis for those looking to pursue a career in engineering and a huge variety of university and college courses.

- |                         |                         |                                    |
|-------------------------|-------------------------|------------------------------------|
| • Aerospace engineer    | • Agricultural engineer | • Automotive engineer              |
| • Broadcast engineer    | • Biotechnologist       | • Chemical engineer                |
| • Clinical engineer     | • Civil engineer        | • Design engineer                  |
| • Drilling engineer     | • Electrical engineer   | • Electronics engineer             |
| • Energy engineer       | • Geneticist            | • Manufacturing systems engineer   |
| • Marine engineer       | • Materials engineer    | • Measurement and control engineer |
| • Mechanical engineer   | • Medical physicist     | • Structural engineer              |
| • Network manager       | • Physicist             | • Software developer               |
| • Studio sound engineer | • Telecoms engineer     | • Watch or clock repairer          |

### Fashion and Textile Technology (N5/4)

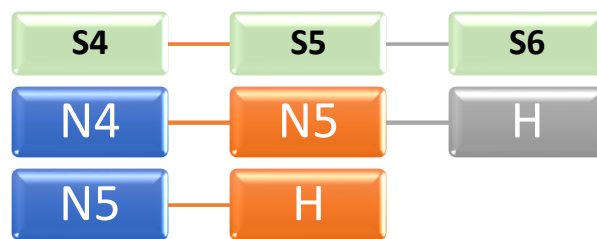
Fashion and Textile Technology is an exciting course, which involves creating practical textile items to suit a variety of situations. Students will learn to plan and organise their time, to make and evaluate products and develop a wide range of practical textile skills. Pupils who are creative and enjoy working with their hands, are good at paying attention to detail and are up for the challenge of solving problems will find all these skills will be developed during this course.

#### Textile Technology, Textile Choices and Textile Development

Students will be required to demonstrate basic knowledge of textile technologies, including the characteristics and properties of fibres and fabrics. Students will be required to be able to set up and use equipment such as sewing machines safely. Students will draw on their knowledge and experience gained and extend their range of practical skills to produce a fashion item following a technical brief.

Students will examine recent developments in the fashion industry including Trend, Fashion Issues, and the Factors that affect individual's choice of clothing and textiles.

#### Progression Diagram



#### Possible Careers

You should study this course if you are hardworking, have an interest in fashion and design and enjoy practical sewing.

A qualification in Fashion & Textiles could lead onto a variety of interesting careers such as a

- Art teacher
- Clothing alteration
- Dry-cleaner
- Garment technologist
- Pattern grader
- Tailor
- Textile operative
- Sewing machinist
- Fashion journalist
- Costume designer
- Fashion designer
- Laundry worker
- Retail buyer
- Textile designer
- Textile technologist
- Visual merchandiser
- Food and Textiles Teacher
- Dressmaker
- Fashion model
- Pattern cutter
- Retail manager
- Textile dyeing technician
- Upholsterer

### NPA Achieving Excellence in Sport: Football (L6 NPA)

This award is relevant to you if you have a strong interest in football and are actively involved in football or a team sport-based environment/organisation.

Given the practical emphasis within many of the units in this award, it is recommended that the candidate is made aware of the level of physical fitness that would allow them to competently participate within practical activities.

**This mandatory units within the award draws upon the following 3 units.**

- Unit 1: Analysis & Evaluation - During this unit candidates will analyse & evaluate their performance in relation to model performers to identify strengths and areas for development.
- Unit 2: Individual Performance in Sport - During this unit candidates will develop their performance through planning & completing training programmes to improve both skill and fitness.
- Unit 3: Codes of Conduct - During this unit candidates will develop knowledge of the rules, regulations, and codes of conduct of the sport as well as health and safety procedures and processes.

### Progression Pathways

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



There are a wide range of career opportunities available within the Sports and Exercise Industry including:

PE Teacher  
Sports Scientist  
Sports Media and Journalism

Sports Psychologist  
Sports Management  
Strength & Conditioning

There are also further education courses such as:

BSc Sports Science  
B Ed Physical Education  
HNC/HND Fitness  
Sports Psychologist

Health & Exercise  
Sports Coaching  
Sports Therapy  
Sports Scientist

## French (N5/4)

Learners who choose to continue studying French in S4 will build on the significant work they will have done in S1 to S3, in terms of vocabulary, grammar and the skills they have developed in Reading, Listening, Talking and Writing. The S4 French course will help learners to become more confident in their handling of language and allow them to express more confidently themselves in French, in both speaking and writing.

### Skills and Topics

Learners will continue to develop their skills in **Reading, Listening, Talking and Writing**. From the four contexts of **Society, Learning, Employability and Culture**, pupils will cover topics such as: home area and the environment, holidays, school life, technology, film/TV, food/drink, healthy living, family relationships, and the world of work.

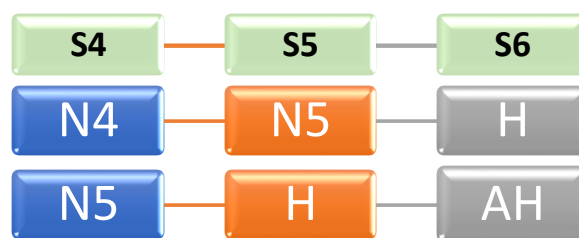
As part of the S4 course, learners will also learn about the culture of France, including French cinema and music as well as that of the many other French-speaking countries around the world.

