Perth Grammar School S3 Course Refinement

Progression Pathways Booklet

2021 - 22

Dear Parent/Carer,

Curriculum For Excellence – Course Refinement for S3

This booklet will provide you and your child with the information you need to select the best learner pathway into S3, the final year of the 'Broad General Education' or 'BGE'. As pupils progress through S1 to S3 in the 'BGE', they can personalise their curriculum while maintaining a broad base across all curriculum areas. This allows for greater depth of study in areas of interest and aptitude and creates clear progression pathways to qualifications and personal achievement in the Senior Phase. Breadth is a crucial design principle of Curriculum for Excellence and so at this stage there are some limits to choice to ensure pupils continue to learn across the 'Experiences and Outcomes' of all curriculum areas and develop the key skills they need to make good choices in the future.

Pupils will be given the opportunity to pick courses within each curriculum area and then take two further options from any curriculum area. Following consultation with staff, parents and pupils, this will now include a variety of different types of qualification (Nationals, NPAs Skills for Work and Wider Achievement). This is explained fully in the pages that follow and on the course choice sheet at the end of this booklet.

As with all course choice processes, we must emphasise that not all courses listed on the choice sheet will necessarily run. This will depend upon staffing, accommodation and pupil interest. However, it is our intention to provide as many opportunities as we can, to enable your child to follow the courses that are the most appropriate for them.

We hope that this approach will allow your child to choose areas of the curriculum in which they have an interest and in which they can be successful. This will ensure an effective transition to the senior phase in S4. Should you wish to discuss any aspect of the process or your child is having difficulty with their choices, please contact your child's Guidance teacher in the first instance.

Yours faithfully,

Martin Reid
Deputy Headteacher (School Improvement)

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Introduction

This booklet is designed to support you and your child to make choices to refine and personalise their curriculum for the final year of the Broad General Education or 'BGE'. At this stage we keep things broad with learning across all 8 curriculum areas. However, this is a chance to refine things by concentrating on the subjects or courses that will help your child towards their chosen career goals. Our pupil survey showed that around 2/3 of young people have some idea of the career they would like to pursue. However, even for those who are not sure, the choices they make for S3 will help them to decide on their future learner pathway.

Developing the Young Workforce & Future Pathways

There is now an increased emphasis in school on *Career Management Skills* – developing the skills young people need for the career they want. In 2014, Sir Ian Wood published a report into *Developing Scotland's Young Workforce*. This challenged the government, education, business and industry to find ways to improve opportunities for all young people whether they pursue an academic or vocational route to their chosen career. As a result, we now work very closely with our Careers Advisers from *Skills Development Scotland* (SDS) and a range of business partners – particularly our new Strategic Partner, *Robertson's Construction* - to signpost young people towards new opportunities and areas of growth in the economy in STEM, in the Food and Drink Industry, in the Creative Industries and New Technology.

The labour market in Scotland is changing rapidly and there is now an increased focus on work-based learning. There are now 3 different apprenticeship options: Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships.

Foundation Apprenticeships are taken whilst still at school and give experience in the workplace along with qualifications at SCQF Level 6. They allow young people to learn the skills they need for the future and gain a qualification that employers recognize and can be taken alongside other subjects offered at school.

Modern Apprenticeships are paid employment opportunities that offer industry-recognized training on the job. These are aimed at individuals aged 16+ and who have left school. Modern Apprenticeships allow young people to earn while they learn and build the experience and skills that employers want to see with a Modern Apprenticeship.

Graduate Apprenticeships are paid jobs that give an individual industry experience and training whilst working towards a degree. These are a brand new way to work, earn and learn and avoid the debt that is often incurred at university.

For more information on apprenticeships, please visit apprenticeships.scot

Career Management Skills

As your child moves through school into the Senior Phase, they will benefit from the improvements we are making to the curriculum to ensure that learner pathways are there for every individual, whether they choose to go on to University, College or into the workplace. This means that the choice process is no longer just about picking subjects but about exploring interests and areas of strength, then matching these to the opportunities available and getting help and support with choices. The SDS jigsaw describes this as: *Self, Strengths, Horizons and Networks* (see diagram below). All pupils have been taught this in SE.

New Courses

We are offering a range of Wider Achievement, Skills for Work, National Progression Awards and National opportunities, as well as taster courses for college pathways. These options are suited for all learners and offer an alternative pathway to all SCQF levels. As your child moves into the Senior Phase, vocational learner pathways can be pursued at school, college or a combination of both.

Online Choice Form

Due to the current restriction and access to the school building we plan to use a digital form for recording course choice, which pupils can complete online at home or on a portable electronic device, including their phone. A link to the form will be on the school website. In addition to the online form an electronic version of the paper copy will be issued to pupils through Microsoft Teams and made available on the school website. This version can be used to discuss with your child the option columns before completing the online form. The link to the online form will be released at the end of next week complete with the closing date for submission.

The Support Already in Place

Pupils have already experienced a range of supports that will help them to make decisions about their courses for next session:

- Tracking Reports were issued in September and December. These provide information on your child's progress and achievement in each subject area.
- A mock run of making course choices has taken place in PSE where students were first introduced to the variety of subjects on offer, discussion relating to the column structure and how to complete the online form.
- All pupils go through the Barclays Lifeskills Programme in Social Education helping them to develop their skills in employability and enterprise.

Further Support and Course Choice Process

- Pupils will discuss the contents of this booklet in Social Education and Tutor Time to ensure that they make informed choices and are clear about how to complete the option form on paper and online.
- Our Careers Advisers from Skills Development Scotland can support pupils where requested through interviews. Requests should be sent to your childs Principal Teacher of Guidance in the first instance. Due to the current situation we are working on SDS sessions as part of PSE lesson.
- Your child can also use the tools on My World Of Work to help make choices.
- During this process, Guidance & Tutor Teachers will check that course choices are in the best interests of the pupil. If there are any issues, the Guidance teacher will contact you.
- Class teachers and PT's will discuss and explain the entry requirements and progression routes for courses in their curriculum areas and provide information to stimulate interest.
- The online pathways form will be open and the full course descriptors will be available on the school website. Links will be sent out in the parent and pupil bulletins and paper copies available on request.
- You will have the opportunity to attend the S2 online parents evening to speak with class teachers to confirm the right pathway for S3. A member of the Senior Leadership Team and Guidance staff will be conducting an online support session.
- In normal circumstance all pupils will complete a pathways form (paper copy) complete with PT/Subject specialist approval and submit this to their Guidance teacher on 5th February. This year House Teams (Principal Teacher and DHT) will conduct **1:1 meetings on the 5th February** where submitted course choices will be reviewed, discussed and modified where necessary. Further information will follow.
- The **final deadline for submission** of choices will be **4th February** via the online form. We are trialing a new online system that should improve the process. As a result, an email will be sent to all parents in due course detailing the link for the online form.
- A summary of all the relevant dates is provided below.

