Carrick Academy

Information for Parents and Pupils

Senior Phase Course Planning

INTRODUCTION

In S4, all young people will move from the Broad General Education (BGE) to the Senior Phase; this is three years of planned learning for our young people. The senior phase is designed to build on achievements from the BGE, provide a range of flexible learning pathways to meet learners' needs of our young people prior to them leaving school in S4, S5 and S6. The curriculum promotes a high level of attainment including literacy and numeracy for all, supports employability skills, skills for learning, life and work.

S4 – S6 will be timetabled as a single cohort, this means that they will be in the same classes.

Our curriculum model is implemented across all secondary schools in South Ayrshire to enable us to increase the options available to our young people. They will be able to access courses in other schools and at Ayr College. There are opportunities for our young people to gain personal achievement qualifications through Personal Development/Work Experience, Dynamic Youth Award, Duke of Edinburgh, Young Applicants in Schools Scheme (YASS), and Skills for Work courses.

This model increases our young people's opportunities for achievement across a range of learning experiences which provide skills for learning, life and work as well as providing them with qualifications at the point of exit to enable them to be better equipped for their future.

This booklet will provide you with the relevant information to support your son/daughter in selecting the courses which suits their needs for their future career. In S4 – S6, our young people will study a maximum of 18 courses throughout the 3 years in the Senior Phase.

NATIONAL QUALIFICATIONS

National Qualifications are available at various levels from National 3 to Advanced Higher. Assessment for National 3 and National 4 will be assessed and marked by school staff. SQA will moderate this work to ensure that the school meets the national standards.

National 4 courses are made up of units including the 'Added Value Unit' – this assesses the breadth, challenge and application of the skills, knowledge and understanding that the learners have developed during their studies. The added value unit will take different forms depending on the subject studied e.g an assignment, a portfolio or project.

For National 5, 6 and 7, units have been removed but **all internal assessment work must be completed and passed for each unit before an SQA qualification can be awarded.** Only pupils being presented at National 5, 6 and Advanced Higher level will have final examinations.

The SQA examination diet starts in April/May – the timetable can be found on the SQA website at www.sqa.org.uk/timetable

RESULTS:

The final results will be issued by SQA on **in early August** by post, text or e-mail. Your child can sign up to receive their results electronically prior to the postal delivery date.

At National 3 and National 4 level, the pupils will be awarded a 'Pass' or 'Fail'. At National 5 and 6 levels, the pupils will be awarded a Grade A – D or 'no award'.

All of the units that have been achieved in school will be included in the pupils 'Record of Attainment' which will be sent out in August by SQA.

SQA RESULTS SERVICES:

There are two parts to Results Services:

1. Exceptional Circumstances Consideration Service

This service supports candidates who have been unable to attend an externally assessed timetabled examination, or whose performance in an externally assessed timetabled examination may have been fundamentally affected as a result of an incident beyond their control.

It is only available **before** the results are published, and exists to support only those candidates who have suffered an exceptional circumstance, such as bereavement or a medical condition. It is always recommended that a candidate sits the examination where possible. Sitting the examination does not exclude the candidate from having an exceptional circumstances request submitted on their behalf.

2. Post-results Services

Post-results Services can be used where a school or college has concerns about a candidate's certificated result. If they believe the final mark does not reflect expectations, they can request a priority marking review, clerical check or a marking review of the exam paper and other externally assessed components, such as a portfolio.

Clerical Check - SQA will check that all parts of the exam paper or other externally assessed component, such as a portfolio, have been marked, that the marks given for each answer have been added correctly, and that the correct total mark or result was entered into SQA's computer system.

Marking Review - an SQA senior examiner will ensure that:

- all parts of a candidate's materials submitted to SQA – examination paper(s) and/or other externally assessed components – have been marked
- the marking is in line with the national standard
- the marks given for each answer have been totaled correctly, and

- the correct result has been entered on SQA's results software.

These services operate **after** candidates receive their exam results.

Priority Marking Review – this process is the same as a marking review but with an earlier deadline. This is only available to pupils who have applied to go to University/College in the September following the exam diet and need particular grades to gain entry to the course.

Schools and Colleges can request a clerical check or a marking review of the candidate materials that were submitted to SQA for marking. If the clerical check or marking review leads to a change of grade (either up or down), this will be amended on SQA's computer system and a new certificate will be issued to the candidate.