### Teaching Approaches and Resources

Those studying French will learn to work independently as well as in pairs or small groups and they will have the opportunity to learn via a variety of activities developing language and communication skills. Lessons will regularly be conducted in French for learners to develop their Listening and Talking skills. There remains an emphasis on games and active learning strategies to reinforce and practise new vocabulary

Learners will also be encouraged to make use of iPads to research their own interests in French and to develop further their Reading skills. They will also continue to make use of various websites and apps to improve their digital skills alongside their language skills.

### Progression Diagram



### Possible Careers

- Air cabin crew
- Immigration officer
- EFL teacher
- Resort representative
- Tourist guide
- Travel and tourism
- Translating
- Journalism
- Interpreting
- Performing arts
- Law
- Airline customer service agent
- Car rental agent
- Events manager
- Interpreter
- Retail buyer
- Tourist information assistant
- Travel agent
- Teaching (primary and secondary)
- Computing and ICT-related jobs
- Hospitality / hotel work
- International aid work
- Airport information assistant
- Customs officer
- Tour manager
- Cooking
- Retail and customer services
- Events management
- Marketing
- Business management
- Administration
- Speech and language therapy

## Geography (N5/4)

Geography is the study of people and places. The S4 Geography course opens up the world to pupils and allows them to see the impact we have on Earth. Local and global issues of topical concern are covered.

Geography gives pupils the opportunity to develop a variety of skills which will help them in many ways both in school and in the wider world beyond. Describing places and explaining processes and issues aids their literacy. Handling figures and processing data helps their numeracy. Carrying out fieldwork and completing independent research projects will equip pupils with a strong set of investigation skills. The subject also fosters in pupils a positive attitude towards the values of sustainability and global citizenship.

The course is divided into three sections. In the Physical Environments unit, pupils will investigate how some of the UK's most dramatic mountain and coastal landscapes have been formed and consider how these places can be managed sustainably. They will also explore the factors that affect the weather we experience and the impact it has on people. The Human Environments unit provides learners with the opportunity to compare issues facing developed and developing countries. These include differences in quality of life, population change, and recent developments in urban and rural areas. The Global Issues unit deepens pupils' understanding of some of the most serious challenges facing people and the planet. We will study climate change in detail covering the causes and impacts of rising global temperatures and discussing strategies to manage the issue.

Assessment is an integral part of our teaching and learning process and we recognise that regular positive and constructive feedback is very important to help pupils progress. We will support learners to identify their strengths and next steps throughout the course using regular homework and assessments ranging from short topic tests to extended written tasks. Pupils are also encouraged to self-reflect and are given the opportunity throughout the year to assess their own progress and set their own targets.

### Progression Diagram



### Possible Careers

- Air cabin crew
- Cartographer
- Countryside ranger
- Forest officer
- Geoscientist
- Merchant navy deck officer
- Oceanographer
- Quarry engineer
- Structural engineer
- Town planner.
- Archaeologist
- Civil engineer
- Dynamic positioning operator
- Gamekeeper
- Land surveyor
- Meteorologist
- Planning and development surveyor
- Rural surveyor
- Technical surveyor
- Building surveyor
- Conservation officer
- Estate agent
- General practice surveyor
- Landscape architect
- Minerals surveyor
- Quantity surveyor
- Secondary school teacher
- Tour manager

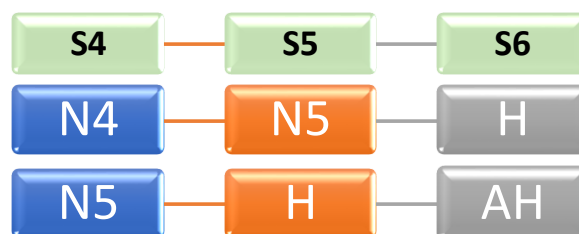
### Graphic Communication (N5/4)

This course introduces learners to the diverse and ever-increasing variety of presentation methods employed in Graphic Communication.

#### The course covers the following areas:

- Developing skills in graphic communication techniques, including the use of equipment, graphics materials and software including Fusion.
- Provides opportunities to extend and apply knowledge and understanding of graphic communication.
- an understanding of the impact of graphic communication technologies on our environment and society

#### Progression Diagram



#### Possible Careers

- |                              |                                       |                                |
|------------------------------|---------------------------------------|--------------------------------|
| • Animator                   | • Architect                           | • Architectural technician     |
| • Building services engineer | • Building technician                 | • CAD technician               |
| • Cartographer               | • Civil engineer                      | • Civil engineering technician |
| • Computer games developer   | • Computer games tester               | • Graphic designer             |
| • Exhibition designer        | • Fine artist                         | • Set designer                 |
| • Illustrator                | • Interior designer                   | • Medical illustrator          |
| • Model maker                | • Product designer                    | • Web developer                |
| • Signwriter                 | • Web editor                          | • Town planning support staff  |
| • Technical surveyor         | • Conference and exhibition organiser |                                |

## Health and Food Technology (HFT) (N5/4)

This course focuses on health and the nutritional properties of food, as well as raising awareness of a balanced diet and special dietary needs. This course will have a focus on food hygiene as well as developing research techniques and presentation skills.

### Course Content

#### Food for Health:

Students will develop knowledge of health, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health. Practical skills in food preparation will also develop.

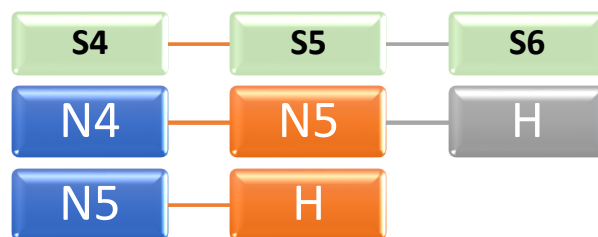
#### Food product development:

Students will focus on the development of new foods and dishes. Examining the food development process including sensory testing.