Key Dates

December	S2 report issued. Mock course choice issued in PSE and guidance teacher discussion
January	Pathway's booklet issued.
	Link to online choice form goes live. Full descriptors available on school website.
	Pupils discuss their learner pathway at home, in subject classes, PSE and Tutor Time.
	S2 Parents Contact Evening.
Feb	Choices completed and submitted via the online form.
	Guidance and Tutor Teachers and Careers Advisers hold individual interviews with pupils; contact with parents where appropriate; check forms completed appropriately and correctly.
	Choices collated, signed off and confirmed by Guidance teachers.
May/June	New timetable begins.

Key Information

CfE	**Curriculum for Excellence** is Scotland's curriculum for children and young people aged 3-18. It's an approach designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st century. More information here >>
SQA	Scottish Qualifications Authority – the national examination organisation that enables schools to provide National Qualifications and other achievements. See this link for support for parents >>
BGE	Your child is entitled to receive a rounded education, known as a broad general education, from early years through to the end of S3. This **broad general education** provides your child with a wide range of knowledge, skills and exciting experiences that they can draw on as their lives, careers and job opportunities continue to change. More information here >>
Senior Phase	The three-year phase from S4 to S6 when young people build a portfolio of qualifications and achievements to help them towards a positive destination beyond school. More details here >>
Career Management Skills	**The skills you need for the career you want**. Career Management Skills are the skills that best enable people to plan and pursue life, learning and work opportunities. *Skills Development Scotland* aims to help young people identify and develop these skills to ensure they are successful career planners throughout their lives. More details here >>
SDS	**Skills Development Scotland** – the organisation responsible for supporting schools with careers education.
SCQF	Scotland's national qualifications framework. An interactive version is available on http://www.scqf.org.uk along with clear explanations of SCQF levels and credit points.
MyWoW	**My World of Work –** a powerful online tool with information and activities to help young people, parents and teachers reflect on, research and plan the careers they want. There is a section for parents and a tool for young people to explore their strengths and skills and choose their subjects. More information from our senior pupil MyWoW Ambassadors or from this link >>
Learner Pathways	A learning pathway is a learner's journey through education and learning. Courses, qualifications and learning experiences can be chosen at any age or stage of learners' lives. These learning choices are steps along the learning pathway. An excellent guide to this can be found here >>

Course Descriptors

All pupils will study English and Maths

English

Title of Course:	English
Key content, activities and subject-specific skills	- A continuation of Broad General Education experiences and outcomes through a variety of genres – Prose, Drama and Poetry. - Using reading and listening strategies to understand, analyse and evaluate texts. - Focusing on writing to create extended pieces, enhancing the range and complexity of text through more sophisticated language. - Talking and presenting in groups to communicate complex information - Summarising and synthesising ideas.
Skills for learning, life and work	- Engaging with others as a member of a team, recognising the value of others' perspectives. - Sharing and taking individual responsibility to achieve the best outcomes. - Ongoing development of literacy skills. - Developing and using higher-order thinking skills. - Researching and utilising information.
Assessment and Progression Pathways	- Ongoing continuous assessment through classwork and homework. - Monitoring and tracking progress throughout the year. - Preparation for appropriate SCQF Level 5 courses in S4.

Mathematics

Title of Course:	Mathematics and Numeracy
Key content, activities and subject-specific skills	The mathematics and numeracy experiences and outcomes have three main organisers, each of which contains a number of subdivisions: • **Number, money and measure** • **Shape, position and movement** • **Information handling**
Skills for learning, life and work	Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.
Assessment and Progression Pathways	Pupils are continually assessed throughout the BGE, using a variety of approaches. In general, a pupil working within the 4th Level E's & O's will progress to SCQF Level 5 Mathematics, a pupil working within the 3rd Level E's & O's will progress to SCQF L4 Mathematics and a pupil working within the level 2 E's & O's will progress to SCQF L3 Applications of Mathematics.

All pupils will study Core SE, PE and RME

Core Social Education, Physical Education and Religious & Moral Education

Title of Course:	Social Education
Course content and skills	Over the last few years Social Education has been evolving through Curriculum for Excellence. Feedback from pupils has been taken into account when making these changes and the course now has more of a *skills* focus. The aims of the programme are to offer every pupil an opportunity to: • Develop skills for the world of work like presenting, team work and leadership. • Develop an understanding of the growing-up process. • Make informed choices about the world of work, leisure and responsibility. • Develop self-esteem and self-awareness. We also have numerous expert speakers on current issues like drugs, sexual health and relationships, financial education and dealing with stress, to name a few. This course is continuously developing to make sure that pupils' health and wellbeing is at the centre of all their learning.

Title of Course:	Physical Education
Course content and skills	Pupils will develop their practical performance through participating for a double period in a range of physical activities. Examples of activities on offer include fitness, football, rugby, athletics, cricket, basketball, orienteering, climbing, volleyball, netball, gymnastics and hockey. Pupils will acquire knowledge of concepts, rules and strategies whilst developing their fitness and ability to enhance personal qualities and social skills. There is a clear focus on making sure all pupils learn how to look after their physical and mental health and well-being. As pupils progress into S3 they will be given a choice of activities in which to develop their performance.

Title of Course:	Religious & Moral Education
Course content and skills	Pupils will explore the world's major religions as well as views which are independent of religious belief, considering the challenges posed by these beliefs and values. Religious & Moral Education supports pupils in developing and reflecting upon their own values and their capacity to make moral judgements.

Art & Design

Title of Course:	**Art and Design**
Key content, activities and subject-specific skills	An effective art education will provide opportunities to help develop an aesthetic understanding of the work of Artists and Designers and the world in which they find inspiration. It will help develop creativity and visual awareness and enhance knowledge and appreciation. It will encourage pupils to experiment with a range of different media and explore different aspects of ICT. It will help pupils to understand, appreciate and respond to Artists and Designers. It will let pupils develop and enjoy practical skills, using a variety of different stimuli in a visually appealing environment.
Skills for learning, life and work	Pupils will be encouraged to take responsibility for personalisation of studies and work collaboratively within a studio environment. Pupil's visual observational skills will be developed through analytical drawing and this will progress to developing ideas when working with different media and techniques. Acquiring these skills will encourage problem solving and critical evaluation as well as knowledge and understanding of art terminology. Literacy skills will be developed through the investigative study of Artists and Designers. Planning and preparation, investigation and completion of tasks and the evaluation of end results will let pupils be involved in, and experience the Art and Design process.
Assessment and Progression Pathways	Pupils will be continually assessed through the BGE and their progress carefully monitored and tracked. The course will prepare them for a range of pathways within Art and Design. From the BGE pupils will progress onto SCQF level 3, 4 & 5 as appropriate, which will then progress onto Level 6 (Higher) in the senior phase. This progression route culminates with Level 7 e.g. Advanced Higher in S6.