There will be no consideration of 'alternative evidence' with this service. If the original grade remains unchanged following the check/review, the school or college will be charged for this service.

PROGRESSION:

Pupils who achieve National 4 will progress to National 5. Pupils who achieve a National 5 Grade C or above, will progress to National 6 (Higher).

SUPPORT:

You will find further information at www.sqa.org.uk/browsecfesubjects

You can 'select a subject' or click on 'New Qualifications outline' for more information.

You will also find information on subjects on the 'Nationals in a Nutshell' webpage: https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/

You will find a wealth of information on our Careers page of our school website at http://carrickacademysayr.weebly.com/careers.html

All class teachers are continually developing and delivering up-to-date lessons which enable them to deliver the curriculum which supports the National Qualifications. Staff are offering a variety of supported study throughout the week which we encourage our young people to access to support them in achieving their full potential in their final exams.

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)
Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application forms can be accessed from the following link
www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx

SKILLS DEVELOPMENT IN EACH SUBJECT AREA:

ACCOUNTING AND FINANCE

THE SKILLS THEY WILL DEVELOP

Numeracy Process Skills - solving problems arising in everyday life through: carrying out calculations involving addition, subtraction, multiplication, and division using whole numbers, fractions, decimal fractions, and percentages making informed decisions based on the results of these calculations understanding these results

Money, Time and Measurement Skills - using and understanding money, time and measurement to solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.

Information Handling Skills - being able to interpret data in tables, charts and other graphical displays to draw sensible conclusions. It involves interpreting the data and considering its reliability in making reasoned deductions and informed decisions. It also involves an awareness and understanding of the chance of events happening.

Employability Skills - is the ability to gain employment by developing the personal qualities, skills, knowledge, understanding, and attitudes required in rapidly changing economic environments. It is the ability to maintain employment by making transitions between jobs and roles, and the ability to obtain new employment if, and when, required.

Information and Communication Technology (ICT) Skills - involves having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology.

Application Skills - Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.

Analysing and Evaluating Skills - this covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The course skills, knowledge and understanding will include

- using a variety of cost accounting techniques to facilitate decision-making in both manufacturing and service related organisations
- recording, presenting and interpreting relatively complex accounting information to determine business profits and costs
- using ICT to produce and communicate accounting information in a range of business contexts
- analysing and evaluating a range of accounting procedures which may be used within cost and management accounting
- analysing relatively complex financial and management accounting information, including drawing conclusions and suggesting solutions where appropriate
- calculating and interpreting an extensive range of accounting ratios and financial documents
- knowledge and understanding of the accounting theory covering partnerships and public limited companies
- applying and relating the knowledge and understanding of fundamental accounting concepts and theories to a range of accounting layouts.

FUTURE CAREER CHOICES

Accountant, Accounting Technician, Banking, company Secretary, Financial Advisor, Insurance broker, Teacher, Stock Broker, Taxman, Economist to name but a few.

ADMINISTRATION AND IT

THE SKILLS THEY WILL DEVELOP

Listening and Talking - the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.

Information Handling Skills - being able to interpret data in tables, charts and other graphical displays to draw sensible conclusions. It involves interpreting the data and considering its reliability in making reasoned deductions and informed decisions. It also involves an awareness and understanding of the chance of events happening.

Employability Skills - Employability is the ability to gain employment by developing the personal qualities, skills, knowledge, understanding, and attitudes required in rapidly changing economic environments. It is the ability to maintain employment by making transitions between jobs and roles, and the ability to obtain new employment if, and when, required.

Information and Communication Technology (ICT) Skills - involves having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology.

Remembering - the ability to identify, recognise and recall facts, events and sequences.

Understanding Skills - is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context.

Application Skills - Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.

Analysing and Evaluating Skills - This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The course skills, knowledge and understanding will include

- using a range of complex functions of the following IT applications — word processing, spreadsheets, databases, desktop publishing and presentation software — in both familiar and unfamiliar contexts
- using technology, including the internet, for electronic communication in both familiar and unfamiliar contexts
- organising, managing and communicating relatively complex information to a range of audiences
- managing the organisation of events
- solving problems in an administrative-related context
- knowledge and understanding of administration in the workplace and its importance, key legislation affecting administration and its implications for organisations, the impact of IT on the working practices, effective teams and time and task management
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care

FUTURE CAREER CHOICES

- Administrative Assistant or Officer – Courts
- Airline or Airport Passenger Service Assistant
- Car Hire Agent
- Customer Service Administrator
- Housing Officer
- Receptionist
- Tourist Information Centre Assistant
- Travel Agency Assistant
- Any job with administrative input as the course has many IT and administrative transferable skills.

