

S3 into S4 Subject Choice

A Guide for pupils, parents & carers

2025 / 2026

This booklet contains information about the Subjects and Courses, which are available to pupils in S4, the first year of Senior phase and National Qualifications.

The booklet is intended to be of interest to parents and pupils in Third Year as they look ahead to curricular demands of S4. Pupils will select seven of their nine subjects to take forward into National Qualifications.

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1. THE CURRICULUM

Rationale and design of the curriculum.

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

The curriculum in Boclair Academy embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- | | |
|---------------------------|------------------------------|
| ➤ Challenge and enjoyment | ➤ Personalisation and choice |
| ➤ Breadth | ➤ Coherence and |
| ➤ Progression | ➤ Relevance |
| ➤ Depth | |

Our starting point for discussion and self evaluation exercises is taken from “Building the Curriculum 3” advice from Scottish Government.

<p>Values Wisdom, justice, compassion, integrity The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: ‘the totality of all that is planned for children and young people throughout their education’</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active • Setting challenging goals • Shared expectations and standards • Timely, accurate feedback • Learning intentions, success criteria, personal learning planning • Collaborative • Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> • Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none"> • a coherent curriculum from 3 to 18 • a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment • a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities • opportunities for developing skills for learning, skills for life and skills for work • opportunities to achieve to the highest levels they can through appropriate personal support and challenge • Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none"> • review of learning and planning of next steps • gaining access to learning activities which will meet their needs • planning for opportunities for personal achievement • preparing for changes and choices and support through changes and choices • pre-school centres and schools working with partners 	<p>Principles for curriculum design:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<p>Arrangements for</p> <ul style="list-style-type: none"> • Assessment • Qualifications • Self-evaluation and accountability • Professional development <p>to support the purposes of learning</p>

Respect

Honesty

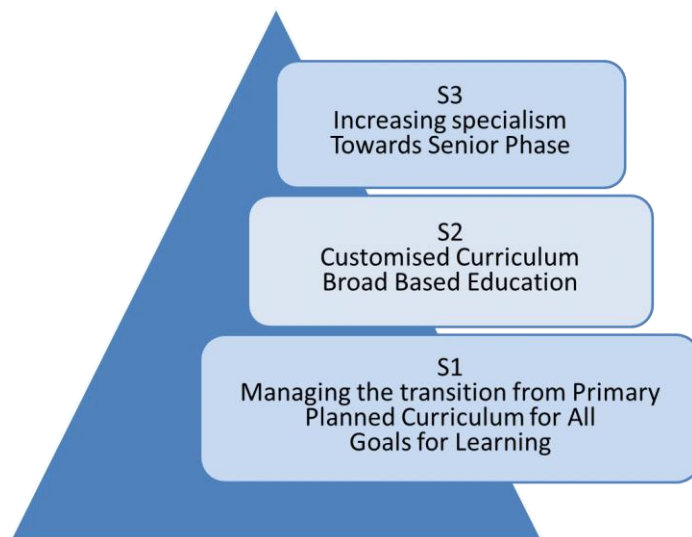
Fairness

Ambition

The Broad General Education S1 – S3

Within the Broad General Education (S1 to S3) our curriculum is built around the Experiences and Outcomes. Literacy, Numeracy and Health and Well-being are planned within learning across the curriculum. Where appropriate, departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition, the school has developed a system for recognising and recording the many and various wider achievements of our young people.

In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning.



The Broad General Education (or Junior Phase) in Boclair Academy will begin at the start of S1, building on strong pastoral and curricular links with associated primary schools and continue through to the end of S3. Well planned transition arrangements are in place and are being developed further within the context of Curriculum for Excellence.

Courses and programmes are carefully matched to the outcomes and experiences as set out in the national advice on implementation of Curriculum for Excellence and are underpinned by the principles and practice guidance contained within the curricular framework. Experiences and Outcomes across subject areas are planned on a whole school basis to ensure our young people's entitlement to a broad general education up to and including the third level is met. Increasingly in S3 there will be a focus on Experiences and Outcomes for young people within the fourth level. This will enhance the transition from Broad General Education in S3 to the Senior Phase in S4 where young people will work towards National Qualifications throughout S4 and continue this work as they progress through S5 and S6.

At the end of S2 young people have the opportunity to personalise their curriculum by making a number of choices across the key curricular areas as well as additional elective options from all the curricular areas. This model is dependent upon young people experiencing the outcomes and experiences across the curriculum up to level 3 during the course of S1 and S2. In all pupils will continue with a broad eleven areas of study – five of which will be compulsory and six which young people choose following advice and support by teachers and guidance staff. Pupils will make a first and second choice as part of the option process. Courses will be matched against Experiences and Outcomes at third and fourth level. At the same time these courses will serve as a foundation year for study in S4 when young people undertake National Qualification courses at various levels.

The Senior Phase S4 – S6 and new Qualifications

As pupils progress into the senior phase there is a broad range of contexts for learning which allow young people to follow a variety of learner pathways, and allow individuals to succeed in a variety of different ways. In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning. The Senior Phase in Boclair Academy will begin in S4 and continue through to the end of S6.

As pupils enter S4 it is expected that the majority of young people will continue their studies within the areas chosen for study throughout S3. For the majority of pupils in S4 they will remain within a coherent S4 grouping. There will however be some flexibility to ensure the most appropriate progression routes for all learners. All S3 pupils will have a meeting with their Guidance Teacher to discuss their progress and consider their next steps.

Some parents and carers may be unfamiliar with the new qualifications and the following illustration will hopefully offer a useful guide to the changes.

Previous National Qualifications	Replaced by	New National Qualifications
Access 1 & Access 2	>	National 1 & National 2
Access 3 Standard Grade (Foundation level)	>	National 3
Standard Grade (General level) Intermediate 1	>	National 4 - assessed by teachers
Standard Grade (Credit level) Intermediate 2	>	National 5 – final external assessment & coursework or performance
Higher	>	Higher
Advanced Higher	>	Advanced Higher

As pupils progress into S5 and S6 it is anticipated that young people will study five subjects (in S5) and between four or five subjects in S6 depending on the complexity and level of the courses being studied. The aim is to provide progression routes for all young people from S4 and it is anticipated that young people will choose to build on subjects studied the previous session at a higher level or build up a wider portfolio of National 4 and National 5 courses. There will be flexibility by this stage to group some S5 and S6 pupils within S4 classes to offer a wider range of courses.

Overview of Curriculum for Excellence in Boclair Academy

The following table provides an overview of the progression in Boclair Academy from the Broad General Education (S1 – S3) through the Senior Phase (S4 – S6)

Year		Course
Broad General Education		
S1	>	S1 CfE Curriculum
S2	>	S2 CfE Curriculum
S3	>	S3 CfE Curriculum with element of choice
Senior Phase		
S4	>	National 4 & National 5
S5	>	National 5 & Higher
S6	>	National 5, Higher & Advanced Higher

Other Aspects of the Curriculum

Literacy and Numeracy

Across the school all teachers take responsibility for developing literacy and numeracy skills of young people. Where appropriate Experiences and Outcomes which focus on developing literacy are built into learning and teaching activities.