Title of Course:	**Art and Design: Wider Achievement - Photography**
Key content, activities and subject-specific skills	This course is suited to creative individuals who want to explore their interest in digital photography. Learners will be introduced to a range of photographic processes and styles allowing them to develop practical skills and use photography in imaginative ways. The course will also provide opportunities to link with local and national competitions and meet working photographers to fully understand their process. Aims of the course: • Communicate personal thoughts, feelings and ideas using photography. • Develop creative and technical photographic skills. • Develop critical thinking, problem solving and evaluative skills. • Develop an understanding of how others work and the wider world of work.
Skills for learning, life and work	A breadth of learning opportunities are available through this course including, but not limited to: - Critical Thinking - Communication skills - Research - Creative Problem Solving - Analysing and reflecting - Using ICT - Enterprise skills - Collaborating with others
Assessment and Progression Pathways	The course consists of a variety of practical assessments throughout the year. Progress will be assessed though monitoring and tracking of classwork. This is a Wider Achievement course which will provide valuable skills and support access to a range of courses including Photography and Art & Design at SCQF Level 4/5. It will also support the development of skills useful for study in other technologies such as Digital Media and Graphic Communication. Note that we cannot currently guarantee progression to Level 4/5 Photography.

Business Education

Title of Course:	**Business Management**
Key content, activities and subject-specific skills	This course will introduce learners to the business world where they will learn about how businesses set up, and how they operate. • **Understanding Business** – knowledge and understanding of the ways in which businesses operate and the role of business; awareness of internal and external influences on business activity • **Marketing & Operations** – awareness of the actions taken by businesses to ensure customers' needs are met to enable them to remain competitive; Market Research; Marketing Mix (Price, Product, Place, Promotion); Methods of Production, Quality Control • **People & Finance** – role of people; Recruitment and Selection, Training, Motivation and Legislation affecting the workplace; Sources of Finance, Budgeting and Profit Statements Learners will develop an insight into the impact of the economy on businesses and on daily lives, thus gaining economic awareness. They will also develop enterprising and research skills by participating in practical activities in realistic business situations.
Skills for learning, life and work	• knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence • learners will develop skills which include an enterprising attitude and an appreciation of taking risks in a business context • learners will improve numeracy and understanding of business and personal financial management • learners will become more confident when decision making, by improving their skills interpreting, analysing and evaluating a range of information • Literacy skills will be improved by preparing reports using business terminology
Assessment and Progression Pathways	Assessment will take the form of written responses to questions to test knowledge and understanding, participation in group tasks and presenting information to other groups. Pupils will also produce a short business report. • Progression for Business Management in S3 and S4 would be SCQF Levels 3, 4 and 5 (N3/N4/N5) • Progression for Business Management in S5/S6 would be SCQF Level 6 (Higher)

Title of Course:	**Operating in Business**
Key content, activities and subject-specific skills	One of the top 5 business sectors in Perth and Kinross is Retail and operating in businesses such as: hotels, retail outlets, travel organisations, beauty therapy, hairdressing, sports centres, and/or voluntary organisations. Do you want to learn the skills and knowledge that you need for working in Business or Retail? Then S3 Operating in Business is for you!

Skills for learning, life and work	During this course learners will develop an understanding of the needs of a retailer and an appreciation of the importance of customers. Learners will also develop an awareness of key customer service elements and how they impact the success of a business. Throughout this course there will be a focus on gaining skills in areas such as: Communication, Enterprise, Leadership, Problem Solving, and Working with Others. Learners will also gain important employability skills and positive attitudes relevant to both the workplace and learning environments.
Assessment and Progression Pathways	This course is a blend of theory and practical where we hope to visit local businesses and have external speakers come in to give us an insight into the world of work.

Title of Course:	Administration and IT
Key content, activities and subject-specific skills	This course will introduce learners to the office workplace and they will learn about administrative roles and duties and develop IT skills using MS Office software. The 3 units covered are: **IT SOLUTIONS** – Word Processing; Databases; and Spreadsheets **COMMUNICATIONS** – Use of Internet; Email; Ediary; PowerPoint; Publisher **ADMINISTRATIVE PRACTICES** – Tasks and Duties of an Admin Assistant; Customer Care; Health & Safety; Security of People, Property and Information; Organising and Supporting Events The learning approaches develop subject specific skills such as problem solving; using technology for investigation; and skills in organising, processing and communicating business information.
Skills for learning, life and work	The Course contains a significant practical component, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context. The generic skills include the skills of remembering, understanding and applying as well as aspects of literacy and numeracy. The Course makes an important contribution to general education through developing a range of essential skills that will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.
Assessment and Progression Pathways	Students' progress will be assessed with practical tasks completed on the computer at the end of each topic. In addition, they will complete Integrated mini projects based around a small event, where they will choose the appropriate software for the task. Their problem solving will be assessed on an ongoing basis. • Progression for Administration & IT in S3 and S4 would be SCQF Levels 3, 4 and 5 (N3/N4/N5) • Progression for Administration & IT in S5/S6 would be SCQF Level 6 (Higher)

Computing Science

Title of Course:	*Computing Science*
Key content, activities and subject-specific skills	The course brings together elements of technology, science and creative digital media The course has four areas of study: • **Software design and development:** software design and development, programming and computational-thinking skills, implementing practical solutions and explaining how these programs work. • **Computer systems**: working in binary and basic computer architecture; environmental impact of computing systems and security precautions. • **Database design and development:** database design and development, apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. • **Web design and development:** web design and development, through a range of practical and investigative tasks, apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.
Skills for learning, life and work	Planning and organising, working with others, literacy, numeracy, creativity, thinking skills and computational thinking skills such as creating algorithms to solve real world problems.
Assessment and Progression Pathways	All units of work will consist of a practical assessment as well as theory assessments. Teachers will discuss progression with pupils which could include entry into the following courses in S4-6 • National 4/5 Computing Science • NPA Digital Media (Levels 4/5) • NPA Digital Passport (Levels 4/5) • NPA Cyber Security (Level 4)