ART AND DESIGN

THE SKILLS THEY WILL DEVELOP

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- a deeper understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

By acquiring the skills in Art & Design the student masters a number of essential elements of the workplace – such as:

- creativity - learning to be open to new inspirations and techniques;
- team working - collaborating on a range of creative projects with other graphic design students and those from other creative courses, e.g. film makers, fine artists, dancers, philosophers and writers;
- time management;
- analytical skills;
- technical skills - you learn a variety of computer packages and skills such as illustration, printing and web design;
- research skills;
- capacity to work independently - in order to produce your own work and build your portfolio;
- entrepreneurial skills - your portfolio has to be creative, imaginative and commercial.

FUTURE CAREER CHOICES

Possible career paths might be: Animator, Architect, Cartoonist, Ceramic Designer, Clinical Photographer, Costume Designer, Craft Designer or Worker, Digital Imaging Specialist, Ergonomist, Exhibition Designer, Fashion Designer, Fine artist, Furniture Designer Glass Designer or Maker, Graphic Designer, Illustrator, Interior Designer, Jewellery Designer Minilab Operator - Photo Retail, Model Maker, Photographer, Photographic Stylist, Photographic Technician, Picture Framer, Product Designer, Scientific or Technical

Illustrator, Sculptor, Set Designer, Signwriter, Storyboard Artist, Textile Designer, Visual Merchandiser

BIOLOGY

THE SKILLS THEY WILL DEVELOP

Literacy - Learners' literacy skills will be developed by effectively communicating key concepts and describing issues while studying Biology. They will have opportunities to develop listening, reading and talking skills when gathering and processing biological information from various sources including practical experiments, films, books and the internet.

Numeracy and Handling Information - Learners' numeracy skills will be developed by counting, measuring, doing calculations and drawing graphs and charts. They will have opportunities to extract, process and interpret information presented in numerous formats in biological contexts. Drawing conclusions, problem solving and making informed decisions by interpreting data and considering its reliability will regularly feature in their biological studies.

Health and Wellbeing - The study of the human body and health issues will assist learners to make informed decisions about their own health and wellbeing.

Employability - Learning activities provide many opportunities, in all areas of the course, for learners to work with others. Through learning in biology, learners can demonstrate their creativity when planning and designing experiments/investigations as well as being innovative in their approaches. They will develop citizenship skills when considering the applications of biology on our lives, as well as environmental and ethical implications.

Thinking Skills - The cognitive skills of remembering and identifying, understanding and applying knowledge are very important in the study of biology. Learners will develop these skills by reviewing biological processes, identifying issues and forming valid conclusions. They will apply existing information to solve biological problems in different contexts, and to plan, organise and complete a task such as investigations. They will analysis problems in biology and make decisions that are based on available information. They will review and evaluate relevant information and/or prior knowledge to provide an explanation for biological processes or issues.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Employers will place a high importance on the literacy, numeracy and ICT skills developed through the study of Biology as well as the higher order thinking skills of interpreting, analysing and evaluating. The skill of working successfully in teams developed through experiments and investigations is vital in the workplace but employers will also value the ability for independent learning and confidence to make judgements which are developed through the study of Biology. A biologist's insight into health and wellbeing and environmental issues is also of value to all future employers.

FUTURE CAREER CHOICES

The study of Biology is crucial to most health professionals, agricultural, forestry and environmental scientists, genetic engineers, food scientists and dieticians. It is also important

to sport scientists, hairdressers and beauty therapists. Other professions which value a qualification in Biology include accountancy and finance, law and banking.

BUSINESS MANAGEMENT

THE SKILLS THEY WILL DEVELOP

Writing Skills - the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.

Information Handling Skills - being able to interpret data in tables, charts and other graphical displays to draw sensible conclusions. It involves interpreting the data and considering its reliability in making reasoned deductions and informed decisions. It also involves an awareness and understanding of the chance of events happening.

Employability Skills - the ability to gain employment by developing the personal qualities, skills, knowledge, understanding, and attitudes required in rapidly changing economic environments. It is the ability to maintain employment by making transitions between jobs and roles, and the ability to obtain new employment if, and when, required.