#### Contemporary Food Issues:

New issues in food development will be examined in detail including: organics, fair trade and seasonality

### Progression Diagram



### Possible Careers

You should study this course if you are interested in a career based on health, fitness or the food industry. A qualification in Health & Food Technology could lead onto a variety of interesting jobs such as:

- Nutritionist
- Sports Science
- Food critic
- Food Influencer/Instagram
- Hospitality industry
- Dietitian
- H.E. Teacher
- Home economist – TV
- Food stylist
- Personal trainer
- Events Management
- Nursing
- Childcare
- Nursery nurse
- Food journalism

## History (N5/4)

History helps us to understand ourselves and our society, nationally and internationally. It helps us look at evidence, respect different points of view, think critically and reach balanced conclusions. Learners will take part in investigations; class discussions; individual and cooperative learning; and will research historical events and people. Knowledge and understanding of historical events will help candidates function as effective contributors to society. Learners will develop confidence; an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. Evaluation of a wide range of sources develops thinking skills. Using and synthesising information develops skills in literacy. Investigative and critical-thinking activities allow candidates to gain experience in contributing to group projects. Learners will have opportunities to present information in a variety of ways, which will allow them to develop their digital skills. The skills learned will be useful for life and work - History encourages independent, critical and imaginative thinking.

The S4 course covers the following:

- A Scottish History topic - "Migration and Empire 1830 – 1939". This topic examines immigration to Scotland, the experience of immigrants in Scotland, Scottish emigration, and the experience of Scots abroad.
- A British History topic - "The Atlantic Slave Trade, 1770-1807". This topic examines the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards the trade in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.
- A European and World History topic - "Free at Last? Civil Rights in the USA, 1918-1968". This topic examines the open-door policy and immigration, "separate but equal" including the Jim Crow Laws and KKK, the civil rights campaigns to 1968, and the ghettos and black American radicalism.
- History Assignment or AVU - Learners will be able to choose a historical topic to research and then report on what they find out.

### Progression Diagram



### Possible Careers

- |                              |                              |                        |
|------------------------------|------------------------------|------------------------|
| • Archaeologist              | • Archivist                  | • Art gallery curator  |
| • Broadcast journalist       | • Civil Service officer      | • Conservator          |
| • Diplomatic Service Officer | • Further education lecturer | • Librarian            |
| • Library assistant          | • Magazine journalist        | • Media researcher     |
| • Museum assistant           | • Museum curator             | • Newspaper journalist |
| • Primary School teacher     | • Secondary School teacher   | • Solicitor            |
| • Sub- editor                | • Tourist guide              | • Town planner         |
| • Writer                     |                              |                        |

## Italian (N5/4)

Learners who choose to continue studying Italian in S4 will build on the significant work they will have done during the beginners' course in S3, in terms of vocabulary, grammar and the skills they have developed in Reading, Listening, Talking and Writing. The S4 Italian course will help learners to become more confident in their handling of language and allow them to express more confidently themselves in Italian, in both speaking and writing.

### Skills and Topics

Learners will continue to develop their skills in **Reading, Listening, Talking and Writing**. From the four contexts of **Society, Learning, Employability and Culture**, pupils will cover topics such as: home area and the environment, holidays, school life, technology, film/TV, food/drink, healthy living, family relationships, and the world of work.

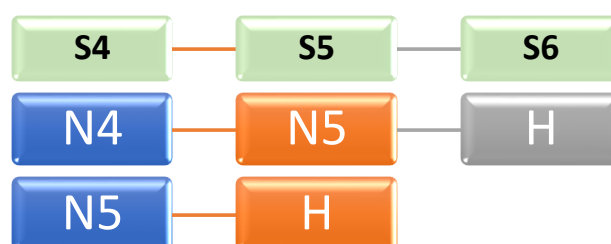
As part of the S4 course, learners will also learn about the culture of Italy, including Italian cinema and music.

### Teaching Approaches and Resources

Those studying Italian will learn to work independently as well as in pairs or small groups and they will have the opportunity to learn via a variety of activities developing language and communication skills. Lessons will regularly be conducted in Italian for learners to develop their Listening and Talking skills. There remains an emphasis on games and active learning strategies to reinforce and practise new vocabulary.

Learners will also be encouraged to make use of iPads and technology to research their own interests in Italian and to develop further their Reading skills. They will also continue to make use of various websites and apps to improve their digital skills alongside their language skills.

### Progression Diagram



### Possible Careers

- Air cabin crew
- Immigration officer
- EFL teacher
- Resort representative
- Tourist guide
- Travel and tourism
- Translating
- Journalism
- Interpreting
- Performing arts
- Law
- Airline customer service agent
- Car rental agent
- Events manager
- Interpreter
- Retail buyer
- Tourist information assistant
- Travel agent
- Teaching (primary and secondary)
- Computing and ICT-related jobs
- Hospitality / hotel work
- International aid work
- Airport information assistant
- Customs officer
- Tour manager
- Cooking
- Retail and customer services
- Events management
- Marketing
- Business management
- Administration
- Speech and language therapy

## Media (N5/4)

Media courses provide learners with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

Pupils understand and develop their media literacy skills and appreciate the opportunities and challenges that occur in the media industry. Pupils develop knowledge and understanding of the key aspects of media literacy and the role of media in society, and plan and research when creating media content, as appropriate to purpose, audience and context.