Health and Well-being

Health and Well-being Experiences and Outcomes are explicitly built into the delivery of subjects such as Physical Education and Personal and Social Education. Across the school all teachers take responsibility for developing this aspect of young people's development and build this area into learning and teaching activities as appropriate.

Princes Trust Achieve

Learners who choose this subject engage in project based activities to develop skills in problem solving, leadership and team working. In addition to a focus on personal development and target setting, modules are undertaken in five key areas including citizenship and entrepreneurship. The Achieve course operates with a teacher, a youth worker from East Dunbartonshire Council and materials and support from The Princes' Trust. Pupils are encouraged to work together to achieve goals relating to their education, training and future lives.

Digital Learning

All pupils are expected to gain experience of new technology, both through the study of Technological subjects, and through the use of new technology in all subjects.

Developing the Young Workforce

Careers Education forms an important part of the Personal & Social Education programme. Pupils are introduced to the role of the Careers Adviser from Skills Development Scotland (SDS) and to several online resources, which provide access to an enormous amount of careers information. Throughout the course of S4 all pupils will be given opportunities to reflect on their learning across subjects within the context of future career pathways. There will be an opportunity to discuss future pathways with a range of partners such as colleges, employers and Skills Development Scotland.

Personal and Social Education

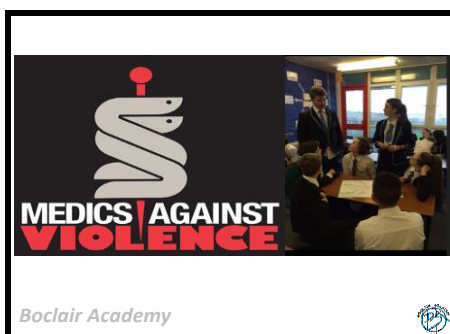
There is a comprehensive PSE Course, aligned to the Experiences and Outcomes outlined in Curriculum for Excellence. Pupils are encouraged to assess their own developing skills and aptitudes, and to think through the various situations, which can arise, in personal relationships in the work place or in private life.

Senior Phase Wider Achievement Programme



This First Aid at Work course at Level 6 qualification covers a wide range of first aid emergencies. This course will enable all participants to deal with an emergency situation with confidence in a prompt, safe and effective way.

Our S5 pupils complete their Youth Philanthropy Initiative work with local charities. Three teams progress to the Boclair Final, which is judged by a panel made up of school staff, parents and Business partners.



We have established a strong link with the national organisation Medics Against Violence (MAV), and over 80 of our S6 pupils become MAV Interns. As well as developing their skills for learning, life and work, our MAV interns plan and deliver lessons to junior PSE classes on issues related to safety in our local communities and knife crime.

Our S6 pupils further develop their Saltire Award as part of the Boclair Buddies scheme, supporting our junior pupils through S1. Throughout the year buddies hold a number of wellbeing meetings and support the Guidance Team in looking after junior pupils.



Our Duke of Edinburgh Programme for S3 to S6 pupils continues to grow with a clear pathway for young people from Bronze to Gold. We currently work in partnership with the Duke of Edinburgh Award Scheme and East Dunbartonshire Council Outdoor Education Team to deliver the programme.

Homework

In Fourth Year, pupils can expect an increase in the amount of homework.

In the course outlines which follow Principal Teacher have indicated the homework expectations for S4 courses

In every case homework forms an important part of every pupil's learning.

Homework falls into two categories, both of equal importance.

Firstly, work set by the teacher - to be read or written or learnt – with a deadline for completion which will be checked.

Secondly, work which pupils should undertake independently to ensure that they consolidate their class learning. For example,

- Keeping and tidying up notes
- Reading of notes, booklets, and books
- Learning of basic information
- Preparing for tests or other assignments

The latter category of homework should be undertaken regularly to help ensure that learners are adequately prepared for formal assessments.

Throughout the course of S3 and S4, all pupils will be asked to complete extended homework tasks in the form of assignments, projects, extended essays and presentations. It is essential that adequate time is set aside to complete tasks.

In addition at different points in the year learning will be measured through summative assessments. Young people will be given plenty of notice of such assessments and again it is essential that adequate time is spent revising.

Satchel One is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil in Boclair Academy to allow access to tasks set.

Personal log in details are not essential as our homework calendar can ALWAYS be accessed via our school website link for Satchel One

Forgotten passwords, lost homework sheets are no longer a problem! Just access Satchel One via our link and search your class and task.

2. PERSONALISATION AND CHOICE

Making Choices

This information which follows has been produced to help pupils and parents/carers select the subjects they wish to take forward into National Qualifications.

At Boclair we involve pupils, parents/carers and staff as partners in the decision-making process. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

How many subjects are studied?

Pupils in S3 take forward seven of their nine subjects as they move into S4 and prepare for national qualifications. English and Maths are compulsory and then pupils will choose five other subjects. Pupil choice will be heavily based on progress and achievement through S3, interest and career aspirations.

In addition pupils will study Personal and Social Education, Physical Education and Religious Education.

Preparation through PSE

In the weeks leading up to making choices, pupils are extensively informed and advised during their weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, the school careers advisor, guidance staff and subject teachers.

Subject Choice Timeline - 2025

Event	Date
S3 Curriculum Planning Evening, 7pm	5 th February 2025
S3 Parents' Evening (4.15 – 6.45 pm)	13 th February 2025
S3 Curriculum Planning Interviews	21 st February 2025
Course Choice Forms for S3 into S4 returned	28 th February 2025

SOME DO's AND DON'Ts

DO Listen to advice from your teachers, your parents/carers, and careers officer.

DO Remember that it may not be possible to offer every pupil their first choice of subjects. Of course we will do our best.

DO Pay attention to S3 Parents' Evening advice. Generally speaking you will probably do better if you choose subjects in which you have done well.

DO Consider also how much you ENJOY a subject. You will be much more motivated to work hard in subjects you enjoy.

DO Remember to think about what you may wish to do in S5/6 and as a potential career pathway.

DON'T Choose a subject just because your friend has chosen it.

DON'T Choose a subject just because you like the teacher. You may have a different teacher next session

DON'T Give up a subject without thinking whether or not you may need it

REMEMBER that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.

3. S4 Course Outlines

ADMINISTRATION AND IT

WHY STUDY ADMINISTRATION AND IT?

Administration and IT is arguably one of the most important skills that a young person will learn during their time at school. Almost every job they will do during their working life will require them to have some degree of IT skills.

- Microsoft Office skills are in the top 4 required skills for all occupations in the UK.
- **82%** of jobs required Excel skills and on average Excel skills can increase an individual's earning potential by **12%**.
- All universities and colleges expect pupils to leave school with good IT skills and as a result do not spend time teaching these skills in further education.
- A number of high profile graduate schemes have added an Excel test to the assessment centre as it is now an essential skill and no longer just a desirable skill.

COURSE ORGANISATION

Pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Administration and IT.

The National 4 Administration and IT course consists of the following units:-

- Administrative Practices - administrative tasks required to organise events, legislation affecting employees and customer care
- IT solutions for Administrators - using word processing, spreadsheets and databases
- Communication in Administration - the use of the intranet and the internet, preparing information using multimedia and desktop publishing
- Added Value Unit – where learners plan and prepare documentation to a given brief

All units must be passed in order to achieve a National 4 qualification.