Information and Communication Technology (ICT) Skills - having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology.

Application Skills - Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.

Analysing and Evaluating Skills - the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The course skills, knowledge and understanding will include

- knowledge and understanding of the impact of business activities on society in contexts which have complex features
- decision making by applying the ideas of ethical and effective business decisions to solve strategic business-related problems
- communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity — some of which may be unfamiliar
- understanding of how entrepreneurial attributes can assist in the management of risk and business development
- understanding of leadership styles and how they can be used to enhance the contribution of staff to business success

- evaluating detailed and relatively complex business financial data to draw conclusions and suggest solutions where appropriate
- analysing and evaluating the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- analysing and evaluating a range of activities which can be used during the production process to maximise the quality of goods/services
- evaluating the use of existing and emerging technologies to improve business practice

FUTURE CAREER CHOICES

Further study, training or employment in the fields of: Administration and Management, Finance, Hospitality, Leisure and Tourism, Housing, Property and Facilities, Transport and Distribution.

CHEMISTRY

THE SKILLS THEY WILL DEVELOP

Learners develop the following skills as an integral part of their learning experience in chemistry.

Literacy - Learners' literacy skills will be developed by effectively communicating key concepts and describing issues while studying chemistry. They will have opportunities to develop listening, reading and talking skills when gathering and processing chemical information from various sources including practical experiments, films, books and the internet.

Numeracy and Handling Information - Learners' numeracy skills will be developed by counting, measuring, doing calculations and drawing graphs and charts. They will have opportunities to extract, process and interpret information presented in numerous formats in the context of chemistry. Drawing conclusions, problem solving and making informed decisions by interpreting data and considering its reliability will regularly feature in their studies in chemistry.

Employability - Learning activities provide many opportunities, in all areas of the Course, for learners to work with others. Through learning in chemistry, learners can demonstrate their creativity when planning and designing experiments/investigations as well as being innovative in their approaches. They will develop citizenship skills when considering the applications of chemistry on our lives, as well as environmental and ethical implications.

Thinking Skills - The cognitive skills of remembering and identifying, understanding and applying are very important in the study of chemistry. Learners will develop these skills by reviewing chemical processes, identifying issues and forming valid conclusions. They will apply existing information to solve problems in different contexts, and to plan, organise and complete a task such as investigations. They will analysis problems in chemistry and make decisions that are based on available information. They will review and evaluate relevant

information and/or prior knowledge to provide an explanation for chemical processes or issues.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Employers will place a high importance on the literacy, numeracy and ICT skills developed through the study of chemistry as well as the higher order thinking skills of interpreting, analysing and evaluating. The skill of working successfully in teams developed through experiments and investigations is vital in the work place but employers will also value the ability for independent learning and confidence to make judgements which are developed through the study of chemistry. A chemist's insight into economic factors and environmental issues in the chemical industry is also of value to all future employers in other industries.

FUTURE CAREER CHOICES

The study of chemistry is important to most health professionals, chemical, oil & gas engineers, environmental scientists, dieticians, food & forensic scientists all need to study to study chemistry. Other professions which value a qualification in chemistry include accountancy & finance, law & banking.

COMPUTING SCIENCE

THE SKILLS THEY WILL DEVELOP

Through working with Information Systems such as web sites and databases, pupils will develop skills in organising and evaluating information.

Pupils will learn about software development (programming) and will develop problem solving skills through taking logical and methodical approaches to tasks. Creativity and adaptability are also key skills as pupils use innovative thinking to solve problems.

Many aspects of Computing Science involve pupils re-visiting a problem to refine the solution to meet the success criteria. Skills such as resilience and perseverance are important.

Throughout the course pupils will develop their IT skills and levels of IT literacy.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The levels of IT skills examined in the Computing Science course will significantly support young people in the workplace.

As pupils move into any workplace they will be asked to complete tasks in unfamiliar settings and circumstances. The problem solving skills they will develop through topics such as programming are transferable skills that pupils will be able to apply to a variety of tasks that they will come across in the workplace.