Title of Course:	*Digital Media*
Key content, activities and subject-specific skills	Pupils in Digital Media will learn about key aspects of the subject in preparation for certificate courses in the senior phase (S4-S6) This course will provide students with an introduction to the planning, capture and editing of digital multimedia, with pupils learning key skills in digital photography, image manipulation, audio editing, animation and video production using a range of different hardware and software.
Skills for learning, life and work	Pupils will be equipped with key skills for future learning and employment. These include: planning and organizing, working with others, literacy, numeracy, creativity and thinking skills.
Assessment and Progression Pathways	All units of work will consist of a mixture of theory and practical assessment. Curriculum pathways exist in Digital Media from S3 into senior phase where pupils can choose to continue to study a National Progression Award (NPA) at level 4 or 5 in S4. On successful completion of a level 5 award, students may choose to continue at level 6 in S5/6

Title of Course:	**Cyber Security and App Development**
Key content, activities and subject-specific skills	Pupils in Cyber Security & App Development will develop their knowledge of cyber security that will allow them to fill the current skills gap in this field. Pupils will be encouraged to improve their own cyber hygiene that will then allow them to identify security weaknesses safely, legally and ethically. Pupils will also focus on the fundamental principles of app development – designing, prototyping and testing their own apps to fulfil needs in real world situations.
Skills for learning, life and work	Pupils will be equipped with key skills that have been identified by DYW as an area of increasing need in Perth and Kinross Council and beyond. These include; Planning and organising, working with others, literacy, numeracy, creativity and thinking skills.
Assessment and Progression Pathways	All units of work will consist of some theory and practical assessment. Curriculum pathways exist in Cyber Security from S3 into senior phase where students can choose to continue to study a National Progression Award (NPA) at level 4 or 5 in S4. Pupils may continue to level 6 and then beyond to employment or degree level study.

Cyclability Wider Achievement Course

Title of Course:	**Wider Achievement - Cyclability**
Key content, activities and subject-specific skills	This exciting new course, is a partnership project supported by sustainable transport organisation, Sustrans and Cycling Scotland. It is a chance to gain skills and open up opportunities in one of the fastest growing sectors in Scotland – Activity Tourism. Studying Cycle Maintenance will allow you to experience and develop your knowledge in a working environment. You will be taught how to identify and repair faults on bikes. You will learn how to carry out a service plan on a fleet of bikes. You could have the opportunity to achieve an industry-standard City & Guilds award (Entry Level award in cycle mechanics) and develop transferable skills that can be used in other practical environments. Pupils will learn, develop and practise the skills required for employment and/or career progression in the cycle maintenance and building sector
Skills for learning, life and work	This very practical hands-on course will develop key transferable employability skills essential for the workplace including teamwork, leadership, customer care, communication, organisation, planning, flexibility, initiative and creativity.
Assessment and Progression routes	This course could also be used as an interest course for a wide range of learners where progression may lead to bike/car maintenance or into the growing area of activity tourism. Progression could lead to: City & Guilds Level 1 Award in Cycle Mechanics City & Guilds Level 2 Certificate in Cycle Mechanics

Expressive Arts

Title of Course:	**Music with Performing**
Key content, activities and subject-specific skills	Pupils will develop their performing skills and will play music from a variety of styles and genres on their 2 chosen instruments. The course will be divided into units to allow the pupils to explore Composing, Music Literacy and Understanding Music concepts. Each unit will provide the opportunity to work both in a group and independently which will allow the pupils to build their confidence as well as their musical ability. All of these tasks will explore Curriculum for Excellence 4th Level Experiences and Outcomes.
Skills for learning, life and work	Self-confidence, self-esteem, ICT, literacy, numeracy, health and wellbeing, creativity, problem solving and working with others.
Assessment and Progression Pathways	Assessment will be continuous throughout the year and will take many forms, such as observations of practical work, written theory and listening tasks. One pathway is that this course progresses to Music at SCQF level 3/4/5. Further progression to SCQF level 6 and 7. Alternative pathway is that this course progresses to Music at SCQF level 3/4/5 and then onto NPA Music Performing SCQF level 6.

Title of Course:	**Drama**
Key content, activities and subject-specific skills	Pupils will develop their acting skills in a range of genres, improving their ability to work in a group and create storylines and characters of their own from a variety of stimuli. They will also explore and develop their understanding of Production areas, experimenting with, Sound, Lighting, Set, Props and Costume. Each unit of work allows the pupils to learn about a specific acting skill as well as a production skill. They will learn to apply these skills to performances, responding to the needs of the actors and creating an impact on the audience. All of these tasks will explore Curriculum for Excellence 4th Level Experiences and Outcomes
Skills for learning, life and work	Communication skills, creativity, ICT, literacy, numeracy, health and wellbeing, problem solving, self-confidence, self-esteem, working with others.
Assessment and Progression Pathways	Assessment will be continuous throughout the year and will take many forms, such as observations of practical work, vocab tests and evaluation tasks. One pathway is that this course progresses to Drama at SCQF level 3/4/5. Further progression to SCQF level 6 and 7. Alternative pathway is that this course progresses to Drama at SCQF level 3/4/5 and then onto NPA Acting and Performance SCQF level 6.

Modern Languages

Title of Course:	**French**
Key content, activities and subject-specific skills	Pupils will continue their study of topics and themes in French, and will develop their Listening, Reading, Writing and Talking skills to 4th Level Curriculum for Excellence Experiences and Outcomes.
Skills for learning, life and work	Pupils will continue to develop literacy, thinking and communication skills, and will increasingly be able to apply their knowledge about language. They will further develop their knowledge and understanding of another country and culture.
Assessment and Progression routes	There will be formal assessments in all skills. Progression routes National 2 (SCQF Level 2), National 3 (SCQF Level 3), National 4 (SCQF Level 4) and National 5 (SCQF Level 5) French.
Title of Course:	**Spanish**
Key content, activities and subject-specific skills	Pupils will continue their study of topics and themes in Spanish, and will develop their Listening, Reading, Writing and Talking skills to 4th Level Curriculum for Excellence Experiences and Outcomes.
Skills for learning, life and work	Pupils will continue to develop literacy, thinking and communication skills, and will increasingly be able to apply their knowledge about language. They will further develop their knowledge and understanding of another country and culture.
Assessment and Progression routes	There will be formal assessments in all skills. Progression routes – National 2 (SCQF Level 2), National 3 (SCQF Level 3), National 4 (SCQF Level 4) and National 5 (SCQF Level 5) Spanish.