NATIONAL 5 ADMINISTRATION & IT

Towards the end of S4 all pupils will sit an assignment & an exam which are both externally examined.

Assignment	Exam
March - 70 marks	Exam Diet - 50 marks
<ul style="list-style-type: none">• Microsoft Word• Microsoft PowerPoint• Email & E-diary• Internet Research• Theory	<ul style="list-style-type: none">• Microsoft Excel• Microsoft Database• Theory

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <https://www.sqa.org.uk/sqa/47435.html>

PROGRESSION – WHAT CAN PUPILS DO AFTER S4?

At end of fourth year, pupils who have achieved a pass at National 4 award can progress by:

- Studying National 5 Administration and IT

At the end of fourth year, pupils have achieved a pass at National 5 award can progress by:

- Studying Higher Administration and IT

HOMEWORK

Homework will be used to consolidate learning. Homework activities will focus on theory only as there is no expectations for pupils to have access to technology at home.

ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S4 then they will be able to achieve the NPA Business and Information Technology at Level 5 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional National 5. Should the learner continue into Higher for both subjects then the same qualification can be gained at Level 6.

ART & DESIGN

WHY STUDY ART & DESIGN?

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

COURSES

Art & Design will be offered at the following levels:

National 3, National 4 and National 5

National 3, National 4 and National 5 courses will be up to 160 hours

Courses consist of 3 units: Expressive, Design and Art and Design Studies

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

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

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).

Units for all levels will be assessed by teachers and graded as pass/fail.

Units for all 3 levels will be assessed by teachers and graded as pass/fail

The National 4 course will be assessed by teachers and graded as pass/fail

The National 5 course will also have units assessed as pass/fail.

The course assessment for National 5 will be externally administered by the SQA and graded A – D.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- A pupil achieving National 3 may choose to progress to National 4
- A pupil achieving National 4 may choose to progress to National 5
- A pupil achieving National 5 may choose to progress to Higher

HOMEWORK

Pupils will be issued with homework tasks at regular periods throughout the year. The tasks will range from observational drawing to research and development work for both practical and critical (written) activities. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.

EQUIPMENT

Pupils are encouraged to come to class with their own basic drawing materials i.e. pencil, rubber, hand writing pen & colouring pencils. Any specialised materials required for the course will be supplied by the department.

BIOLOGY

WHY STUDY BIOLOGY?

Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases, and developing new sources of food. The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology.

The S3 course delivers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. By completing this course, learners will develop important and relevant skills, attitudes and attributes related to biology, including scientific and analytical thinking skills and an understanding of relevant applications of biology in society. Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. In the words of our pupils, learning biology at Boclair Academy is **fun, interesting, challenging and active!**

COURSES

In S4, Biology will be offered at the following levels:

National 3, National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

All three courses consist of three units: Cell Biology, Multicellular Organisms and Life on Earth.

Further details of units and course content can be obtained from:

<http://www.sqa.org.uk/sqa/45723.html>

ASSESSMENT OF COURSES

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

Units for **National 3 and 4** levels will be assessed by teachers and be graded as pass/fail. This will consist of 3 unit tests set by the SQA and for National 4, an added value research project

There are now no unit assessments for National 5 level. The course assessment for **National 5** will be externally administered by the SQA and graded A – D. National 5 pupils will also complete an assignment taking the form of an extended research project. This will also be externally marked by the SQA and contributes 20% towards the final grade.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 may choose to progress to National 4;
- a pupil achieving National 4 may choose to progress to National 5;
- a pupil achieving National 5 may choose to progress to Higher Human Biology. Please note that a C pass at National 5 is strongly advised to progress to Higher level.

HOMEWORK

It is expected that pupils will devote at least 1 hour per week in S3 and 1.5 hours per week in S4 to homework. This homework can take the form of homework exercises, research of information, project work and learning the factual content of the course for class assessments.

EQUIPMENT

Pupils are expected to bring all their current Biology materials to every lesson including any homework issued, pens/pencils, etc. necessary to enable them to participate fully in the lesson. Pupils are provided with a full set of summary notes and learning outcomes to help them study at home. As Biology is a Science a calculator will be need to help pupils develop their numeracy and problem solving skills.

BUSINESS MANAGEMENT

WHY STUDY BUSINESS MANAGEMENT?

Regardless of the job that our young people will do as they enter the world of work they will be working in some form of a business. It might be a small independent business or a large corporation. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute the success of these vital businesses as employees, managers or owners.

- Business degrees are the most popular degree in the UK
- Progression to Advanced Higher within the department
- Constant links to the real world making it relevant.

COURSE ORGANISATION

Pupils will study the subject at the most appropriate level in S4 – National 4 or 5 Business Management.

The National 4 Business course consists of the following units:-

- Business in Action - how businesses develop and operate. The ways in which marketing, finance, operations and human resources departments support business.
- Influences on Business - stakeholders and external factors affecting business.
- Added value unit – where learners complete research and produce a business plan.

NATIONAL 5 BUSINESS MANAGEMENT

At the end of S4 all pupils will sit an assignment & an exam which are both externally examined.

Assignment	Exam
Completed in November 30 marks	Exam Diet 90 marks
A report on a local business in order to identify strengths and weaknesses. As well as recommendations on how to improve going forward.	<ul style="list-style-type: none">• Understanding Business• Marketing• Operations• Human Resources• Finance

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <https://www.sqa.org.uk/sqa/47436.html>

PROGRESSION – WHAT CAN PUPILS DO AFTER S4?

At end of fourth year, pupils who have achieved a pass at National 4 award can progress by:

- Studying National 5 Business Management

At the end of fourth year, pupils have achieved a pass at National 5 award can progress by:

- Studying Higher Business Management

HOMEWORK

Homework will rarely be issued for Business Management. Occasional 6 mark progress checks are used as an alternative. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve answers.

ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S4 then they will be able to achieve the NPA Business and Information Technology at Level 5 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional National 5. Should the learner continue into Higher for both subjects then the same qualification can be gained at Level 6.

CHEMISTRY

WHY STUDY CHEMISTRY?

What in the world is not chemistry? We live in a world of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development.

By studying chemistry, you will find out why chemistry is vital to everyday life- remember not all chemists wear white coats! It will help you to understand how society's needs are met and how you could shape the world in which we live in- now there is an exciting challenge!

Chemistry is an important subject in many careers, and here are just a few examples:

Medicine

Material Science

Cosmetics

Dentistry

Environmental Science

Forensics

Vet Medicine

Drug development

Food industry

The courses offered all have a central core of key knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, and as a result will become scientifically literate which is a key skill in today's society.

Successful chemists think creatively, analyse and solve problems by working individually and collaboratively- does this sound like you?

COURSES

In S3 you will built on your knowledge of chemistry from S1/S2 by looking more closely at elements and the structure of the atom, how atoms bond and the properties of these compounds.

After S3, you will then onto studying chemistry at the most appropriate level, National 3, National 4 or National 5:

National 3 and National 4 Chemistry

There are 3 mandatory units of study at this level

- *Chemical Changes & Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

All 3 units will be assessed internally and moderated at pass or fail.

