



curriculum for excellence



Campbeltown Grammar School

S3 Curriculum

Information for Pupils and Parents

Committed to success

*Aim High*

curriculum for excellence



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## Choices and Changes in S3

What are S1 and 2 currently learning?

At Campbeltown Grammar School our S1 and 2 pupils are currently experiencing a broad, general education (BGE) as per Curriculum for Excellence (CfE) and are working mainly through level 3 experiences and outcomes in their curriculum areas and in the *cross-curricular* themes of Literacy, Numeracy and Health and Wellbeing. All pupils have had an opportunity to participate in Interdisciplinary projects across subjects and take part in Outdoor Education.

Some pupils will have completed the coverage of level 3 outcomes by the end of S2. Others will continue these level 3 outcomes into S3 or will be starting on level 4 experiences and outcomes. Some pupils will be offered individual learning programmes according to their needs.

Early Level	Includes pre-school and Primary 1 or later for some
Level 1	Includes P2 to P4 but earlier or later for some
Level 2	Includes P5 to P7 but earlier or later for some
Levels 3 & 4	Includes S1 to S3 but earlier or later for some

*How will the choices which pupils make now affect the options they have to make at the end of S3?*

Through discussion with parents, subject teachers, guidance teachers and through the Choices and Changes programme delivered in PSE, we hope that all pupils will choose subjects for S3 which are relevant to their interests, needs, strengths and future plans. However, it is natural and understandable that we change our minds or that our interests or strengths change too. For this reason pupils may opt for a subject in Senior Phase which they have not taken in S3.

*What will S3 pupils be doing next year and how much time will they spend on each curricular area?*

As a continuation of their broad, general education each pupil will experience eight curricular areas, the numbers of periods for each and the main aims of each are shown on page 3. Lessons are 45, 50 or 55 minutes each and there may be double periods allocated.

There is no formal choice in English, Mathematics and Health and Wellbeing, although within the subject itself there will be opportunities for personalisation.

Pupils must do all eight curricular areas. However, for pupils with Additional Support Needs there is a responsibility to ensure that the curriculum choices are appropriate and in some cases pupils will do alternatives to the timetable shown on page 3. Please note that pupils cannot pick the same subject in two columns.

The teaching and learning of the curriculum will involve a range of methodologies which will encompass elements of traditional teaching but will also involve active learning, independent learning, the use of technologies, group work, research projects, presentations and performances, all of which aim to create challenging and enjoyable learning experiences.



## S3 Choices Structure



### S2 into S3 Options Form – March 2025

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Guidance Teacher: \_\_\_\_\_

	A 4	B 4	C 3	D 3	E 3	F 3	G 3	H 3	I 3
	English	Maths	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Biology</li> <li>Music</li> <li>Practical Woodwork</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Communication</li> <li>Art &amp; Design</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Art &amp; Design</li> <li>Dynamic Youth Award</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Health and Food Technology</li> <li>French</li> <li>Computing</li> <li>Admin and IT</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>PE</li> <li>Modern Studies</li> </ul>	<ul style="list-style-type: none"> <li>Science for life</li> <li>Health and Food Technology</li> <li>Chemistry</li> <li>Health, Wellbeing and Employability Award</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Physics</li> <li>Science for life</li> <li>Geography</li> </ul>
1 <sup>st</sup> Choice:	English	Maths							
Reserve:									



## What will pupils learn in S3?

In S3 courses will continue to be built on the Experiences and Outcomes set out for each curricular area. The following is a broad guide to the content to be delivered in in subject/curricular area:

### Language and Literacy

#### English

During S3, pupils will cover a variety of tasks which will allow them to demonstrate competency in relation to **Writing; Reading; Talk and Listening**.

During S3, pupils engage in a wide range of tasks designed to enhance their skills in Writing, Reading, and Talk and Listening. These activities aim to build their competence in these essential areas of Language and Literacy, which are crucial for meeting the National 4 level requirements and preparing them for future studies.