Title of Course:	**Languages for Life and Work**
Key content, activities and subject-specific skills	This course will combine short units of transactional language work, with the study of aspects of European culture. Pupils will also experience aspects of the Building Own Employability Skills (BOES) unit which is undertaken in English.
Skills for learning, life and work	Pupils will further develop their literacy and communications skills, working both together and independently. They will further develop their knowledge, understanding and appreciation of other countries and cultures. They will also have the opportunity to acquire skills needed in order to gain employment.
Assessment and Progression Pathways	This course is intended either for those pupils who only wish to have an experience of a Modern Language until the end of their Broad General Education or those pupils who intend to complete the Modern Languages for Life and Work Award (SCQF Level 3 or 4) in the Senior Phase. Pupils will be allocated to this course after discussion with their Modern Languages teacher and Guidance teachers.

Physical Education

Title of Course:	**PE Performance Development**
Key content, activities and subject-specific skills	This course will provide you with an introduction to the courses offered in S4/5/6. • You will develop performance in activities of your choosing. • You will learn how to improve your sport through training and gathering of information. • You will use ICT to analyse your performance using App technology and video analysis.
Skills for learning, life and work	You will develop the following skills: Planning, Organisation, Literacy, Creativity, Problem Solving, Collaboration, using ICT and Evaluation.
Assessment and Progression Pathways	All units of work will consist of a practical assessment. Teachers will discuss progression with pupils which will include entry into the following courses in S4-6: • National 4/5 PE • Sports Leadership and Community Sports Leader Award (CSLA) (level 4) • Higher and Advanced Higher PE • Sport and Recreation Level 5

Title of Course:	**Dance Performance**
Key content, activities and subject-specific skills	**Cultural:** The Cultural block will allow learners to experience and take part in a range of styles and cultures from around the world. They will have the opportunity to take part in dances from different countries, appreciating their values, beliefs and types of dance they have to offer. **Dance Genres:** The Dance block will allow pupils to experience a variety of different dance styles including: • Contemporary • Jazz • Street Through these different styles they will learn different skills and techniques appropriate to each style as well as experience the steps in the choreographic process, which enables them to develop movement phrases to create short dances. **Choreography:** In this final block the pupils will learn how to choreograph their own routines and short sequences. Each session, the pupils will be taught a variety of task based activities. The outcome of these activities will be to create, perform and then analyse
Skills for learning, life and work	You will develop the following skills: Planning, Organisation, Literacy, Creativity, Problem Solving, Collaboration, using ICT and Evaluation.
Assessment and Progression Pathways	All units of work will consist of a practical assessment. Teachers will discuss progression with pupils. Pupils will be given the option to progress their learning at SCQF Level 5 through either the National 5 Dance course or via the Level 5 National Progression Award in Dance.

Title of Course:	**Wider Achievement – Sports Coaching Awards**
Key content, activities and subject-specific skills	"Sports Coaching Awards" will use sport and physical activity to help learners develop key leadership skills and increase academic performance. The course focuses on personal development and not just sporting ability. It boosts academic performance and helps learners become more community-minded through volunteering opportunities and recognised coaching awards to add to their CV's.
Skills for learning, life and work	You will develop the following skills: Leadership, Planning, Organisation, Literacy, Creativity, Problem Solving, Teamwork and Collaboration.
Assessment and Progression Pathways	This course can help you progress to: - Community Sports Leader Award - Sport and Recreation or - Dance Leader at SCQF Level 4 and 5.

Title of Course:	**Wider Achievement – Obscure Sports**
Key content, activities and subject-specific skills	An opportunity to experience Sport and Activity outwith the traditional range. This will include some outdoor activities such as orienteering and canoeing and sports like Aussie Rules Football, Lacrosse, Flag Football and Ultimate Frizbee. The purpose of the course is to broaden pupils' perspective of what "sport" can look like and give them a more rounded experience as part of their education.
Skills for learning, life and work	You will develop the following skills: Planning, Organisation, Literacy, Creativity, Problem Solving, Collaboration, using ICT and Evaluation.
Assessment and Progression Pathways	This course can help you progress to: - SCQF Level 4/5/6 National and Higher - Sport and Recreation Level 4/5 or - Community Sports Leader Award Level 4/5

Title of Course:	**Survival and First Aid**
Key content, activities and subject-specific skills	This course will equip students with the skills and knowledge to look after themselves and others in and around the water. Pupils will be introduced to personal survival methods in the swimming pool, lifeguarding techniques and will develop First Aid skills, such as CPR, using a de-fib, and dealing with other serious injuries.
Skills for learning, life and work	You will develop the following skills: Planning, Organisation, Literacy, Creativity, Problem Solving, Collaboration, using ICT and Evaluation.
Assessment and Progression Pathways	NPLQ – National Pool Lifeguarding Qualification CSLA – Community Sport Leader Award National 4/5 and Higher PE

Science

Title of Course:	**Biology**
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of Biology from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. Topics include: • Biodiversity and Interdependence • Body systems and Cells • Inheritance • Topical and interdisciplinary science The development of skills share equal importance with the development of a student's knowledge of Biology and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National qualifications in S4
Skills for learning, life and work	The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Biology. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).
Assessment and Progression Pathways	Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow the teacher to plan next steps for each student. Progression is to SCQF level 3,4 or 5 courses in Biology or Practical science

Title of Course:	**Chemistry**

Key content, activities and subject-specific skills	The course will build on a learner's knowledge of chemistry from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. Topics include: • Properties and uses of substances • Chemical changes • Processes of the planet • Earth's materials • Topical and interdisciplinary science The development of skills share equal importance with the development of a student's knowledge of Chemistry and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National qualifications in S4.
Skills for learning, life and work	The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Chemistry. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).
Assessment and Progression Pathways	Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow the teacher to plan next steps for each student. Progression is to SCQF level 3,4 or 5 courses in Chemistry or Practical science

Title of Course:	***Physics***
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of physics from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. Topics include: • Energy sources and sustainability • Vibrations and waves • Space • Forces • Electricity • Topical and interdisciplinary science The development of skills share equal importance with the development of a student's knowledge of Physics and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National Qualifications in S4.
Skills for learning, life and work	The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Physics. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).
Assessment and Progression Pathways	Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow teacher to plan next steps for each student. Progression is to SCQF level 3,4 or 5 courses in Physics or Practical science.