FUTURE CAREER CHOICES

Pupils studying Computing Science have a variety of career options open to them. The following career sectors and careers would be very appropriate to a young person interested in this field:

- IT Security – Computer Analyst, IT Security Engineer
- IT Support – IT Support Engineer, IT Helpdesk Analyst
- Programming – Database Administrator, Software Engineer
- Systems and Computer Networking – Network Engineer/Manager, Systems Analyst

Web Page Design and Multimedia – Games Designer/Programmer, Web Developer

ENGLISH

THE SKILLS THEY WILL DEVELOP

The English course provides learners with the opportunity to advance the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The skills taught in English are central to all disciplines and vital key skills in any workplace. They include all forms of communication - written, spoken, reading skills, public speaking, understanding and analysing texts and key messages, time management and teamwork, presenting ideas and developed literacy skills.

FUTURE CAREER CHOICES

English is the basic requirement for all young people to access employment, further or higher education. Careers directly relating to English are numerous and include: advertising, teaching, journalism, writing, publishing, marketing, copywriting and media.

GEOGRAPHY

THE SKILLS THEY WILL DEVELOP

Writing Skills – The ability to construct a reasoned argument including accurate referencing.

Team Work and Collaboration – Taking on important roles and responsibilities within a group and developing presentation skills.

Written and Oral Communication Skills – Ability to write reports on scientific experiments and work both individually and as part of a team. Also oral presentations to discuss findings.

Reasoning Skills – The ability to formulate questions and solve problems whilst having independence of mind. Higher levels of thinking.

Numeracy – Geography gives you skills in using mathematics to find solutions to scientific problems, create mathematical modelling and interpret and present information graphically.

Analytical Skills – Ability to analyse data, maps, graphs etc. and draw conclusions.

Time Management & Organisational Skills – Meeting appropriate deadlines.

Debating – Use judgement when weighing up different opinions and alternative perspectives, recognising the moral and ethical issues involved.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The investigative and critical thinking activities in this course give learners important experiences in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content of the Geography course, learners will develop an increased understanding of the environment, sustainability and the impact of global issues. They will be encouraged to develop a sense of responsible citizenship and to reflect upon the impact of the environment on the health and wellbeing of themselves and others. The emphasis on the evaluation of sources, including maps, will develop thinking skills. Learners will progressively develop skills in literacy and numeracy. Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international and global. This course draws upon the social and natural sciences.

FUTURE CAREER CHOICES

Geography is relevant to many careers and if you are interested in any of the list below them you should seriously consider studying it.

Agriculture, Forestry, Architecture, Cartography, Civil Service, Landscape, Local Government, Architecture, Armed Services, Civil Aviation, Air Traffic Control, Leisure Industry, Nature Conservancy Surveying, Selling and Marketing, Transport.

GRAPHIC COMMUNICATION

THE SKILLS THEY WILL DEVELOP

Skills in 2D and 3D Graphic Communication techniques, including the use of equipment, materials and software in straightforward and familiar contexts

- knowledge and understanding of graphic communication standards, protocols and conventions
- develop an understanding of the impact of graphic communication technologies on our environment and society

- an awareness of graphic communication as an international language
- the ability to read, interpret and create graphic communication
- design skills and creativity to develop solutions to simple graphics tasks
- planning, organising, critical thinking, evaluating and decision-making
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The skills practiced in Graphic Communication are directly related to the world of work. Problem solving, time management and project procurement are essential skills practiced within the course. The Design & Technology department at Carrick practices a multi-platform software approach. This innovative practice allows the students to develop skills in a number of different industry standard drawing and graphics products and allows them to flourish in their specific field of study.

FUTURE CAREER CHOICES

The following is a small selection of possible career choices:

Advertising Executive, Civil Engineer, Illustrator, Product Designer, Animator, Construction Manager, Interior Designer, Surveyor, Architect, Electrical Engineer, Marketing Manager.

HISTORY

THE SKILLS THEY WILL DEVELOP

In History pupils will learn both the academic skills required to pass the course and broader social skills needed for life outside of school. Skills such as the ability to listen to others, to put their point across in a clear and concise way, and to work as a team are taught alongside more subject specific skills. Subject specific skills that are taught include how to write extended responses, how to evaluate the usefulness of a particular source or piece of information, and how to compare different sources of information.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Social skills such as team work and the ability to work independently are the key to success in any working environment. As well as this, skills such as being able to evaluate evidence and opinion in order to make informed decisions also plays a large part in all career paths.

FUTURE CAREER CHOICES

Studying History could lead to a career in the following areas; Law, Tourism, Teaching, Publishing, Civil Service, Journalism, Administration and many more.