In addition pupils will also undertake a practical assessment and write up.

The National 3 and national 4 courses are not graded.

National 5 Chemistry

There are 3 mandatory units of study at this level

- *Chemical Changes & Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

At the end of the National 5 course pupils will sit an externally assessed exam (worth 100 marks).

In addition there will also be an externally assessed Chemistry Assignment (worth 20 marks).

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <http://www.sqa.org.uk/sqa/45720.html>

PROGRESSION: WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. Possible progression routes at the end of S4 may be as follows:

Pupils who achieve a pass at National 3:

- National 4 course
- Qualifications in other sciences or related areas

Pupils who achieve a pass at National 4:

- National 5 course
- Qualifications in other sciences or related areas

Pupils who achieve a pass at National 5

- Higher Chemistry
- Further study within sciences or related areas

HOMEWORK

Chemistry is very much a knowledge based subject and this knowledge has to be learned before it can be applied in a skills situation. Homework will take place in many forms from basic learning of facts, answering questions, forming opinions based on evidence and carrying out research. There will be a range of traditional, paper based homework and modern digital and interactive homework. The more the pupil puts into this, the more they will get out of it!

Chemistry is for the curious - if you are curious and want to make a difference - this is the subject for you.

COMPUTING SCIENCE

WHY STUDY COMPUTING SCIENCE?

Computing Science is a diverse field of study. It is involved in everything from Artificial Intelligence to Social Media. Careers in Computing Science are just as diverse as the world is becoming increasingly digital. Studying Computing Science will uniquely enhance a learner's employability in these growing sectors by teaching them how to create software, manage databases, and build websites.

Moreover, the course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential problem solving, numeracy, and ICT skills which will stand them in good stead regardless of the career path they ultimately choose.

Computing Science develops the following critical skills, knowledge and understanding:

- Problem solving
- Computational thinking
- Planning and organising
- Working independently and in teams
- Critical thinking
- Decision making
- Research skills
- Communication
- Self- and peer-evaluation



COURSE ORGANISATION

Pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Computing Science.

The National 4 Computing Science course consists of the following units:-

- Software Design and Development – Creating programs to match a design brief
- Information Systems Design and Development – Creating systems to store and display information
- Added Value Unit – Plan and create a complex solution to a given problem

The National 5 Computing Science course consists of the following units:-

- Software Design and Development – Creating programs to match a design brief
- Web Design and Development – Building websites to display information
- Database Design and Development – Creating databases to store and process data
- Computer Systems – Understanding how computer systems store data and their impact on our world

ASSESSMENT OF COURSES

In S4 pupils studying Computing Science will be assessed using a variety of methods. These may include:

- Practical assessments
- Cooperative group tasks
- Peer and self-assessment
- End of unit assessments

Assessments may include a combination of practical work, written work, class based assessments and projects.

To be awarded the overall course award for:-

- Computing Science at National 4 level pupils will have to pass both units including the added value unit.
- Computing Science at National 5 level, pupils will be awarded a grade A – D based on marks achieved in a practical assignment in February (33%) and final course assessment (67%) during the examination diet which will be externally administered by the SQA.

PROGRESSION - WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

At the end of fourth year, pupils who have achieved Computing Science (National 4) award can progress by:

- Studying Computing Science (National 5)
- Entering employment
- Further education courses – Computing Science and related fields are available to study up to degree level

At the end of fourth year, pupils who have achieved Computing Science (National 5) award can progress by:

- Studying Computing Science (Higher)
- Studying Computing Science or related fields as College
- Entering employment
- Further education courses – Computing Science and related fields are available to study up to degree level

HOMEWORK

Homework will be used to consolidate learning. Homework activities will take a variety of forms – written and research tasks.



DANCE

WHY STUDY DANCE IN S4?

The National 5 Dance course will encourage you to become successful, independent and creative in your use of dance. It will develop attributes and capabilities including creativity, flexibility, responsibility and confidence.

The course is practical and experiential. You will develop a range of technical and choreographic skills in dance to produce creative and imaginative performances. The course provides scope for personalisation and choice.

The course will encourage you to be creative and to express yourself in different ways. Learning through dance will help you to develop an appreciation of aesthetic and cultural values, identities and ideas.

National 5 Dance will allow you to experience a variety of dance styles and to develop your technique and overall performance. You will also learn about the history and developments of dance and the course will allow you to enhance your ability as a choreographer

ASSESSMENT OF COURSE

The National 5 Dance course is assessed in 4 components: Pupils must perform 1 solo performance, choreograph a duet excluding themselves, write a choreographic review and complete a question paper at the end of the academic year.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

There will be progression from the National 5 course in S4 through to the Higher Dance course in S5 or S6.

EQUIPMENT

If pupils pick Dance in S4, they will have 4 lessons a week where they will need PE kit. This, coupled with core PE, may mean that they require PE kit twice in one day. This places a great deal of importance on their organizational skills. Pupils must be well prepared for Dance, and have their PE kit every lesson.

DESIGN AND MANUFACTURE

WHY STUDY DESIGN & MANUFACTURE?

Design & Manufacture introduces learners to the multi-faceted world of product design and manufacturing. The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products.

The course allows learners to engage with technologies. It allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.

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

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

COURSES

Design & Manufacture will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

The Course consists of two units:

- Design
- Materials and Manufacturing

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

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

To be awarded the course, pupils must demonstrate that they meet the requirements of the Units and an added value unit or project. (National 4).

The National 4 courses will also be assessed by teachers and graded as pass/fail.

The National 5 course will be assessed by the SQA by means of a course assignment and external exam paper.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 55% of the overall award and consists of design skills and practical skills. The design will be marked externally and the practical element by the class teacher.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level/Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level/Intermediate 2) may choose to progress to Higher
- Pupils may also progress into National 4/5 Practical Woodworking in S5/6. This subject is entirely craft based and has no design content.

HOMEWORK

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

EQUIPMENT

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

ENGLISH

WHY STUDY ENGLISH?

English develops skills in reading, writing, talking and listening. It improves our ability to communicate and to understand. This enables us to engage with the world and lead a full and productive life. The skills that you learn in English will serve you well for the rest of your life and will touch every single area of your life. For all of the texts you will create, for all of the texts you will want to understand and respond to, English is important. You create and engage with texts that are written, seen or heard on a daily basis. English enables you to develop your own variety of expression and vocabulary. It helps you to collaborate with others and build relationships. English will help you to become a more effective communicator and better able to analyse what you read, watch or listen to, as well as articulating what you think and feel. It will enable you to develop skills for learning, life and work.

COURSES

Over S3 and S4, pupils will:

- Read and analyse poetry, prose, drama and media
- Write personal, creative and discursive pieces
- Take part in group discussions and give solo presentations
- Research issues and topics
- Analyse previously unseen texts
- Listen and respond to texts

ASSESSMENT

In S3 pupils were assessed on an ongoing basis. This assessment evidence will be used to inform the course pupils follow in S4. In S4 all pupils will sit unit assessments which cover the four skills of reading, writing, talking and listening. These are assessed by teachers as pass / fail. Pupils will have the opportunity to re-sit a failed assessment.