Social Subjects

Title of Course:	*History*
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of History from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. Topics studied include: **Global History: USA Westward Expansion/Introduction to Civil Rights.** • Westward Expansion • American Civil War • Ku Klux Klan **Scottish History** • Reign of King James VI • Witchcraft in Scotland (Touch on Salem witch trials for comparison) • Scottish Wars of Independence (William Wallace and Robert Bruce) The learning approaches develop subject specific skills e.g. evaluation of different sources, which will help pupils to achieve success in SCQF level 3/4/5 level in S4.
Skills for learning, life and work	- Researching - Analysing sources - Literacy - Numeracy
Assessment and Progression Pathways	Students' progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow teacher to plan next steps for each student. • Progression will be to SCQF Level 3/ 4 and 5 History or Level 4 People and Society depending on progress through S3 • Further possible progression to Level 6 History or alternative Social Subjects course at appropriate SCQF level.

Title of Course:	*Geography*
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of Geography from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. **Physical Geography (Natural Landscapes)** • Rivers – key features and how they are used • Glaciation – key features and how they are used • Natural Regions – Choice between Hot Deserts/ Rainforest and Arctic Tundra **Human Geography (Human Landscapes and land-use)** • Shanty towns – Rio or Mumbai • Land use – how the land in Scotland is used and the conflicts and solutions **Global Issues** • Natural Hazards – Hurricanes; tsunamis The learning approaches develop subject specific skills e.g. mapskills; subject literacy and numeracy skills and will provide opportunities for fieldwork to help achieve success in SCQF level 3/4/5 level in S4.

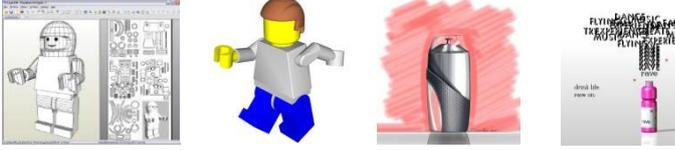|	
Skills for learning, life and work	• Atlas skills / Map Reading • Researching • Comparing and Contrasting • Literacy • Numeracy
Assessment and Progression Pathways	Students' progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow the teacher to plan next steps for each student. • Progression will be to SCQF Level 3/ 4 and 5 Geography or Level 4 People and Society/ Level 5 Travel and Tourism, depending on progress through S3 • Further possible progression to Level 6 Geography or alternative Social Subjects course at appropriate SCQF level.

Title of Course:	**Modern Studies**
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of Modern Studies from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. Topics studied include: **Development in Africa** • Factors that limit the progress of countries. • Impact of Aid on African Countries and how the UK helps countries. • Child soldiers, why they are used and the impact on their lives **Knife Crime in the UK** • The causes of knife crime. • The impact of knife crime on perpetrators, victims and the community. • A research project focused on discovering how large a problem knife crime really is in the UK. **Pressure Groups**
Skills for learning, life and work	• Debating and Discussion • Comparing and Contrasting • Researching • Literacy • Numeracy • Analysing
Assessment and Progression Pathways	Students' progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow teacher to plan next steps for each student. • Progression will be to SCQF Level 3/ 4 and 5 Modern Studies or Level 4 People and Society depending on progress through S3 • Further possible progression to Level 6 Modern Studies or alternative Social Subjects course at appropriate SCQF level.

Title of Course:	**RMPS**
Key content, activities and subject-specific skills	The course will build on a learner's knowledge of RMPS from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes. A variety of Religious, Moral and Philosophical topics will be covered throughout the course. The three topics covered are: • A World Religion such as Islam, Judaism or Hinduism. • A Moral Issue such as medical ethics (organ donation, euthanasia) or morality and conflict (morality of war and religious and secular responses to issues raised) • Religious and Philosophical Questions such as the origins of the universe or the problem of evil and suffering The course aims to encourage pupils to consider issues, concepts and questions in order to challenge their own opinions and beliefs. They will develop skills in questioning, debating and critical thinking, as well as developing a deeper understanding, tolerance and acceptance of various religious and philosophical beliefs and practices.
Skills for learning, life and work	• Debating and Discussion • Critical Thinking • Analytical skills • Evaluating viewpoints and opinions • Literacy
Assessment and Progression Pathways	Students' progress will be assessed through monitoring of classwork and homework. A variety of assessments, including tests will be used to check progress and allow teacher to plan next steps for each student. • Progress on to SCQF Level 3/ 4 and 5 RMPS with additional Level3/4 accreditation for Religion, Belief and Values • Further possible progression to Level 6 RMPS or alternative Social Subjects course at appropriate SCQF level.

Title of Course:	**People & Society**
Key content, activities and subject-specific skills	This course encourages learners 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. Through the successful completion of this Course learners will develop a range of important and transferable skills including: investigating skills; using information to compare and contrast; and using information to make decisions or form judgements. The structure of this course allows is not set and permits a high degree of personalisation and choice in the content covered.
Skills for learning, life and work	• Debating, discussion and decision making • Investigating, comparing and contrasting • Literacy & numeracy skills • Research skills • Creativity • Topics are student led
Assessment and Progression Pathways	Assessment will use level 3 and 4 experiences and outcomes and will be project based. • Progress on to: SCQF Level 4 People and Society then Level 5 Travel and Tourism/ Level 5 Scottish Studies • The People and Society (SCQF Level 4) Course provides an entry qualification for further study, employment and training. This Course is a preparation for a diverse range of occupations and careers.

Title of Course:	*Wider Achievement - Intergenerational Projects*
Key content, activities and subject-specific skills	If you enjoyed working with our Residential Home project or taking part in the reflective garden project in S2, then this course may interest you. Working with your teachers and our intergenerational volunteers you will take part in different projects including: • Local care homes (Balhousie) • Reflective garden project • Gardening project These projects not only provide opportunities to develop the skills for learning, life and work but also help develop the personal and social skills of the volunteers. A recent evaluation from one of our S2 pupils said "at first I was really worried and nervous about joining the older people's activities but, once I got there it was great, and I have become a lot more confident by doing this"
Skills for learning, life and work	• Confidence • Working with others • Motivation • Independence • Leadership • Initiative
Assessment and Progression Pathways	This course will help towards a range of vocational courses in the Senior Phase including courses in Care at Perth College and later, the Foundation Apprenticeship in Care. This can also lead to accreditation at SCQF Level 3/ 4 in Religion, Belief and Values.

Technology & Home Economics

Title of Course:	*Graphic Communication*
Key content, activities and subject-specific skills	Graphic Communication develops skills in graphic techniques, including the use of graphics materials and Desk Top Publishing (DTP) & Computer Aided Design (CAD) software. Learners will create 3D CAD Models and Graphics for marketing products.
Skills for learning, life and work	Learners will develop design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; spatial awareness and visual literacy. Course activities also provide opportunities to build self-confidence, to enhance generic and transferable skills in literacy, numeracy, researching, ICT, planning and organising, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self and peer-evaluation.
Assessment and Progression Pathways	Assessment will use 3rd and 4th Level experiences and outcomes and will be project based. Progression will be National Qualifications in Graphic Communication or related areas at SCQF Levels 3/4/5.