In Writing, pupils will cultivate their creativity and ability to express themselves, presenting information on various topics in different formats. They will participate in Creative Writing exercises, focusing on Imaginative and Personal Reflective pieces, as well as Broadly Transactional Writing, which includes Discursive, Persuasive, and Informative texts.

The Reading programme encompasses a variety of genres, including Prose, Drama, Poetry, and Film. Pupils will learn to produce Critical Responses and develop their skills in Reading for Understanding, Analysis, and Evaluation. This involves learning to identify the Audience and Purpose of texts, comprehending information in non-fiction materials, and understanding how language operates, particularly in terms of the writer's techniques.

Promoting good reading habits at home is vital for pupils' literacy development. Encouraging pupils to read regularly will not only help enhance their vocabulary and comprehension but also nurture a lifelong love for reading. Establishing a daily reading routine, whether it's enjoying fiction or non-fiction, can significantly impact their learning journey.

Talk will be a continuous element of the course, encouraging pupils to share their thoughts in various settings—individually, in pairs, in groups, or through whole-class discussions. Listening activities will concentrate on how language functions in different spoken contexts, helping pupils develop skills in note-taking and responding to questions orally and in writing.

## Modern Languages

In S1 and S2, our pupils have had the opportunity to study both French and Spanish. As they progress, they can now choose to specialise in one language or continue learning both! Each pupil will have four periods each week dedicated to their chosen language, ensuring ample time to dive into its nuances and features.

Throughout their studies, pupils will enhance their skills in reading, listening, speaking, and writing. These language skills will be explored within various real-world contexts, including society, learning, employability, and culture. Importantly, pupils will also engage with multimedia materials—such as videos, music, and interactive games—to not only promote enjoyment but also deepen their understanding of the cultural context of their target language. This diverse approach allows them to experience authentic language usage and cultural expressions, leading to a more enriching learning experience.

Additionally, pupils will gain insight into the lifestyle and cultural heritage of the countries where their chosen language is spoken. This exploration of diverse cultures fosters an appreciation for different customs and values, contributing to a more inclusive society.

## Mathematics and Numeracy

Pupils will continue to work at their appropriate level. Particular focus for some pupils will be on Level 4(plus) which extends into Level 5 material in preparation for Senior Phase. Topics that are of high importance for good progression in mathematics will be taught first, such as algebra, the straight line and solving equations.

Numeracy will play a pivotal role during the year with particular focus on Non Calculator skills. All pupils will have the opportunity to achieve a Numeracy Unit qualification by the end of BGE and will complete the SNSA towards the end of the session.

## S3 Science Options

Each of the S3 science subjects builds upon previous learning of knowledge and skills while preparing the pupils for the senior phase. Pupils will continue to develop their inquiry and investigative skills, scientific analytical thinking skills, and skills and attributes of scientifically literate citizens. Practical activities contribute in an important way to learning within the sciences and allow pupils to further develop their skills and understanding of scientific concepts.

## Biology

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

Pupils will work at their appropriate level which could be Level 3 or Level 4. Those working at Level 4 will extend into Level 5 in January.

### **Level 4/5**

#### Cell Biology

Pupils will learn about cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

#### Research based assignment

Learners will consider applications of biology and the impact on the environment/society. They will communicate information related to their findings, which will allow demonstration of scientific literacy skills.

#### Level 5

Pupils will learn about cell structure, transport across cell membranes, DNA and the production of proteins, proteins, genetic engineering and respiration.

### **Level 3**

#### Cell Biology

In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of the cell, including ethical and topical issues. This develops the concept of the cell as the basic unit of life. Learners will investigate the key areas of the structure and variety of cells and their functions; the function of DNA; the risks and benefits of DNA profiling, photosynthesis; different types of microorganisms and how growth of microorganisms can be controlled.

#### Multicellular Organisms

In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of multicellular plants and animals. Learners will investigate the key areas of the structure and function of organs and organ systems and their role in sustaining life; the role of technology in monitoring health and improving quality of life; body defences against disease and role of vaccines; fertilisation and embryonic development and risks to embryo.