In addition to this, pupils sitting National 5 have a folio to submit and an external exam.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

Progression routes at the end of fourth year may be as follows:

- a pupil achieving National 4 may choose to progress to National 5
- a pupil achieving National 5 may choose to progress to Higher

HOMEWORK

Pupils will be expected to complete a variety of homework tasks throughout S3 and S4. These will include reading tasks, writing tasks, researching tasks and preparation for talks.

Pupils are also expected to continue to read a range of texts as part of a programme of personal reading.

FRENCH

WHY STUDY FRENCH?

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all. French is the largest donor of foreign words in English. Unless your English vocabulary is much higher than average, learning French will greatly increase the number of English words you know. In addition, French is an official working language in dozens of international organizations, including the United Nations, International Olympic Committee, and International Red Cross. French is the second most frequently used language on the internet.

Learning a language is also useful for many other reasons. Research proves that the benefits of learning a language include:

- Better understanding of different cultures
- Improved self confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability
- Improved memory skills

COURSES

In S4 French will be offered at National 3, National 4 and National 5. The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S4 pupils will study the following contexts and topics:

Society – family and friends, lifestyle, media, global languages, citizenship

Learning – learning in context, education

Employability – jobs, work and CVs

Culture – planning a trip, other countries, celebrating special events, film and TV

ASSESSMENT

Pupils sitting National 3 or National 4 will be assessed in class throughout the year. These courses are graded as pass / fail.

Pupils sitting National 5 in S4 will have an external exam which will be graded A – D. This consists of reading, listening and writing. In addition, they will complete a written assignment and a talking assessment with their teacher during S4.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 (equivalent to Standard Grade Foundation level) may choose to progress to National 4
- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher

HOMEWORK

Pupils will be given a variety of homework tasks throughout S4. These will include reading exercises, listening exercises, preparation for writing or speaking activities, grammar exercises, etc. In addition, learning vocabulary and grammatical structures will make up a significant part of the homework set in S4. Teachers will provide pupils with a list of websites which can be used to further consolidate their knowledge. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Pupils should bring the following items to class every day:

- Class work jotter
- Vocabulary jotter
- Worksheets / booklets provided

Pupils will need a bilingual dictionary (preferably Collins or Oxford) at home to use when completing homework tasks. The school can help with this if required



Respect

Honesty

Fairness

Ambition

GEOGRAPHY

WHY STUDY GEOGRAPHY?

Geography creates new experiences for learners to explore the physical environment around them and to study the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged so that learners can interact with their environment.

The contexts for study focus on local, national and global examples. Geography draws upon the social and natural sciences; interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will equip learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

What we study:

HUMAN

Urban areas – Glasgow and Mumbai
Population
Rural (India and UK)

PHYSICAL

Coasts
Glaciation
Land use conflicts in Loch Lomond
Weather

GLOBAL ISSUES

Climate Change
Health (HIV/AIDS, Cholera, Heart Disease)
Map Skills

Geographers are:

- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems
- Independent thinkers

COURSES

During the course of S3, pupils will cover a range of topical issues relating to benchmarks at level 4. By the end of S3 pupils will then progress onto the National Qualification at the most appropriate level. Geography will be offered at the following levels: National 4 and National 5.

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence

and

www.sqa.org.uk/cfeforparents

Respect

Honesty

Fairness

Ambition

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, creative tasks, group activities, case study research, short formal assessments and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).

Course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment involves an assignment worth 20% of the final grade and a question paper worth 80% of the final grade.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 may choose to progress to National 5
- a pupil achieving National 5 may choose to progress to Higher

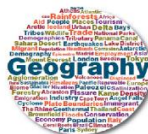
FIELDWORK

A fundamental part of the National Geography course is that pupils undertake a variety of fieldwork. This fieldwork will involve pupils choosing an area of study and will then perform fieldwork based on their choice of topic. Pupils will visit Glasgow city centre for the day to undertake fieldwork for their assignment.



HOMEWORK

Homework will be issued to all pupils. The homework will vary from questions, watching the news, research using the internet, newspapers, journals and use of the library, in order to gain a further understanding of topical issues is encouraged. All formal homework will be marked and feedback given to pupils on their progress. All homework is uploaded on to Satchel One which can be viewed on the school website.



GRAPHIC COMMUNICATION

WHY STUDY GRAPHIC COMMUNICATION?

The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication.

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines.

The aims of the course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, materials and software
- extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

COURSES

Graphic Communication will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Pupils in S3 will undertake the Curriculum for Excellence broad experiences and outcomes at level 4 but may cover some of the work of National 4. As pupils progress into S4 they will study the subject at the level appropriate to them; either National 4 or National 5.

The courses consist of two units:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

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

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and an added value unit (National 4). Units will be assessed by teachers and be graded as pass/fail.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 33% of the overall award and its purpose is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. This assignment will be externally marked by the SQA. The question paper is worth 67% of the overall award.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 may choose to progress to National 5
- a pupil achieving National 5 may choose to progress to Higher

HOMEWORK

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

EQUIPMENT

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

HISTORY

WHY STUDY HISTORY?

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live.

By examining the past they discover their heritage as members of a community, a country and a wider world. They place themselves in the context of the past.

COURSES

In S4 History will be offered at the following levels: National 4 and National 5.

UNITS

Scottish Unit: The Era of the Great War, 1910-28.

British Unit: The Atlantic Slave Trade, 1770-1807

European and World Unit: Hitler and Nazi Germany, 1919-39

ASSESSMENT OF COURSES

Pupils will sit an 80 mark exam and produce an Assignment which will be marked out of 20.

The course assessment for National 5 will be externally administered by the SQA and graded A-D.

FIELDWORK

Pupils will be given the chance to participate in Fieldwork at a site in Scotland. They will also be given the opportunity to take part in our trip to the First World War Battlefields sites in France and Belgium.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

Pupils will have the option to progress to National 4, 5 or Higher in S5. Advanced Higher is available for pupils in S6.

HOMEWORK

Homework will mainly comprise of completion of exercises and tasks started in class, research activities and preparation for class debate, and will be given approximately once per week.

MATHEMATICS - NATIONAL 4

Purpose and Aims of the Course

Mathematics is important in 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 Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to life, learning and work in an engaging and enjoyable way

Course Structure

The course consists of three units, each have an internal assessment to complete at the end. Students must meet a minimum number of marks across the assessment in order to pass each one:

Expressions and Formulae

Relationships

Numeracy

Unit Assessment

Mathematics Test: This is the Added Value Unit of the National 4 Mathematics course. The general aim of this unit is to enable the learner to provide evidence of added value for the National 4 Mathematics course through the successful completion of a end of course internal exam which will allow the learner to demonstrate breadth and challenge.

To achieve the National 4 Mathematics Course, learners must pass **all** of the required units, including the Added Value Unit. National 4 Courses are not graded.

Many apprenticeships, work placement and college courses look for N4 Mathematics as a minimum requirement for entry.

MATHEMATICS - NATIONAL 5

What will I get out of National 5 Mathematics?