This Course offers pupils opportunities to develop and extend a wide range of skills, including communication, critical literacy, personal, interpersonal and team working, and creative thinking.

### The S4 Experience

Pupils will be introduced to the key aspects of media literacy, through discussion of texts from a variety of media and through production tasks which will give them the opportunity to create media content. Understanding the key aspects of media literacy will equip them to create more successful media texts, as well as giving them a platform for attainment in the senior courses.

### The Key Aspects of Media course

*Categories* – what is the text? What is it for?

*Language* – how is the text constructed?

*Representations* – how does the text describe people/places/issues?

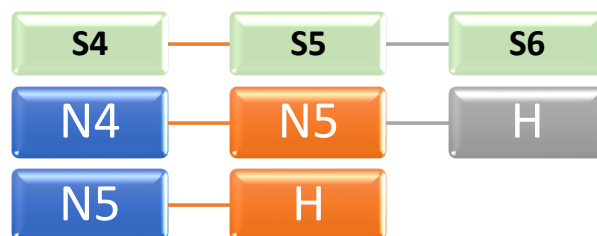
*Narrative* – how is the text organised?

*Audience* – who is the text for? How do different audiences respond to it?

*Institutions* – who made the text? What constraints did they work within?

*Society* – where and when was the text made?

### Progression Diagram



### Possible Careers

- Studio engineer
- Stage manager
- Audio-visual technician
- Animator
- TV or film technician
- TV or film production assistant
- Broadcast engineer
- TV or film director

## Practical Metalworking (N4)

### Entry Requirements

There are no formal entry requirements, but an interest in craft skills is required. It is also important to note the following:

- Safety is key in a workshop and must be adhered to.
- Practical Metalwork involves a great degree of accuracy with tolerances of  $\pm 2\text{mm}$  at N4.
- You will make a range of projects, but there is no scope for designing or adding personalisation, as the qualification expects you to replicate provided working drawing.

### Description of the course:

Practical metalwork gives vital skills for practical industries through 3 key practical units:

- Machine Processes
- Bench Skills
- Fabrication & Thermal Joining

These areas will be covered throughout the year by completing the different projects.

### Assessment for N4:

To gain National 4, learners must pass all Units including the Added Value Unit.

These are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards).

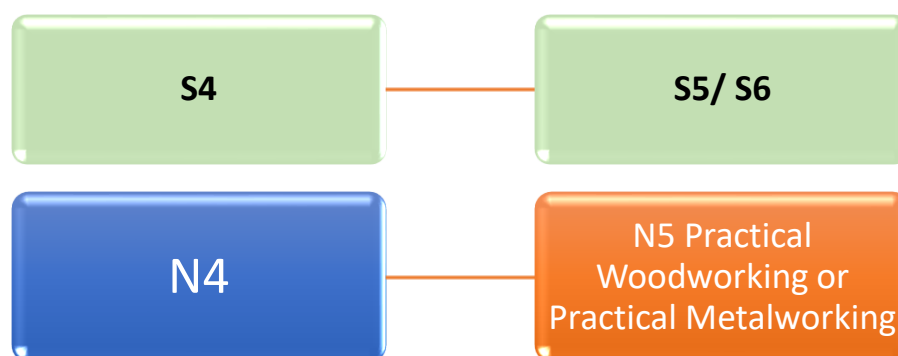
Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, diaries). A portfolio of work (including a learner checklist) will also be prepared by the learner.

The Added Value Unit (Practical Activity) will require learners to make a finished product in metal, completing a record of progress. This will be marked by the school in accordance with SQA guidelines and will be graded Pass or Fail.

There is no exam for the N4 Practical Metalworking course.

### Progression Pathways

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



## Modern Studies (N5/4)

Modern Studies is an exciting and fast-moving subject that helps to create and develop informed, active citizens who are able to compare their world with other societies and cultures. Students will become effective and responsible contributors to a democratic society by developing an understanding of current affairs including politics, the media and social and international issues.

Students will develop their literacy and numeracy skills and will also improve their digital literacy. They will become proficient at applying skills of analysis and evaluation and the topics we study will broaden their understanding of political, social and economic issues in the UK and overseas.

This course will allow students to develop their Modern Studies Skills. We will learn how to gather accurate information in Modern Studies and will examine bias, exaggeration and enquiry skills. This will culminate in the completion of a research project on a Modern Studies topic of your choice.

### *Crime and the Law*

In this topic we will learn about the causes and consequences of crime and the criminal justice system in Scotland. We will study the ways that government and police are trying to tackle crime and the effectiveness of prisons and alternatives to prison.

### *Democracy in Scotland*

In this topic we will learn about how our views are represented in a democracy by examining the Scottish Parliament. We will look at the powers of the Scottish Parliament, the role of our MSPs and the First Minister, as well as the voting system. Lastly, we will study the influences in a democracy, such as the media and pressure groups.

### *International Issue: Terrorism*

This unit focuses on the causes, impacts and responses to terrorism. Throughout this unit we look at case studies around the world including the Manchester Terrorist attack, Christchurch Terrorist attack and terrorism in Tunisia. We will also learn about the role of organisations such as the United Nations (UN), North Atlantic Treaty Organisation (NATO) and the European Union to see how they respond to terrorist attacks around the world.