#### Life on Earth

In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of ecosystems and biodiversity. Learners will investigate the key areas of sampling and identifying living things from different habitats to compare their biodiversity and suggest reasons for their distribution; Different types of chemicals in agriculture, the alternatives and their impact on global food production.

## Chemistry

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries. There are three topics in the S3 Chemistry course.

Pupils will work at their appropriate level which could be Level 3 or Level 4. Those working at Level 4 will extend into Level 5 in January.

### **Level 4/5**

#### Chemical Changes and Structure

Pupils will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience pupils will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, pupils will work towards the concept of chemical equations. Pupils will research atomic structure and bonding related to properties of materials.

#### Assignment

*Learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.*

### Level 5

Pupils will learn about rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

### **Level 3**

#### Chemical Changes and Structure

Pupils will develop scientific skills and knowledge of the chemicals in our world. The properties and reactions of common elements, and how these relate to their position in the periodic table, will be investigated. Focusing on everyday elements, compounds and mixtures, learners will work towards the concept of chemical reactions and word equations. Through practical experience, learners will study the everyday uses and reactions of acids and bases, and the impact they have on the environment.

#### Nature's Chemistry

Pupils will research the Earth's rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels were formed and how their use is changing as sustainable energy sources are developed. Plants as a source of oils, carbohydrates and nutrients are explored. Learners will find out about how chemists use plants in the development of products associated with everyday life. They will be given the opportunity to practically investigate one of these processes.

#### Chemistry in Society

Pupils will develop skills and carry out practical and other learning activities related to investigation of materials. Learners will focus on environmental issues while investigating the reactions, applications and corrosion of metal. The use of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of metals, plastics, and new materials. They will research the use of chemicals used in industry, with an emphasis on the environmental issues.

## Physics

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. The study of physics is of benefit, not only to those intending to pursue a career in science, but also to those intending to work in areas such as the health, energy, leisure and computing industries.

Pupils will work at their appropriate level which could be Level 3 or Level 4. Those working at Level 4 will extend into Level 5 in January.

### **Level 4/5**

#### Electricity and Energy

Pupils will learn about generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

#### Assignment

Pupils will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

### Level 5

Pupils will learn about dynamics and space. These topics cover: vectors and scalars; velocity-time graphs; acceleration; Newton's laws; energy; projectile motion; space exploration; cosmology.

### **Level 3**

#### Electricity and Energy

Pupils will learn about energy sources, electricity and energy transfer.

#### Waves and Radiation

Pupils will learn about wave properties, light, colour, optical instruments, electromagnetic radiation and sound.

#### Dynamics and Space





Pupils will learn about forces and the solar system.

In all three areas pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

## Social Subjects

### Geography

4 topics will be covered:

1.  **From Mountains to the Sea** – glaciation, and coasts. This also includes the use of OS maps.
2.  India – population and development issues.
3.  **Advanced weather** – air masses, station circles, synoptic charts, anticyclones and depressions, and forecasting.
4.  **Campbeltown CBD Fieldwork Project** – traffic and land use in the centre of Campbeltown. This is excellent preparation for the N5 Assignment or the N4 AV Unit if pupils choose Geography in the Senior Phase.

## S3 History Curriculum

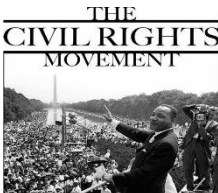
In S3 there will be four topics covered:

- **Holocaust Project**



Pupils will work in small groups to investigate and create a project on the Holocaust. They will focus on the gradual persecution of Jewish people and minority groups in Nazi Germany, leading to the eventual mass murder within the concentration and extermination camps. By the end of this topic pupils will aim to explain the importance of respecting the heritage and identity of others.