- understanding of mathematics and its importance in everyday life
- be able to explain and justify decisions with mathematical reasoning and knowledge
- develop confidence in the subject and a positive attitude to further study
- skills to use in work, life and learning.
- enjoyment and fun
- a qualification that is **essential** for majority of jobs and careers

The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

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.

Assessment arrangements

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the National 5 course and final grades are solely based on an external end of year examination. Some pupils may complete the three unit assessments throughout the year.

Job/career links

The demand for mathematics experts has grown exponentially in a number of careers—and so has the interest in these jobs.

Mathematician, actuary, data scientist, and statistician jobs are among the most promising career paths based on their income levels, growth outlook, and low-stress work environments. Many workplace apprenticeships and trade based careers require a National 5 qualification. A qualification in mathematics opens many opportunities for a range of future careers. A secure pass at National 5 is essential for successful progression onto Higher Mathematics which many university courses require for entry.

More information can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

MEDIA

WHY STUDY MEDIA?

In Media you'll get the opportunity to develop your skills analysing and making different types of media texts such as films, adverts and audio packages. The main purpose of the Media course is to analyse and create media content. The course enables learners to understand and develop their media skills and appreciate the opportunities and challenges that occur within the media industry. This course provides learners with opportunities to develop both knowledge of the media and the ability to create media content.

During the course learners will analyse media texts, and design, and plan. The knowledge and skills that learners acquire by successfully completing the course will be valuable for learning, life and work. The Scottish film Industry has been one of the consistently fastest growing industries in the country over the last decade and it is estimated that it will be worth over £1 billion by 2030 – with many exciting job opportunities becoming available.

The course aims to develop:

- The ability to analyse and create media content, as appropriate to purpose, audience and context
- Knowledge and understanding of the role of media within society, this will include specific focuses on Racism and multicultural representation in the media in S4 and Feminism and the Media in S5/S6
- The ability to apply media literacy concepts and terminology
- The ability to plan and research when creating media content, appropriate to purpose, audience and context
- The ability to evaluate the learner's own practice and that of others

National 4	National 5
Analysing Media Content	Analysing Media Content
Creating Media Content	Creating Media Content
National 5 Units (Including an Added Value Assignment)	Course assessment

In S4 all pupils will sit unit assessments which cover both creating and Analysing media content. These are assessed by teachers as pass/ fail. Pupils will have the opportunity to re-sit failed assessments. In addition to this, pupils sitting National 5 have an assignment to submit and an external exam.

The combination of the practical yet modern media creation component of the course with the investigative skills necessary to plan and to decode a piece of Media make it not only very enjoyable but also incredibly relevant and worthwhile in the 21st Century.

HOMEWORK

Homework will be issued regularly. It will focus on reinforcing work done in class, helping to increase pupil's familiarity with concepts covered. Pupils will also work on their assignment at home.

Respect

Honesty

Fairness

Ambition

MODERN STUDIES – NATIONAL 5

NATIONAL 5 COURSE OUTLINE

In National 5 Studies we will study **three** sections from the following:

Section 1: Democracy in the UK (or Scotland)

- power and decision-making in the UK (Scotland)
- participation in the UK (or Scotland)
- pressure group and the media's power and influence
- representation in the UK and Scotland (work of MPs and MSPs)
- voting systems in the UK and Scotland

Section 2: Social Issues in the United Kingdom: Social Inequality

- nature of social inequality
- causes of social and economic inequality
- consequences of social and economic inequality
- government, private sector and voluntary sector responses to inequality

Section 3: International Issues - A World Power: The United States of America

- the U.S. political system
- U.S. political institutions and their ability to dominate government decision-making
- socio-economic inequality and its impact group in American society
- effectiveness of U.S. government responses to socio-economic inequality
- economic, political and military influence of the USA on other countries

OR

International Issues - A World Issue – Global Underdevelopment

- factors that cause underdevelopment
- effects of underdevelopment on individuals, families, communities, governments and the international community
- effectiveness of responses to underdevelopment by the UK and the international community

ASSESSMENT

At National 5 there are **TWO** parts to the course assessment

- **Question paper** – 80 marks (80%)– 2 hour 20 minutes
- **Assignment** - 20 marks (27%) – 1 hour

The question paper assesses your ability to demonstrate the following skills, knowledge and understanding:

- **supporting and opposing a view** using a limited range of sources of information
- **making and justifying a decision** using a limited range of sources of information
- **drawing and supporting conclusions** using a limited range of sources of information
- giving detailed **descriptions and explanations** with some **analysis**

The assignment assesses your ability in:

- choosing, **planning** and **researching** a relevant Modern Studies issue
- **evaluating** the reliability and trustworthiness of sources of information
- drawing on knowledge and understanding by **explaining** and **analysing** key features of an issue
- evaluating and offering **conclusions** on an issue you have researched

PROGRESSION

Higher Modern Studies

MUSIC PERFORMANCE



WHY STUDY MUSIC PERFORMANCE?

Music Performance is an exciting, practical course that allows learners to expand their interest in music and develop new skills. Through studying Music, learners will develop a wide range of skills relevant to learning, life and work. Learners will be able to nurture vital skills needed for personal and professional life while studying something that they enjoy and feel connected to. Studying Music has many proven benefits that will help learners both inside and outside of the classroom.

Skills developed through Music:

- ✓ Creativity
- ✓ Confidence
- ✓ Perseverance
- ✓ Self-discipline
- ✓ Fine motor skills
- ✓ Problem solving
- ✓ Patience
- ✓ Independent learning

Proven benefits of Music:

- ✓ Improved memory
- ✓ Boosted concentration
- ✓ Positive impact on mental health
- ✓ Increased focus
- ✓ Decreased stress
- ✓ Improved self-esteem
- ✓ Increased motivation

COURSES

In S4, Music Performance is offered at National 3, National 4 and National 5. Learners will follow the course most suitable for their level of attainment. All Music Performance courses are built around three main contexts for learning:

- **Performing Skills** - Learners develop performing skills on two selected instruments, or on one selected instrument and voice. There is an expectation that learners will participate in musical ensembles and performance opportunities provided through our extra-curricular programme.
- **Understanding Music** – Learners develop a deep knowledge and understanding of different styles of music. They learn to identify a variety of level-specific music concepts within different pieces of music and continue to improve their musical literacy.
- **Composing Skills** – Learners create their own original music by studying a range of compositional methods and improvisation, including how composers create music in real life contexts. Learners will use notation software and other digital audio workstations to compose, record and enhance their own music.

WHAT DO YOU STUDY IN S4?

The S4 course aims to provide learners with a broad practical experience of music. Course activities allow learners to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning. The course aims to enable learners to:

- Broaden their knowledge and understanding of music and musical literacy
- Identify level-specific music concepts, signs and symbols both aurally and in print

- Create original music using compositional methods
- Prepare and perform an **8-minute** programme of music on two selected instruments or one instrument and voice at **ABRSM Grade 3** standard or above.

Learning continues to be topic based, covering the following:

- Music History (1600 – present day)
- Jazz and Blues
- World Music
- Rock and Popular Music
- Scottish Music
- Vocal Music

ASSESSMENT

Learners sitting National 3 or National 4 will be assessed in class throughout the year. These courses are unit based and are graded as pass / fail.