Title of Course:	*Design for Manufacture*
Key content, activities and subject-specific skills	The Design for Manufacture Course develops skills in design for manufacture of products. The course will involve learners designing a product in a design folio and making it in the workshop. There will also be 3D CAD Computer work. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society. It will help develop creativity and visual awareness and enhance knowledge and appreciation. It will encourage pupils to experiment with a range of different media and explore different aspects ICT.
Skills for learning, life and work	In the Course learners are encouraged to use imagination, creativity and logical thinking, and to apply practical skills. This will encourage personalisation and choice. The Course provides learners with skills that allow them to learn, live, and work more effectively in our advancing technological society. It allows them to become not just effective contributors, but better informed and discerning consumers. Planning and preparation, investigation and completion of tasks and the evaluation of end results will let pupils be involved in and experience the Design process.
Assessment and Progression Pathways	Assessment will use 3rd and 4th Level experiences and outcomes from Art and Technologies and will be project based. Progression will be National Qualifications in Design & Manufacture or Art related areas at SCQF Levels 4/5.

Title of Course:	**Engineering Science**
Key content, activities and subject-specific skills	Technology is forecast to be the fastest growing sector in Scotland by 2024, but success is dependent on skills. Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. The course brings together elements of Science, Technology, and Mathematics and applies these to engineering challenges.
Skills for learning, life and work	On completing the Course, learners will have developed skills in analysis and problem solving, skills which are desired by employers and further Education. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self and peer-evaluation, in a technological context.
Assessment and Progression Pathways	Assessment will use 3rd and 4th Level experiences and outcomes and will be project based. Progression will be National Qualifications in Engineering Science or related areas at SCQF Levels 4/5.
Title of Course:	**Practical Craft Skills**
Key content, activities and subject-specific skills	Through making a variety of practical woodworking models the course enables learners to gain skills in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical woodworking context.
Skills for learning, life and work	The course allows learners to develop literacy skills in reading drawings and diagrams. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this course will be valuable for learning, for life and for the world of work. The course encourages learners to become successful, responsible and creative in their use of technologies. It allows them to continue to acquire and develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.
Assessment and Progression Pathways	Assessment will use level 3 and 4 experiences and outcomes and will be project based. Progression will be National Qualifications in Practical Woodworking or related areas at SCQF Levels 4/5.
Title of Course:	**Wider Achievement - Design Engineer Construct**
Key content, activities and subject-specific skills	Design…Engineer…Construct! (DEC!) is a new course that offers learners the opportunity to develop a range of skills and knowledge of the Construction and Built Environment. You will learn about Architecture, you will be taught skills to allow you to create a building on CAD software and you will get to design a small building. This will give you a better understanding of Engineering in relation to buildings.
Assessment and Progression Pathways	Looking forward to the senior phase there could be the opportunity to continue this course and gain a qualification or to move on to an Engineering Foundation Apprenticeship in S5/6. DEC has introductory and intermediate programmes of study at SCQF Levels 4 and 6, both carrying 16 credits.

Title of Course:	**Health and Food Technology**
Key content, activities and subject-specific skills	Health and Food Technology is an interesting, current course which gives pupils an insight into a variety of aspects of food, nutrition and health. The course will include topics such as: • **The Cookie Challenge** where pupils will be involved in the product development process working in teams to design and create the best new cookie variety. • **Food and The Consumer** where pupils will be involved in debating and considering current issues in the food industry, such as sustainability and food miles and how they affect us all as consumers. • **Scotland's Larder** topic will look in detail at a variety of nutrients and the impact they can have on our health. Pupils will be involved in practical food lessons linked directly to each topic on a weekly basis throughout the year.
Skills for learning, life and work	Pupils will be developing skills in team working, communication and using their own initiative. They will have the opportunity to develop their creativity, confidence and enterprise when designing and creating new products to be sold in school. Pupils will also be involved in practical food lessons where they will develop skills such as food preparation, organisation and time management. The food and hospitality industry is one of the biggest employers in the local area and some of these employers have business links with the department which means they are involved in the delivery of the course. This ensures we are developing the skills and knowledge our pupils need to meet industry expectations.
Assessment and Progression Pathways	Assessment will use 3rd and 4th Level Curriculum for Excellence experiences and outcomes and will incorporate a variety of assessment methods, including project work and written assessments. Progression will be National Qualifications at SCQF Levels 3, 4 or 5 level in Health and Food Technology which can lead on to SCQF Level 6 or 7 Higher or Advanced Higher qualifications in either S5 or S6. There is also the possibility of the Food and Drink Foundation Apprenticeship at Perth College in S5/6
Title of Course:	**Hospitality**
Key content, activities and subject-specific skills	The course is suitable for all learners who are interested in the Hospitality industry and in further developing their practical cookery skills. Learners will achieve through participating in engaging, motivating and relevant learning experiences in real-life Hospitality contexts. Learners will become confident individuals who derive satisfaction from being able to produce dishes and meals within specific time scales. There are three units covered within the course: 1. Cookery Skills, Processes and Techniques where pupils cover all the techniques and processes set by the SQA, 2. Understanding and Using Ingredients where pupils look at a range of ingredients from different categories and learn characteristics of each. 3. Organisational Skills for Cookery where pupils learn how to dovetail two or three dishes by writing time plans so they can produce all dishes at the same or specific times in their assessments.

Skills for learning, life and work	The course will support health and wellbeing by encouraging creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise. The course will also develop responsible citizens who actively participate in the work of the class, develop awareness of issues affecting society, such as seasonality of produce, and take on organisational tasks; and effective contributors who share their views with others and support their peers whenever appropriate. The course also develops a range of skills for learning, skills for life and skills for work. These include aspects of literacy, numeracy with time management and measurement, and thinking skills with applying, analysing and evaluating.
Assessment and Progression Pathways	Assessment will use level 4 experiences and outcomes and will incorporate written and practical unit assessments. Progression will be to National Qualifications in Hospitality at SCQF Level 3/4/5 as well as a range of other Hospitality-related courses at Perth College, including the Foundation Apprenticeship in Food and Drink.
Title of Course:	**Wider Achievement - Food and Drink Manufacture**
Key content, activities and subject-specific skills	This elective will allow you to develop skills and knowledge for entry to a career into the Food and Drink sector. In this elective you will: Complete a REHIS award in food hygiene which will offer you the opportunity to work in kitchens as a part time job in the future. - Learn about the background of food and drink processing* that can then be applied to a range of products - Develop a basic working knowledge of food and drink manufacturing as required by employers - Develop understanding of how sustainability issues affect the food and drink manufacturing industry locally and on a global scale - Develop and understanding of processing, enhancing its shelf-life, making it safe to eat and easing its distribution. This elective could assist you to move on to College courses in Food and Drink Manufacture and a Foundation Apprenticeship in the senior phase curriculum