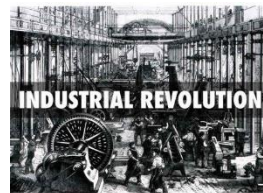
- **Free at Last? Civil Rights in the USA, 1918-1968**



This topic is a study of the development of race relations in the USA during the years 1918-1968, illustrating themes of ideas, identity, and power. The key issues covered are The 'Open Door' policy and immigration to 1928, 'Separate but equal' to 1945, Civil rights campaigns to 1968 and the ghettos and black American Radicalism.

- **Changing Britain, 1760-1914**

This topic is a study of the reasons for and impact of industrialisation on life in Britain, focusing on the social, economic, and political developments which transformed life across Britain in the late 18<sup>th</sup> and 19<sup>th</sup> centuries. The key issues covered are Health and Housing, Industry – textile factories and coal mines, Transport – canals and railways, and pressure for democratic reform up to 1884.



- **Mary Queen of Scots, and the Reformation, 1542-1587**



This topic is a study of religious and political change and conflict in 16<sup>th</sup>-century Scotland, illustrating the themes of crown, church, and authority. The key issues covered are Mary from the 'Rough Wooing' to becoming Queen of France to 1559, The Reformation in Scotland to 1587, Mary's reign, 1561-1567, and Mary in England 1567-1587

All courses develop on the basic historical skills learned in S1 and S2 with more emphasis being placed on introducing and developing both National level skills and knowledge in preparation for senior phase.

## Expressive Arts

### Art



Pupils will develop Art & Design skills which will prepare them for Senior Phase at the end of S3. The course is divided broadly into two areas.

The expressive art side of the course will continue to build upon the drawing, painting and 3D skills that they have learnt in S1 & 2. They will produce expressive ideas and work towards a more finished work in a range of different mediums. They will look at a variety of art styles throughout the year, broadening their approaches to their own practical work as they do so.

The Design side of the course will build upon the design skills that they have learnt in S1 & 2. The pupils will develop ideas & market research through to developing a final design, primarily in graphic design projects. They will look at a variety of design styles and techniques throughout the year, broadening their approaches to their own practical work as they do so.

## Music

The S3 Music course will be split in to 3 sections: *Performing, Creating Music and Understanding Music*.

The Music course provides candidates with broad practical experience of performing, creating and understanding music. Personalisation and choice will be given in many activities and pupils will be encouraged to be more responsible for their learning and the decisions they make. By the end of the year, pupils will have improved their understanding of a variety of genres of music, enhance their performing skills on two chosen instruments, whilst gaining a wide-range of experience of all three areas of Music listed above.

There is potential for further progression onto National 4 & 5 Music in S4.

## Technologies

### Health and Food Technology

This course continues to embed life skills essential to health and wellbeing, as well as giving insight into future course options in the senior phase of Practical Cake Craft, Health and Food Technology and Hospitality -Practical Cookery

Pupils will undertake a variety of food preparation and production techniques, learning the science behind ingredients and cookery methods, as well as nutrition and health information.

Throughout the course pupils will develop:

- traditional baking skills,
- food preparation skills,
- organisational skills,
- fine motor skills,
- design techniques
- time management.

Knowledge of the science of food and of the ingredients used will also be covered.

In response to the resurgence and popularity of traditional baking skills, pupils will undertake a variety of baking techniques to develop the core skills. Towards the end of the course pupils will be given the opportunity to use the knowledge and skills acquired, as they work through a set of challenges. These will include the creation of a finished cake for a specific occasion and selecting and preparing two course meals. Pupils will also have the opportunity to study for and sit the REHIS exam for food handlers which is now required to work in the food industry.