MATHEMATICS

THE SKILLS THEY WILL DEVELOP

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

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.

Problem Solving – Using your knowledge and skills creatively and effectively to solve problems. A good problem solver will show determination and perseverance.
Logical Thinking – The basis for logical thinking is sequential thought. This is developed in Mathematics as each part of Maths builds on another. (e.g. before you can do fractions you need to know division and multiplication.)
Statistics and Analysis – Statistics provides you with the skills of analysing data, finding patterns and drawing conclusions.
Advanced Numeracy Skills – Doing National 5/Higher/Advanced Higher Maths shows that you have advanced numeracy skills; a core skill essential for 21st Century workplace.
Organisational Skills – Showing your working for Maths demonstrates you have the ability to work methodically and accurately, organising your work.

FUTURE CAREER CHOICES

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. Some possible careers include:

Engineering, estate agency, marketing, accounting, actuarial work, architecture, astronomy, civil service, clerical work, construction, computing, economics, banking, meteorology, radiography, psychology, stockbroking, statistics, surveying, teaching, insurance, science, retailing and buying to name a few.

MEDIA

THE SKILLS THEY WILL DEVELOP

Media courses provide opportunities for young people to create media content and develop a sophisticated understanding and theoretical knowledge of media literacy. Within this framework pupils will learn to be critical thinkers, develop cultural awareness and explore their creativity. They will analyse the roles of the media and study media context exploring target audience, preferred reading and decoding of texts. They will critically analyse content such as language, narrative and representation. In the creation part of the course pupils will

be able to explore their own creativity to meet a given brief. During the production stage of this they will be able to develop their practical and technical skills relevant to their choice of project (filmmaking, advertising, blog or website production etc.)

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

All of the skills in the Media course are transferable and in some cases key to almost any workplace. Key skills include: communication, analytical skills and critical thinking; independent learning, planning and project management, time management and organisation, planning and researching written work, articulating knowledge and understanding of texts; understanding of concepts and theories; negotiation and teamwork skills; ability to present ideas and information to a very high standard.

FUTURE CAREER CHOICES

The Media course provides an excellent platform from which to enter a range of further HNC/HND or Degree courses in, for example, English, media, communications or journalism, or for some, direct employment. Career opportunities are both varied and numerous and include, though are not limited to: the screen industries; media and digital media, journalism broadcast or print); teaching; advertising, radio, public relations, media law, gaming, publishing, writing, marketing and other media organisations.

MODERN LANGUAGES

THE SKILLS THEY WILL DEVELOP

Listening skills: ability to understand spoken language in a modern language and select relevant information.

Writing skills: ability to produce written text in the modern language using knowledge about language and applying key grammar concepts.

Talking skills: ability to converse in the modern language through presentations, conversations and role-plays.

Reading skills: ability to read for information and enjoyment in the modern language and select key details from texts.

Dictionary skills: ability to use a bi-lingual dictionary appropriately to help with reading, talking and writing skills.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Pupils need to perform under pressure during talking assessments and this helps with self-confidence and communication skills. Learning a language also increases pupils' awareness of other countries and cultures. Pupils are able to write job applications and CVs in the modern language and conduct interviews. The teaching of grammar often improves pupils' own mother tongue language in both the spoken and written form. The ability to organise time appropriately and meet deadlines for internal and external assessments will also help in

any job context. ICT is also used extensively in language classes and pupils become much more independent workers as they move through the Senior Phase.

FUTURE CAREER CHOICES

Practically any job can involve languages, whether it's based in the UK or abroad. Language specific jobs include translating, interpreting and teaching. However IT, law, finance, engineering and sales employers also require people with language skills.

MODERN STUDIES

THE SKILLS THEY WILL DEVELOP

The Modern Studies Course will encourage 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.

Modern Studies develops in learners a greater understanding of the contemporary world and their place in it. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world. Learners will build up a framework of social, political and economic knowledge and understanding which will help them develop a sense of responsible citizenship.

The investigative and critical thinking activities in Modern Studies give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content, learners will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship. The emphasis on the evaluation of a wide range of sources and decision making will develop thinking skills. Learners will also progressively develop skills in literacy through using and presenting information in a variety of ways; and skills in numeracy through the evaluation of numerical and graphical information.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The skills that are developed in Modern Studies will support young people in the workplace because they will be able to write papers or reports and give presentations which are necessary skills in most jobs nowadays. Young people will also be able to solve problems because they have independence of mind and can make reasoned decisions due to the thinking skills developed through our courses. Young people will be able to research and examine information thoroughly and will be able to meet deadlines and plan and organise to work towards them. Modern Studies students will also be able to take the views of others on board and empathise with and understand colleagues/clients. Such respect and understanding will be of utmost importance in the workplace.