## Progression Diagram



## Possible Careers

- Broadcast journalist
- Criminal intelligence analyst
- Forensic computer analyst
- Magazine journalist
- Police officer
- Solicitor
- Welfare rights officer
- Careers adviser
- Diplomatic service officer
- Library assistant
- Member of Parliament
- Secondary School teacher
- Tourist guide
- Civil Service officer
- Economic development officer
- Local Government officer
- Newspaper journalist
- Social Worker
- TV production runner

## Music (N5/4)

The S4 course provides a pathway to the Higher and Advanced Higher courses and offers all students the opportunity to perform, listen to and compose music in a number of individual and group situations. Practical skills are taught in class and a number of students also benefit from instrumental instruction. There are three main areas.

### 1. *Performing -1<sup>st</sup> and 2<sup>nd</sup> instruments*

All students play two different instruments e.g. drum-kit and keyboard, clarinet and bass guitar. Students can, with advice from their teacher, choose their instruments from a range of classroom, band and orchestral instruments as well as voice. Students are encouraged and supported to take part in a variety of performances in class, in school and at outside concerts. Live performance is an important part of the course.

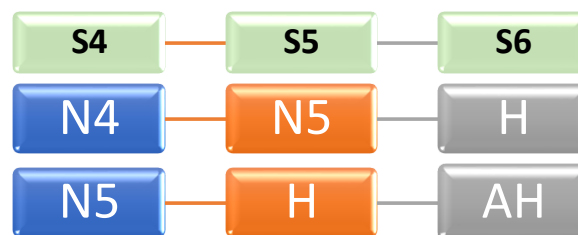
### 2. *Understanding Music*

Students, through listening, will develop knowledge and understanding of music, a range of music concepts and basic music literacy. Learners will explore music across a range of styles and genres and consider the social and cultural influences on music.

### 3. *Composing Assignment*

This part of the pathway enables students to develop skills in inventing before going on to create their own original music. Students use the latest technology including Ableton, Noteflight and various apps and also explore the techniques used by other composers and musicians.

## Progression Diagram



## Possible Careers

- Performer
- Music Therapist
- Radio producer
- Community arts worker
- Composer
- Sound engineer
- Event manager
- Music retailer/publisher
- DJ
- Broadcasting/film/video
- Arts administrator
- Primary/secondary teacher or visiting specialist

## Music Technology (N5/4)

Learners who choose to continue studying Music Technology in S4 will build on the skills they have developed in S3. Practical production and recording skills are developed as students work independently on 2 projects of their choosing along with building on their understanding of music and music technology. The 3 areas of the course are:

### 1. *Production Project 1*

Students plan, implement and evaluate creative production using music technology. The creative production may be in appropriate contexts, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. The production is accompanied with a portfolio evidencing the student's work over the planning, implementation and evaluation stages.

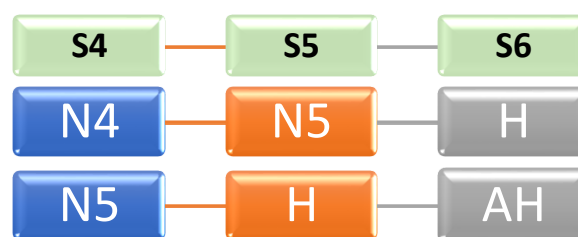
### 2. *Production Project 2*

Students plan, implement and evaluate creative production using music technology. The creative production may be in appropriate contexts, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. The production is accompanied with a portfolio evidencing the student's work over the planning, implementation and evaluation stages.

### 3. *Understanding Music Technology*

Students, through listening, will develop knowledge and understanding of music and music technology, develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres. They will also develop an understanding of aspects of the music industry including basic intellectual property rights.

## Progression Diagram



## Possible Careers

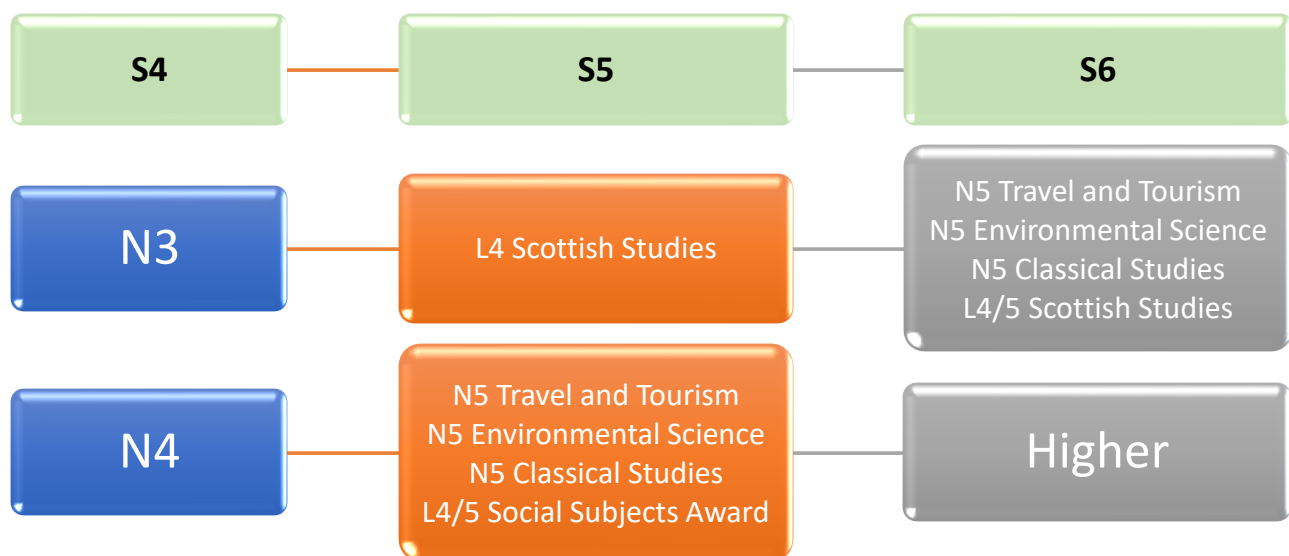
- Producer
- Musician
- Radio producer
- Community arts worker
- Composer
- Sound engineer
- Event manager
- Music retailer/publisher
- DJ
- Broadcasting/film/video
- Arts administrator
- Primary/secondary teacher or visiting specialist