# Computing



## Course aims

- To look at aspects of the impact of technology on individuals and the environment
- To explore different elements of computing science
- To prepare you to undertake Computing Science in 4th year

## Course content

### Contemporary Computer Developments

- Transport and technology
- Technology the economy and the environment

### Software design 1 - Scratch

- Understanding programming concepts through practical programming using the Scratch coding language

### Databases

- Understanding the basics of databases through practical examples
- Understanding the function of databases in society

### Website Design

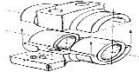
- Learning about website design and using HTML to create webpages

### Software Design 2 – Python

- Developing programming skills using a text based coding language

## Progression

- Computing Science National 4 or 5
- NPA Computer Games Development Levels 4 or 5
- NPA PC Passport Levels 4 or 5
- NPA Web Design Level 5



Within the Technical department pupils will have the choice to specialise in Graphic Communication and Practical Woodwork.

### **Graphic Communication**

In S3 the course is designed around the “3 P’s”. This stands for Preliminary, Production and Promotional. Pupils will learn a variety of graphic techniques and skills including:

- producing simple preliminary, production and promotional graphics
- using standard graphic communication equipment, software and materials
- knowledge of graphic communication standards, protocols and conventions
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

Pupils are able to progress to National 5 and Higher Graphic Communication.

### **Practical Woodwork**

In S3 the course is designed around the three main areas of Woodworking: Flat Frame construction, Carcase construction and Machining and finishing.

Pupils will develop skills in manufacturing and machining. They will learn to read technical information from drawings and combine these skills to produce artifacts in a safe, controlled environment. Pupils will learn a variety of skills including:

- reading and understanding technical drawings
- using bench tools and machining techniques
- knowledge of materials
- applying manufacturing skills,
- knowledge of processes
- knowledge of health and safety in the workshop environment
- have an ability to follow safe working practices

Pupils are able to progress to National 4 and National 5 Practical Woodwork.



### PSE

Skills for learning, mental, sexual and physical health, planning for choices and changes in S4, preparing for work skills and work experience.

### Physical Education Department

All pupils in S3 will continue to get two quality periods of physical education as part of their broad general education where they will have the opportunity to participate in the following activities:

**Football, Rugby, Badminton, Gymnastics, Table Tennis, Short Tennis, Social Dance, Netball, Volleyball, Basketball, Athletics and Softball.**

Participating in Physical Education in third year provides learners with the opportunity to build physical competencies, improve their knowledge and understanding of how to assess and develop practical performance and recognise the important contribution that physical activity makes to living a healthy lifestyle.

Learners will demonstrate, refine and advance their practical performance skills in a range of physical activities. The courses will provide opportunities for learners to demonstrate initiative, decision making and problem solving. Learners will work both independently and collaboratively to develop thinking and interpersonal skills. This makes Physical Education an ideal platform for developing confidence, resilience responsibility and leadership.

As in the first two years of the broad general education all pupils participate in 2 periods of Physical Education a week.

The third year curriculum is designed to maximize opportunities for personalization and choice while ensuring that pupils experience both challenge and enjoyment.

#### S3 Elective

In addition they have the option of studying physical education further in more depth within the **S3 PE Elective**, preparing students for National 4 or National 5 physical education in S4.

Here pupils will get an additional 3 periods of physical education each week where they will actively participate in activities in more depth, developing their skills further. They will also start to look at the theoretical side of the subject where they will look at;

- **Physical, Mental, Emotional and Social Factors** and how they impact on performance in different activities.
- **Fitness Testing & Analysis**
- **Collecting & Analysing Data**
- **Developing Fitness**



It's important that those who opt for the additional 3 periods of physical education in S3 have a very keen interest in physical activity and sport and have an excellent attendance and active participation record in this subject in S1 and S2. Attending extra-curricular sports clubs would also be desirable.

## B.G.E Outdoor Education

Campbeltown is in a unique location, geographically isolated but surrounded by amazing natural landscapes. Outdoor Education is a unique curriculum opportunity for all students aiming to fully utilise our rich local environments and engage in 'adventure activities' for personal development. S3 will have an opportunity to join our Duke of Edinburgh Award and take part in the Resilience course with Outward Bound.

- Confidence and self-belief
- Resilience and tenacity
- Application and perseverance
- Managing risk
- Cultivating a growth mind-set
- Finding personal motivation



## RME (Religious and Moral Education)

### Beliefs about God

Ultimate Questions

Life after death

Human exceptionalism?