FUTURE CAREER CHOICES

Possible careers that young people will be able to access as a result of studying MS are: administration, social care, broadcasting, social work, civil service, charities administration, community work, human resources, teaching, youth work, health care, psychology, fundraising, law, religious leadership, management, local government, advisory services, politics and the police. Although as you will see above, the skills developed in MS will be beneficial in all workplaces and walks of life.

MUSIC

THE SKILLS THEY WILL DEVELOP

There are three components in Music: Performing, Composition and Understanding Music (listening). These three areas further develop skills that young people already possess yet teach new skills.

Throughout their time in music, the many skills that are developed include: practical musician skills, the ability to work independently, organising themselves and setting achievable targets, working cooperatively with others and listening and respecting others opinions. Young people learn to self-evaluate which helps them decide their next learning steps.

During the composition process, young people develop their creative and imaginative skills in writing their own pieces of music; they also gain experience working with ICT software Sibelius in recording their composition.

Young people learn to appreciate music and analyse what they hear through the Understanding Music component. They memorise the meaning of concepts which can then be identified through listening to various styles of music. Through studying these many styles of music students become more aware of the social and cultural backgrounds of types of music.

Music is a subject which encourages social interaction; there are a range of extra-curricular activities offered in the department which help foster skills such as leadership, teamwork, communication and respect.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Skills that have been learned and developed through studying music support young people in the workplace in many ways. Students will have grown in confidence and be comfortable with communicating and interacting effectively with others. Young people will be more creative with their ideas and be able to share and express their views and opinions with confidence. Organisation, time management and self-reflection will be improved and respect and appreciation for other cultures in society will be greater embraced.

FUTURE CAREER CHOICES

There are many careers that can be accessed from studying music. Some of these careers are:

Teaching, Music Therapist, Songwriter, Composer, Performer, Sound Engineer and Producer, Theatre Work, Music Management, Music Journalist and Radio/Club DJ.

PHYSICAL EDUCATION

THE SKILLS THEY WILL DEVELOP

In Physical Education, pupils will complete two units which will enable learning and the development of a variety of new and existing skills. Pupils will work individually, as partners and in teams to solve problems and therefore enhance a greater understanding of their own strengths and areas for development. During the theory unit, pupils will develop their observational and evaluative skills by reflecting on their own performance and that of others. Pupils will improve their confidence and resilience by setting themselves targets throughout the year within the Mental, Emotional, Social and Physical aspects of performance development.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Physical Education will enable pupils to develop a strong knowledge and understanding of their own strengths and weaknesses. They will be taught the necessary skills so they can actively participate in improving their own performance. Pupils will be able to use this experience to have the confidence to engage in honest and constructive discussions with others in a work place. In Physical Education, pupils will become strong team players by working together to achieve performance targets. Through realising their targets in Physical Education, pupils will enhance their confidence levels particularly when performing and speaking in front of others. Pupils who succeed in Physical Education will acquire excellent leadership skills, a valuable and much sought after quality within many professions.

FUTURE CAREER CHOICES

Pupils who choose Physical Education will have access to a wide range of careers. It is an excellent subject for pupils considering a career in Teaching, Police, Fire Fighting, Armed Forces, Medicine, Physiotherapy, Sports Coaching, Sports Science, Sports Journalism, Sports Retail, Leisure Management, Fitness Training, Youth Worker, Travel and Tourism and Ground Keeping.

PHYSICS

THE SKILLS THEY WILL DEVELOP

Learners develop the following skills as an integral part of their learning experience in physics.

Literacy - Learners' literacy skills will be developed by effectively communicating key concepts and describing issues while studying physics. They will have opportunities to develop listening, reading and talking skills when gathering and processing chemical information from various sources including practical experiments, films, books and the internet.

Numeracy and Handling Information - Learners' numeracy skills will be developed by counting, measuring, doing calculations and drawing graphs and charts. They will have opportunities to extract, process and interpret information presented in numerous formats in

the context of physics. Drawing conclusions, problem solving and making informed decisions by interpreting data and considering its reliability will regularly feature in their studies in physics.