### People and Society (N3/N4)

The course content for each unit is completely open to negotiation and there will be a consultant process for the first few weeks in order for the students to be supported to organise their class topics. Previous topics have ranged from the circus to cheerleaders and from Afghanistan to being a soldier. Students will develop skills in working with others and in communicating, while the emphasis on using information and making decisions will develop thinking skills.

This study encourages students to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship. Your confidence will grow as you begin to understand more about your sense of identity and place in the world. Students will learn topics from across the social subjects and develop a sense of responsible citizenship.

### Progression Diagram



### Possible Careers

This study lends itself to the development of literacy skills. Students will access a range of resources and forms of feedback in order to facilitate progression. This course encourages listening and talking through a range of collaborative activities and group work. Skills of numeracy are developed through the evaluation of a range of numerical, statistical and graphical sources of information. Citizenship will be an important aspect of this course and students should be encouraged to consider their place in society through the topics, themes and issues studied during the course. Thinking skills will also be developed in the course, with students developing their knowledge and understanding of a range of issues and events and will be able to apply their knowledge to real events and issues.

**Photography (L5 NPA)**

This is a project-based course designed to develop and extend your photographic skills. You will undertake 2 large projects based on photographing people and photographing places. Through undertaking practical activities and evaluating your work you will gain a sound knowledge of photographic work and practice, what skills are required in order to complete a successful photographic project and how to develop these skills.

You will also learn about photographers and their work in more depth, how to work with digital image files and editing techniques, file management and presentation of photographic work.

**Progression Diagram****Possible Careers**

- Photographic Stylist
- Photographer
- Art and Design Teacher
- Fine Artist
- Video Editor
- Further / Higher Education Lecturer
- Medical Illustrator
- Scenes of Crime Officer
- Community Arts Worker
- Private Investigator
- Animator
- Photographic Technician
- TV or Film Operator
- Graphic Designer
- TV or Film Director
- Land Surveyor

### Physical Education (N5/4)

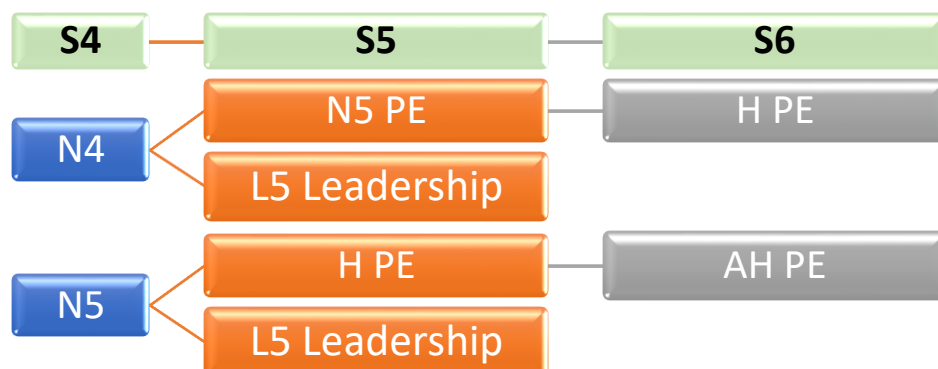
Learners who choose to continue studying certificated Physical Education in S4 will build on the important work done in S3. In the National 4 and National 5 Physical Education Course, there will be an emphasis on skills development and the application of those skills.

A typical week will consist of a balance of both practical and theory lessons, therefore pupils who elect to take this course are expected to have the drive and ambition to further improve and develop their practical performance through skills practices and theory sessions. A wide range of teaching approaches will be used including whole class teaching, group discussion, paired work and individual work.

#### The main aims of the Course are to enable the learner to:

1. Develop and demonstrate movement and performance skills in physical activities.
2. Demonstrate initiative, decision-making and problem-solving by engaging in a range of practical activities.
3. Consider the effects of the mental, emotional, social and physical factors on performance, in addition to developing an understanding of how to plan, monitor, record and evaluate this process to further improve personal performance.

#### Progression Pathways



#### Possible Careers

- Sports and exercise scientist
- Leisure Centre Manager
- Sports development officer
- Sports coach
- PE teacher (primary/secondary)
- Outdoor Education
- Firefighter
- Sports Journalism
- Dance Teacher
- Fitness instructor
- Personal trainer
- Outdoor activities instructor
- Sports therapist
- Armed services
- Police
- Professional Sport
- Professional Dance

## Physics (N5/4)

Physics is the study of matter, energy, and the interaction between them. It is the study of how things work. It is about asking fundamental questions and trying to answer them by observing and experimenting.