Learners sitting National 5 in S4 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions, an 8-minute performance which is marked by a visiting examiner, and a composing assignment which is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. The National 5 course is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	35%
Composing assignment	15%
Performance*	50%

**It is worth noting that the performance component is externally assessed in February/March.*

PROGRESSION – WHAT COMES AFTER S4?

Progression routes at the end of S4 for Music Performance:

- A learner achieving National 3 may choose to progress to National 4
- A learner achieving National 4 may choose to progress to National 5
- A learner achieving National 5 may choose to progress to Higher

HOMEWORK

Learners will be given a variety of homework tasks throughout S4. These will include music literacy tasks, research on genre and styles, concept revision etc. In addition, daily practice on both instruments/voice will make up a significant part of the homework set in S4. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Learners should bring the following items to class every day:

- Class work jotter
- Copies of music distributed by the class teacher
- Individual instrument (where appropriate) on specified days
- Worksheets / booklets provided

MUSIC TECHNOLOGY



WHY STUDY MUSIC TECHNOLOGY?

Music Technology is a creative, practical subject for anyone with an interest in the production of music and audio. Music Technology is an expanding industry that can lead to a variety of careers.. Learners will be introduced to several industry standard digital audio workstations that will make their skills desirable in the workplace. Through studying Music Technology, learners will develop many skills relevant to learning, life and work.

Skills developed through Music:

- ✓ Creativity
- ✓ Adaptability
- ✓ Perseverance
- ✓ Reliability
- ✓ Confidence
- ✓ Self-Discipline
- ✓ Responsibility
- ✓ Problem solving

Possible career pathways:

- ✓ Audio engineer
- ✓ Music production
- ✓ Foley artist
- ✓ Event management
- ✓ Studio engineer
- ✓ Broadcasting
- ✓ Radio
- ✓ Audio and lighting technician

COURSES

In S4, Music Technology is offered at National 3, National 4 and National 5. Learners will follow the course most suitable for their level of attainment. All Music Technology courses are built around three main contexts for learning:

- **Technology Skills** – Learners develop skills in using hardware and software to capture and manipulate audio. This includes working with microphones, applying effects and using different controls and processes to enhance recordings. There is an expectation that learners will participate in live sound opportunities provided through our extra-curricular programme.
- **Understanding Music** – Learners develop their knowledge and understanding of popular music from the 20th and 21st century. They learn to identify a variety of level-specific music concepts within different pieces of music and understand how technologic developments and cultural influences impact on the development of music.
- **Technology in Context** – Learners use music technology skills in a range of real-life contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, advertising and computer gaming.

WHAT DO YOU STUDY IN S4?

The aim of the S4 Music Technology course is to enable learners to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Learners develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The course aims to enable learners to:

- Develop skills in the analysis of music from a range of 20th and 21st century music. Styles and genres studied include rock 'n' roll, Scottish/Celtic rock, 60s pop, punk, country, musicals, and hip hop/rap.
- Develop an understanding of aspects of the music industry, including a basic awareness of intellectual property rights.
- Develop skills in the use of music technology hardware and software to capture and manipulate audio.
- Use music technology creatively in sound production within a range of contexts.

ASSESSMENT

Learners sitting National 3 or National 4 will be assessed in class throughout the year. These courses are unit based and are graded internally as pass / fail.

Learners sitting National 5 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions and an assignment. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. The National 5 course is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	30%
Assignment*	70%

The assignment comprises two meaningful and appropriately challenging tasks set by the SQA. The learner can choose any two appropriate contexts, such as (but not limited to) live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. Each production should involve a minimum of 5 parts and be between 1 and 3 minutes in length.

**It is worth noting that the performance component is externally assessed in March.*

PROGRESSION – WHAT COMES AFTER S4?

Progression routes at the end of S4 for Music Technology:

- A learner achieving National 3 may choose to progress to National 4
- A learner achieving National 4 may choose to progress to National 5
- A learner achieving National 5 may choose to progress to Higher

HOMEWORK

Learners will be given a variety of homework tasks throughout S4. These will include music documentaries, research on genre and styles, concept revision etc. In addition, learners should be updating their project session logs, this will make up a significant part of the homework set in S4. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Learners should bring the following items to class every day:

- Class work jotter
- Worksheets / booklets provided
- Subject specific equipment will be provided for use in class

NPA PHOTOGRAPHY LEVEL 5

Course descriptor

As this course is an NPA it is possible for some students who have not studied this in S3 to choose this course in S4. It is recommended that pupils who wish to choose this in S4 but who did not study it in S3, have creative skills or have previously shown an interest in Photography.

NPA Level 4/5 builds on the practical skills developed at Level 4 and encourages you to further develop and enhance your photography skills, through exploring creativity and technical skills. You will use a range of equipment, techniques and specialist facilities. Candidates are expected to use simple automatic functions of cameras to capture good images and to develop critical thinking skills and encourage working with your peers to critique your work. Emphasis is placed on enhancing images to present and exhibit work.

Across NPA there are a number of opportunities for you to develop Core Skills in Communication, ICT, Problem Solving and Working with Others. Numeracy could also be developed, depending on learning and teaching approaches adopted and / or uses of traditional photography.

Candidates will have the opportunity to become involved in practical photography which will encourage the development of self confidence and self esteem through a range of practical activities and co-operative team working to help identify personal qualities and skills for future progression into full time study and / or employment

The NPA Level 5 in Photography of FOUR Units.
There are various Outcomes within each Unit, which must be completed.

UNIT 1 – Understanding Photography

Outcome 1: Evaluate different types of photography

Outcome 2: Evaluate simple photographic approaches and styles

UNIT 2- Photographing People

Outcome 1: Plan photography sessions based on a selection of images of people taken outdoors

Outcome 2: Take a range of controlled and composed photographs of people taken outdoors

Outcome 3: Present selected photos of people

UNIT 3 – Photographing Places

Outcome 1: Plan photography sessions based on a selection of images of outdoor places

Outcome 2: Take a range of controlled and composed photographs of outdoor places

Outcome 3: Present selected photos of outdoor places

UNIT 4 – Working with Photographs

Outcome 1: Provide a simple evaluation of a range of chosen images

Outcome 2: Make simple enhancements to an image using software such as Photoshop.

Outcome 3: Store and handle images safely

PHYSICAL EDUCATION

WHY STUDY PHYSICAL EDUCATION?

Living in today's world allows people much more leisure time with greater opportunity for employment in this expanding area. Pupils who have studied Physical Education would fit easily into the market place, whether it be in further education or directly into the working environment. Pupils will have developed the ability to problem solve, team build and work as part of a team, while improving their interpersonal skills of self-confidence, self-esteem, self-reliance and determination.

COURSES

If pupils pick Physical Education, they will follow a course in S3 that will be guided by the Experiences and Outcomes from Level 4. They will also begin some work from National 4 and National 5 level.

In S4, pupils will be presented for an award at National 3, National 4 or National 5.

ASSESSMENT OF COURSES

In S3 pupils were assessed on an ongoing basis throughout the session. There are no external assessment at the end of the year, but the ongoing assessment will be used to make a judgement as to what level of course pupils will follow in S4.