Employability - Learning activities provide many opportunities, in all areas of the Course, for learners to work with others. Through learning in physics, learners can demonstrate their creativity when planning and designing experiments/investigations as well as being innovative in their approaches. They will develop citizenship skills when considering the applications of physics on our lives, as well as environmental and ethical implications.

Thinking skills - The cognitive skills of remembering and identifying, understanding and applying are very important in the study of physics. Learners will develop these skills by reviewing physical processes, identifying issues and forming valid conclusions. They will apply existing information to solve problems in different contexts, and to plan, organise and complete a task such as investigations. They will analysis problems in physics and make decisions that are based on available information. They will review and evaluate relevant information and/or prior knowledge to provide an explanation for physical processes or issues.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Employers will place a high importance on the literacy, numeracy and ICT skills developed through the study of physics as well as the higher order thinking skills of interpreting, analysing and evaluating. The skill of working successfully in teams developed through experiments and investigations is vital in the work place but employers will also value the ability for independent learning and confidence to make judgements which are developed through the study of physics. A physicist's insight into energy conservation and environmental issues is also of value to all future employers in other industries.

FUTURE CAREER CHOICES

Physics is required in many career areas including all branches of engineering, telecommunications, clinical & computer science, astronomy, traditional & renewable energy. Other professions including architecture, accountancy & financial services, medicine, law & banking value the study of physics.

PRACTICAL CRAFT

THE SKILLS THEY WILL DEVELOP

IN PRACTICAL METALWORK:

A range of metalworking hand tool skills

- the ability to use a range of metalworking tools, equipment and materials, with guidance
- reading and interpreting simple drawings and diagrams in familiar contexts
- skills in measuring and marking out metal sections and sheet materials
- straightforward cutting and forming skills
- creativity with straightforward and familiar metalworking tasks
- a problem-solving approach to metalworking tasks, with support
- knowledge and understanding of safe working practices in a workshop
- knowledge of basic properties and uses of common metals and metalworking materials
- knowledge of sustainability issues in a practical metalworking context

IN PRACTICAL WOODWORK:

Skills in woodworking techniques for tasks with some complex features

- using a range of woodworking tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- measuring and marking out timber sections and sheet materials
- cutting and shaping tasks with some complex features
- practical creativity in the context of woodworking tasks with some complex features
- following given stages to take a practical problem-solving approach to woodworking tasks
- awareness of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

Practical Metalwork is a course that goes hand-in-hand with our Practical Woodwork course. It, similarly, focuses on quality craftsmanship and allows you to learn the skills to manufacture products from metal. During the course, you will learn to use a huge range of hand tools as well as heavy machinery.

Importantly you will learn how to work to precise sizes and miniscule tolerances while producing items to the very highest quality. You will also learn how to safely operate in a busy workshop environment while developing skills that may prepare you for a future career.

FUTURE CAREER CHOICES

These include: armed forces, CNC operator, construction plant operator, electrician, jewellery designer, mechanic, panel beater, plumber, sheet metal worker or welder.

RMPS

THE SKILLS THEY WILL DEVELOP

Study of Religious Moral and Philosophical Studies (RMPS) will enable young people to develop the skills of literacy, writing academically/professionally - with reasoned arguments and accurate referencing, reasoning, analysing, researching, debating, communication, team work, time management, organisation and empathy.

THE SKILLS THAT WILL SUPPORT THEM IN THE WORKPLACE

The aforementioned skills will support young people in the workplace because they will be able to write papers or reports and give presentations which are necessary skills in most jobs nowadays. Young people will also be able to solve problems because they have independence of mind and can make reasoned decisions due to the thinking skills developed through RMPS particularly in the more philosophical units. Young people will be able to research and examine information thoroughly and will be able to meet deadlines and plan and organise to work towards them. RMPS students will also be able to take the views of others on board and empathise with and understand colleagues/clients. Such respect and understanding will be of utmost importance in the workplace.

FUTURE CAREER CHOICES

Possible careers that young people will be able to access as a result of studying RMPS are: administration, social care, retail and sales, broadcasting, social work, civil service, charities administration, community work, human resources, counselling, teaching, youth work, health care, psychology, fundraising, law, religious leadership, management, local government, advisory services and politics. Although as you will see above, the skills developed in RMPS will be beneficial in all workplaces and walks of life.