### Global Citizenship

Human Rights

History of Human Rights

Amnesty International letter

Fairtrade

Refugees

### Environment

Global warming

Religious & Humanist perspectives

Sustainability

## Assessment, Reporting and Recording

### *How will progress be measured?*

As currently happens, there will be a structured system for informing parents on how their children are progressing using the same XBRA reporting system that is currently used in S2. This will include an interim as well as a Full Report issued in March prior to the Options programme.

This will continue to involve reporting and parents' evenings and you will find the dates of these in our calendar. You can contact the school at any time to discuss your child's progress.

### *How will pupils be assessed in S3?*

There will be both formative and summative assessment based on what pupils say, write, make and do.

Assessment in all areas will involve a variety of techniques including written, oral and practical tests, projects, presentations, performances, products, teacher observations, self- and peer-assessment.

In some subject areas, pupils are assessed using National 3 and 4 units. Although pupils in S3 will not be able to be presented for these units until S4, their performance can provide a good indicator of appropriate study levels in S4.

## Supporting Pupils for Choices and Changes

*What support will be given to pupils to prepare for the new S3 curriculum?*

What?	Who?
Information on S3 programmes and senior phase;	PSE and Subject Teachers; 4 week Choices and Changes programme. Individual interviews with Guidance Teacher. Input from Skills Development Scotland Argyll College Taster Sessions Exhibition
Review of S1-S2 progress;	Guidance and Personal Support Teachers;
Advice on levels S3	Guidance and Subject Teachers

*What support will be given to pupils when they are in S3 to prepare for their Senior Phase courses*

Pupils will be given on-going feedback on their progress throughout S3 and recommendations will be made to pupils and parents on S4 senior phase qualifications in reports and at parents' evenings. Within PSE, there will be a Choices and Changes programme which will help pupils to make appropriate choices on the best possible pathways for them to reach a positive destination when they leave school, be it to employment, training, Further or Higher Education.

To complement the PSE programme each pupil will receive an individual pathways interview. There will be input from other agencies, such as SDS (Skills Development Scotland), Community Learning and Development and Argyll College. Under the National Learning Choices Opportunities for All (formerly 16+) programme, pupils who are at risk of not achieving a positive destination when they leave school will be identified from S3.



## The Senior Phase (S4 to S6)

*What courses will pupils be able to take in the Senior Phase (S4 to S6)?*

Most pupils in S4 will take 6 subjects at either National 4 or 5 levels. Some pupils will do Nationals 1, 2 or 3 or alternative courses such as ASDAN or courses provided by Argyll College such as Skills for Work.

In S5 and 6, pupils will progress to Higher courses, Advanced Higher or further National 4 and 5 qualifications.

Nationals 1 to 4 courses are assessed internally while National 5, Higher and Advanced Higher are assessed through a mixture of internally assessed units and external examinations.

In general terms, the new Senior Phase Qualifications have the following equivalencies to previous SQA courses with which some parents might be more familiar.

New National Qualifications	Previous Qualifications
Advanced Higher	Advanced Higher
Higher	Higher
National 5	Credit Standard Grade/Intermediate 2
National 4	General Standard Grade/Intermediate 1
National 3	Access 3/Foundation Standard Grade
National 2	Access 2
National 1	Access 1



## Where can I get more information?

Education Scotland Parentzone: [www.ltscotland.org.uk/parentzone/index.asp](http://www.ltscotland.org.uk/parentzone/index.asp)

Campbeltown Grammar School Website: <https://blogs.glowscotland.org.uk/ab/campbeltowngs/>

(see Senior Phase Options Booklet and Fact File on School Website)

Information on new Senior Phase Qualifications: [www.sqa.org.uk](http://www.sqa.org.uk)

Others:

<http://www.learningatschool.net/>

<https://blogs.glowscotland.org.uk/glowblogs/NPF/nationals-in-a-nutshell/>