Intensive Support

Title of Course:	Social Subjects
Key content, activities and subject-specific skills	This course will build upon learner knowledge in S1 and S2 and introduce them to topics for learners who wish to learn more about their environment and about people and society, values and beliefs. This course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at different paces. Where appropriate pupils may undertake outdoor learning activities to enhance their learning. Pupils will develop skills in making a decision, making a contrast, collecting and using information.
Skills for learning, life and work	- Organising and communication skills. - Learners will be given the opportunity to work individually and as a team. - ICT skills - Literacy and Numeracy
Assessment and Progression Pathways	Learners progress will be assessed through monitoring of classwork. - Progression will be to SCQF Level 1 / 2 Social Subjects within the Intensive Support - Further progression to SCQF Level 3 / 4 may also be possible depending on progress through S3

Title of Course:	Small Group Literacy
Key content, activities and subject-specific skills	This course is a continuation of literacy support for learners who continue to benefit from individual targeted support. Learners will continue to work through an individualised program of support accessing various literacy support programs and ICT. Pupils will be given support to develop confidence and will be encouraged to explore study skills encouraging greater independence with their learning.
Skills for learning, life and work	- Developing personal and communication skills - Literacy skills - Working together
Assessment and Progression Pathways	This is a targeted support program specific to pupils within the Broad General Education.

Title of Course:	*Science*
Key content, activities and subject-specific skills	This course will build upon learner knowledge in S1 and S2 and introduce them to topics for learners who wish to learn more about science. Learners will work through an ASDAN short module in Science. The course is split into six modules: • Human Machine • Forces and motion • Chemical change • Biological challenges • Space physics • Performance in sport
Skills for learning, life and work	• Developing personal and employability skills. • Numeracy and literacy skills • Problem solving • Working together
Assessment and Progression Pathways	Learners progress will be assessed through monitoring of classwork. • Progression will be to SCQF Level 1 / 2 Science in the Environment in the Intensive Support. There may also be the opportunity to continue to work though ASDAN challenges. • Further progression to SCQF Level 3 / 4 may also be possible depending on progress through S3.

Title of Course:	Intensive Support Languages for Life and Work
Key content, activities and subject-specific skills	This course will combine short units of transactional language work with different projects based around countries around the world. Pupils will be encouraged to plan and deliver social events throughout the course to offer development of communication and working together skills. These social events could be linked to celebrations around the world such as Chinese New Year and Dia de Muertos.
Skills for learning, life and work	• Developing personal and communication skills • Numeracy and literacy skills • Problem solving • Working together

Assessment and Progression Pathways	Learners progress will be assessed through monitoring of classwork. • Progression will be to SCQF Level 1 / 2 Languages Units • Further progression to SCQF Level 3 / 4 Languages for Life and Work may also be possible depending on progress through S3.

Title of Course:	Creativity Course
Key content, activities and subject-specific skills	This course will combine short units of work to develop learner creativity across the curricular areas. Pupils may take part in art projects, performing arts units in addition to developing skills in digital media and technologies curricular areas. Pupils will undertake project work in the above curricular areas with learners being encouraged to build their confidence, both working in a group and independently. The units will build upon previous learner achievement within the Broad General Education.
Skills for learning, life and work	• Developing personal and communication skills • Numeracy and literacy skills • Problem solving • Working together
Assessment and Progression Pathways	Learners progress will be assessed through monitoring of classwork. • Progression will be to SCQF Level 1 / 2 Units within the curricular areas of Technologies and Expressive Arts • Further progression to SCQF Level 3 / 4 within other relevant subject areas may also be possible depending on progress through S3. • Progression into wider achievement awards such as ASDAN Bronze or SQA Personal Development Awards

Introductory Courses at Perth College

Title of Course:	Introduction to College: health, wellbeing and care
Key content, activities and subject-specific skills	Perth College is offering this introductory taster course to give you a chance to experience a wide range of experiences linked directly to the world of work. This one focuses on health, wellbeing and care and includes: ■ Sport & Fitness ■ Creative Arts ■ First Aid & Care ■ Music ■ Hospitality ■ Beauty Care This will involve *6 day visits to College* over the course of the year, one for each course.
Skills for learning, life and work	As with all College courses there is a strong emphasis on employability skills essential for the workplace including teamwork, leadership, customer care, communication, organisation, planning, flexibility, initiative and creativity.
Assessment and Progression routes	Upon successful completion of all 6 subjects, you will receive a College Certificate with all the subject areas shown. Progression can be to any related school-college course in the senior phase.

Title of Course:	Introduction to College: science & technology
Key content, activities and subject-specific skills	Perth College is offering this introductory taster course to give you a chance to experience a wide range of experiences linked directly to the world of work. This one focuses on science, technology and business and includes: ■ Rural & Science ■ Engineering ■ Digital Computing ■ Construction ■ Sound Production This will involve 5-6 day visits to College over the course of the year, one for each course.
Skills for learning, life and work	As with all College courses there is a strong emphasis on employability skills essential for the workplace including teamwork, leadership, customer care, communication, organisation, planning, flexibility, initiative and creativity.
Assessment and Progression routes	Upon successful completion of all 6 subjects, you will receive a College Certificate with all the subject areas shown. Progression can be to any related school-college course in the senior phase.

Title of Course:	Introduction to Hairdressing/Beauty (school based – all year)
Key content, activities and subject-specific skills	This course provides a taster of working within the hairdressing/Beauty industry. You will gain an awareness of health and safety salon procedures and develop the basic practical skills, knowledge and understanding required for a hairdressing/beauty apprenticeship or for progression into future hairdressing courses.
Skills for learning, life and work	As with all College courses there is a strong emphasis on employability skills essential for the workplace including teamwork, leadership, customer care, communication, organisation, planning, flexibility, initiative and creativity.
Assessment and Progression routes	You will be invited to attend an interview with a member of College staff to discuss your application. You will undertake the following basic hairdressing/beauty skills: • Shampooing and Conditioning hair / Facial skin care • Blow Drying hair / manicure • Pinning hair up / make up skills and eye treatments This will allow you to progress onto the Skills for Work Hairdressing/beauty Level 4 course and then consider a pathway into the Hair and Beauty industry through both level 5 and 6 qualifications.