In S4, pupil assessment will be dependent on what level of course they are going to be presented at.

National 3 and National 4 will be assessed on a Pass/Fail basis and all assessment will be carried out by the teacher.

National 5 will have an external assessment where pupils will complete a portfolio of their best work which will be sent away and marked by the SQA. The National 5 course will be graded A-D and will be a combination of pupils two best practical performances and their portfolio.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

Pupils will be presented for a course at the end of S4. There is clear progression from National 3 – National 4 – National 5 – Higher. Some pupils may progress at different speeds, so there will be no set structure for what year a pupil sits a course in. Some pupils may do Higher PE in S5, while some pupils do National 5 in S5. Pupils being presented for a course which reflects their ability will be the most important and deciding factor.

EQUIPMENT

If pupils pick PE in S3, they will have 5 PE lessons a week, and sometimes twice in one day. This places a great deal of importance on their organisational skills. Pupils must be well prepared for PE, and have their PE kit every lesson.

ACTIVITIES

The activities that we will cover over the course of S3 and S4 will be; basketball, badminton, gymnastics and hockey. There will also be an opportunity for practical assessment in other activities in which pupils represent the school in an extra-curricular capacity.

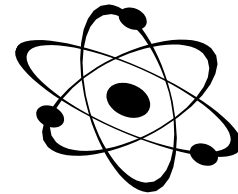
HOMEWORK

In S3 pupils will have one classroom session every second week, and will get homework every second week. In S4, pupils will have one classroom lesson per week, and will get homework every week.

In both S3 and S4, homework will be marked and will inform staff judgments as to what levels pupils may be presented at in S4. In PE, homework tasks will typically be extended responses, and we will encourage pupils to add depth and detail to their written responses as they progress through S3 and into S4.

Pupils should be aware that the academic expectations in Physical Education are equal to other subjects, and that written work is an integral part of the course.

PHYSICS



WHY STUDY PHYSICS?

Learners will acquire knowledge of concepts in physics, relevant to this level of the course and be able to apply their understanding to practical situations. They will develop skills in making informed decisions and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

By completing this course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; an understanding of the role of physics in scientific issues; the ability to apply knowledge and understanding of concepts in physics and an understanding of relevant applications of physics in society. Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

In S4, Physics will be offered at the following levels:

National 3, National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

National 3 is equivalent to Access 3 or Standard Grade Foundation level. National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

Courses consist of units.

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

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

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).

Units for all levels will be assessed by teachers and be graded as pass/fail. National 3 and National 4 courses will be assessed by teachers and graded as pass/fail. The National 5 course will also have units assessed as pass/fail. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher

HOMEWORK

Homework will be issued regularly and is a crucial part of the course.

PRACTICAL WOODWORK

WHY STUDY PRACTICAL WOODWORK?

Practical Woodwork is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. 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 provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study, apprenticeship or a related career, such as joinery, furniture making etc.

The aims of the Course are to enable learners to develop:

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

COURSES

Practical Woodwork will be offered at the following levels:

National 4 and National 5.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

Courses consist of the following units:

- Flat Frame Construction
- Carcase Construction
- Machining and Finishing

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments will include a combination of practical work and knowledge assessments

To be awarded the National 4 course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (project).

To be awarded the National 5 course, Pupils must pass a Course assessment (project) and external exam.

The National 4 course will also be assessed by teachers and graded as pass/fail.

The National 5 course assessment will be internally marked and externally verified by the SQA. The course assignment is worth 70% of the overall award. There is a final exam in practical woodwork worth 30% of the overall award. The final grade (A-D) is determined by the adding of the course assignment and exam marks together.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level/Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 may choose to progress to a vocational course through the Senior Phase Partnership Programme

HOMEWORK

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

SPANISH

WHY STUDY MODERN LANGUAGES?

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

It has been proven by a substantial body of research that the benefits of learning a language include:

- Better understanding of different cultures
- Improved self confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability

WHY SPANISH?

- Spanish is the second world language as a vehicle of international communication and the third as an international language of politics, economics and culture.
- About 330 million people in the world speak Spanish as their first language.
- The demand for Spanish courses has doubled world-wide in ten years.
- Spanish is the official language in 21 countries.
- Approximately another 100 million people speak Spanish as a second language.
- Spanish is expected to be the first language of 50% of the population of the United States within 50 years.
- Spanish is the most popular foreign language to learn in America and Europe.
- Today Spanish is an official language of the UN and its institutions, the European Union and other international organisations.
- The Spanish language is used world-wide on the Internet.
- Latin American countries are experiencing constant economic growth and because of that, are becoming more important as trading partners.

COURSES

In S4 Spanish will be offered at National 3, National 4 and National 5.

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S4 pupils will study the following contexts and topics:

Society – family and friends, lifestyle, media, global languages, citizenship

Learning – learning in context, education

Employability – jobs, work and CVs

Culture – planning a trip, other countries, celebrating special events, film and TV

ASSESSMENT

Pupils sitting National 4 will be assessed in class throughout the year. These courses are graded as pass / fail.

Pupils sitting National 5 in S4 will have an external exam which will be graded A – D. This consists of reading, listening and writing. In addition, they will complete a written assignment and a talking assessment with their teacher during S4.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5;
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher.

HOMEWORK

Pupils will be given a variety of homework tasks throughout S4. These will include reading exercises, listening exercises, preparation for writing or speaking activities, grammar exercises, etc. In addition, learning vocabulary and grammatical structures will make up a significant part of the homework set in S4. Teachers will provide pupils with a list of websites which can be used to further consolidate their knowledge. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Pupils should bring the following items to class every day:

- Class work jotter
- Vocabulary jotter
- Worksheets / booklets provided



Pupils should have a bilingual dictionary (preferably Collins or Oxford) at home to use when completing homework tasks. The school can help with this if required.

4. Exemplar Subject Choice Form

S3 → S4 Subject Choice 2025

All pupils must study seven subjects including English and Mathematics, which are already entered as the 1st and 2nd choices for next session. Pupils should enter their remaining course choices for S4 in order of preference.

Current S3 Subjects	S4 Choices	
	Subject choice order of preference	Subject
«A_Subject_name»	1	<i>English</i>
«B_Subject_name»	2	<i>Maths</i>
«C_Subject_name»	3	
«D_Subject_name»	4	
«E_Subject_name»	5	
«F_Subject_name»	6	
«G_Subject_name»	7	
«H_Subject_name»	Reserve 1	
«I_Subject_name»	Reserve 2	

Parent/Carer Comments:

Signed: _____ (Parent/Carer) Date: _____

This form should be returned to your Guidance teacher or the school office by Friday 28th February 2025. Thank you.

SCHOOL VISION, VALUES AND AIMS

VISION

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

VALUES

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Ambition.

AIMS

to provide a broad and balanced curriculum, the highest quality of learning and teaching

to allow pupils to develop a depth of knowledge and a range of skills and experiences

to encourage pupils to take responsibility for their own learning

to encourage pupils to participate fully in the life of the school, the wider community and society in general

to promote an ethos of success and achievement for all

to provide a caring environment in which pupils feel confident and secure

to promote equal opportunities and respect for others

to encourage parents to work in partnership with the school



Maximising Potential

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