Physicists try to answer really big questions like:

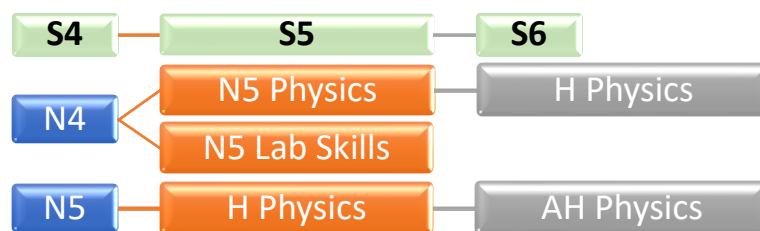
- How did the universe begin?
- How does the Sun keep on shining?
- How will the universe change in the future?
- What are the basic building blocks of matter?

### S4 Physics Course Content

The S4 physics course aims to give learners a thorough knowledge and understanding of the most fundamental areas of physics. This includes:

- Carrying out regular experiments accurately and safely
- Measuring and calculating the speed of objects
- Investigating magnets and electromagnets
- Gaining an understanding of waves and sound
- Constructing and analysing electrical circuits
- Exploring space travel and telescopes
- Considering future energy sources
- 

### Progression diagram



### Possible Careers

- Engineering
- Meteorology
- Financial services
- Broadcasting
- Astronomer
- Doctor
- Medical physicist
- Modern Apprenticeship – Engineering
- Automotive engineer or mechanic
- Clinical engineer
- Electrical engineer
- Electrical engineering technician
- Communications industry
- Astronomy
- Scientific research
- Information technology
- Nuclear industry
- Clinical engineer
- Hospital Laboratory technician
- Radiographer
- Aircraft mechanic or engineer
- Chemical engineer
- Design engineer
- Energy engineer
- Satellite systems technician
- Electronics engineer
- Quarry engineer
- Marine engineer
- Structural engineer
- Electrical engineer
- Electronics technician
- Smart meter installer
- Energy engineer
- Manufacturing systems engineer
- Materials engineer
- Electrician Electricity distribution worker
- Modern Apprenticeship - Electrical installation

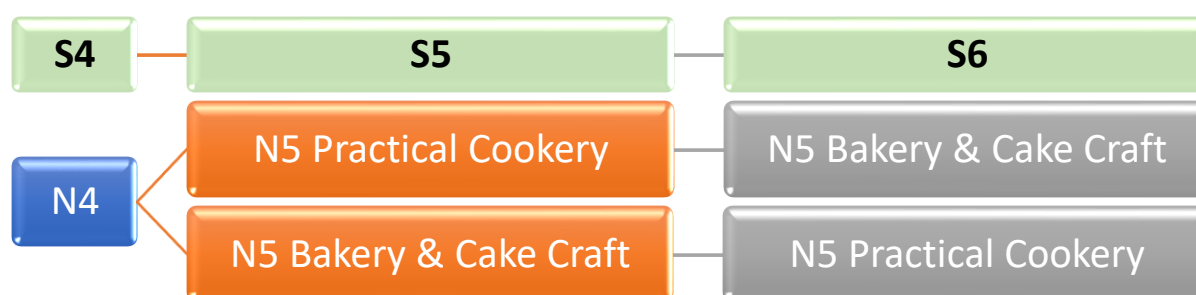
### Practical Cookery (N4)

This is a mainly practical course, which covers a range of cookery skills, techniques and processes. Students have a practical lesson at least once a week during which in they will plan and produce a recipe.

#### Cookery Skills, Processes, Techniques and Understanding and using ingredients:

Students will develop basic cookery skills, food preparation techniques and demonstrate cookery processes in the preparation of simple dishes. To support the practical lessons there will be written work to be completed weekly. Students will also select from a range of ingredients taking account of health and wellbeing and sustainability. Health and Safety in the food preparation room is part of essential learning in the course.

### Progression Diagram



### Possible Careers

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

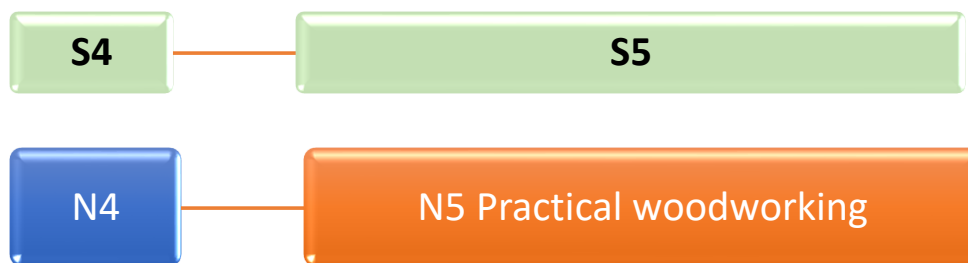
- Baker
- Butler
- Chef
- Kitchen assistant
- kitchen porter
- Residential support worker
- Bar person
- Cake decorator
- Food scientist
- Kitchen manager
- Technical brewer
- Food and beverage manager.
- Butcher
- Catering manager
- Food technologist
- Restaurant manager
- Hotel manager

**Practical Woodworking (N4)**

This course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study or a related career in the area.

**The course covers the following areas:**

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

**Progression Diagram****Possible Careers**

- |  |                          |
|--|--------------------------|
| • Cabinet maker                        | • Carpenter or joiner    |
| • Ceiling fixer                        | • Construction operative |
| • Fairground worker                    | • French polisher        |
| • Furniture designer                   | • Glazier                |
| • Musical instrument maker or repairer | • Picture framer         |
| • Toy maker                            | • Set designer           |
| • Wood machinist                       | • Shopfitter             |
| • Stagehand                            | • Window fitter          |

### Religious, Moral and Philosophical Studies (RMPS) (N5/4)

RMPS is about asking questions and discussing ideas. Religious, moral and philosophical issues are constantly in the news so a major aspect of the subject is exploring current moral and philosophical issues. The subject also helps pupils to find out about world religions and how they affect people's lives.

RMPS helps to develop clear and logical thinking, debating and discussion, literacy, organisation, problem solving, research and enquiry skills.

In S4 pupils will study the following:

- *World Religion:* In S4 we study the world religion of Islam in depth including the key beliefs, values, practices and traditions of Islam and Muslims in today's society.
- *Morality and Belief:* At National 4 and 5 level, our focus for morality and belief is on the unit of Morality, Medicine and the Human Body which explores medical contemporary moral issues such as euthanasia, the use of human embryos, and the right to life and death from religious and non - religious perspectives.
- *Religious and Philosophical Questions:* This unit focuses on the philosophical aspects of RMPS by exploring the arguments and debates surrounding questions such as the Existence of God from scientific, religious and philosophical viewpoints.
- *RMPS AVU or Assignment:* Pupils will be able to choose a religious, moral or philosophical issue to research and then report what they find out about it.

### Progression Diagram



### Possible Careers

- Advocate
- Counselling psychologist
- Local government officer
- Psychotherapist
- Sports and Exercise psychologist
- Community development worker
- Diplomatic service officer
- Member of Parliament
- Secondary School teacher
- Volunteer organiser
- Forensic psychologist
- Procurator fiscal
- Solicitor
- Community education coordinator

**Science Technology- (L4 NPA)****Aims of course**

The specific aims of the NPA Science and Technology group award are to:

- Develop knowledge and understanding of biotechnology and physics.
- Develop knowledge and understanding of science and its applications in relation to everyday life.
- Prepare learners for progression to qualifications at SCQF level 5 in science and associated STEM areas.
- Develop skills in good laboratory practice.
- Develop an understanding of science health and safety practices.

**Content**

The course consists of 4 units, one of which is explored in S3:

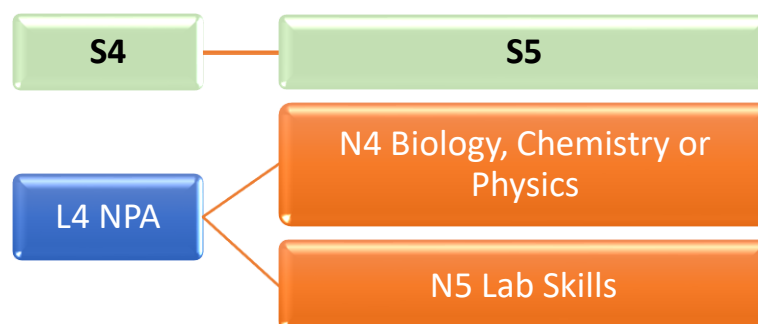
- Biotechnological Industries
- Physics: Electricity and Energy
- Science practical and investigation skills and
- Chemistry in Society (S3)

**Assessment**

Outcomes are assessed in class with an end of unit, closed book assessment. This is combined with practical assessments which are undertaken within class time under the supervision of the class teacher. These assessments combined make up 100% of the course award.

**Progression Pathways**

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



## Spanish (N5/4)

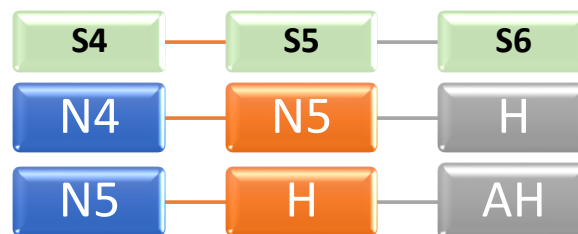
Learners who choose to continue studying Spanish in S4 will build on the significant work they will have done in S3, in terms of vocabulary, grammar and the skills they have developed in Reading, Listening, Talking and Writing. The S4 Spanish course will help learners to become more confident in their handling of language and allow them to express more confidently themselves in Spanish, in both speaking and writing.

### Skills and Topics

Learners will continue to develop their skills in *Reading, Listening, Talking and Writing*. From the four contexts of **Society, Learning, Employability and Culture**, learners will cover topics, such as; home area and environment, holidays, school life, technology, film/TV, food/drink, healthy living, family relationships, and the world of work.

Learners will also learn about the culture of Spain, including Spanish cinema and music, and the many festivals in Spanish-speaking countries.

### Progression Pathways



### Teaching Approaches and Resources

Those studying Spanish will learn to work independently as well as in pairs or small groups and they will have the opportunity to learn via a variety of activities developing language and communication skills. Lessons will regularly be conducted in Spanish for learners to develop their Listening and Talking skills. There remains an emphasis on games and active learning strategies to reinforce and practise new vocabulary.

Learners will also be encouraged to make use of iPads to research their own interests in Spanish and to develop further their Reading skills. They will also continue to make use of various websites and apps to improve their digital skills alongside their language skills.

### Possible Careers

- Air cabin crew
- Immigration officer
- EFL teacher
- Resort representative
- Tourist guide
- Travel and tourism
- Translating
- Journalism
- Interpreting
- Performing arts
- Law
- Airline customer service agent
- Car rental agent
- Events manager
- Interpreter
- Retail buyer
- Tourist information assistant
- Travel agent
- Teaching (primary and secondary)
- Computing and ICT-related jobs
- Hospitality / hotel work
- International aid work
- Airport information assistant
- Customs officer
- Tour manager
- Cooking
- Retail and customer services
- Events management
- Marketing
- Business management
- Administration
- Speech and language therapy