INTRODUCTION

For Parents/Carers

Students in S2 are now more than half way through their Broad General Education (BGE) at Liberton High School. This is the point at which we encourage learners to reflect on their interests and strengths, and to review their progress in learning so far. This process informs the choices students make and enables them to follow a personalised curriculum in S3. This process is referred to as a “Review of Learning.”

There is a wide range of courses available in S3, some of which will be new. Details of all courses offered are provided within this booklet. It is important that students have a good understanding about all the courses offered before making choices. Students can access further information from their subject and Guidance teachers.

Our Rationale

In S3 our ambition is to have a curricular experience that;

• Ensures the highest possible attainment in the Senior Phase through depth, challenge and pupil-led learning.
• Ensures the best possible progression in literacy through the teaching of extended writing in almost all courses with a focus on Higher Order Thinking Skills.
• Ensures the best possible progression in Numeracy through delivering ‘Interleaving Numeracy Pathways in Mathematics’ complimented in a coherent way by the numeracy in other courses.
• Ensures the Health and Wellbeing of every young person through high quality relationships, effective implementation of GIRFEC by all staff and a specific focus on areas that we have identified as being barriers in our context, these are;
  o Self-regard as learners
  o Confidence in learning
  o Response to challenge
• Our S3 curriculum will be designed to provide excellence and equity.
• Ensures that our young people develop the employability skills that will lead to a sustained positive destination and a happy and fulfilled life beyond school.
What choices will learners make?
All students will now study eight courses. They will continue with English and Literacy, Maths and Numeracy, Modern Languages, Physical Education, Religious and Moral Education (RMPS) and Personal and Social Education (PSE).
They will make choices within the following curriculum areas:
• Science
• Social Subjects
• Expressive Arts
• Technologies

For session 2020/2021, Liberton High School will offer wider choice in the Broad General Education. These courses will provide a more coherent progression from the BGE into our Senior Phase. This will allow for a greater personalisation and choice.

While booklets are useful for reference, they are obviously no substitute for direct advice from teachers and our knowledgeable Guidance team. All pupils will be provided with time during their PSE lessons to discuss options and a one-to-one interview with their Guidance teacher or member of the Senior Leadership Team (SLT) to make subject choices. It is vital that parents and carers discuss with their young people the options available and what their individual strengths/interests are.

It is important that you make choices that interest you. For example, if you are interested in science and technology, you may wish to select courses which allow you to develop these skills in S3. Choosing a course because your friends are doing it is not a good reason for a course choice! You will make lots of new friends in S3 in addition to keeping your old friends. This is an exciting part of starting S3.

It is also important that you know what the subject entry requirements are if you are considering a specific career choice and/or University entrance. The school library has information about all the Scottish Universities and Colleges, but you can also research online. We would also advise you to make use of the SDS Career advice available in school.

http://www.planitplus.net/schoolzone/
http://www.ucas.com/students/coursesearch/
http://myworldofwork.skillsdevelopmentscotland.co.uk/

Review of Learning Timeline

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 January</td>
<td>S2 Parents Information Evening</td>
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<tr>
<td>27 January</td>
<td>One-to-one interviews to record choices.</td>
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</table>
Parent/Carers - please do not hesitate to contact the appropriate Pupil Support Leader if you have any questions which you feel remain unanswered. It is essential that students start their courses in June with enthusiasm, commitment and the determination to succeed.
Admin & IT

COURSE OUTLINE
This course is mainly practical and places a strong emphasis on IT applications – Word Processing, Spreadsheets, Databases, Desktop Publishing, PowerPoint and Electronic Communication – as well as developing valuable employability skills to help pupils with their future careers.

WHAT WILL I LEARN?
Pupils will work on tasks based on a simulation or real work place and be expected to select appropriate software to carry out tasks which support business and entrepreneurial activities.

Part of the course is theory based and you will gain an understanding of how all businesses operate effectively by understanding the following:

- The role of the Administration Assistant
- Functional Departments – the different departments in an organisation and how they work effectively together.
- Office environment and security – design your own office layout using design software
- Health and safety legislations – how we keep our staff safe in the workplace

You will use the following skills:

- ICT skills for today’s world of work
- Planning and organising for events
- Presenting and communicating information
- Modern working practices
- Problem solving skills
- Decision making skills

You will develop the following skills:

- IT skills needed to work in any business
- Level 4 E-Touch Typing Award
- How to communicate in a business environment
  - How to be organised in the workplace

PROGRESSION
✓ National 4 and 5 Admin & IT
✓ Higher Admin & IT
✓ National Progression Award in Business and IT Level 5 & 6

EMPLOYABILITY
With increasing use of IT across all types of employment and business, it is important that pupils are able to enter into employment or further education with skills and knowledge of IT systems and this course will help achieve this.

Possible careers paths include but are not limited to:

<table>
<thead>
<tr>
<th>Medical Administrator (many careers in NHS)</th>
<th>Civil Service Administrator</th>
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<tbody>
<tr>
<td>Database Administrator</td>
<td>Business Education Teacher</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>Health Service Manager</td>
</tr>
<tr>
<td>Local Government Officer</td>
<td>Personal Assistant</td>
</tr>
</tbody>
</table>
Art and Design is for you if you enjoy:

- Drawing, painting, printmaking, constructing and creating
- Experimenting with new techniques and materials
- Working in creative ways and solving problems
- Expressing your ideas visually
- Researching, investigating and talking about artists and designers

You need to be enthusiastic about Art & Design and keen to learn new creative skills

**COURSE OUTLINE**

There are three elements to the S3 course: Design, Expressive, and Art and Design Studies. You will produce a folio of practical work in both Expressive and Design in addition to Art and Design Studies. The work you produce in S3 can form the basis of your folio for National qualifications in S4.

**Design**

In S3 you may work within a range of design areas such as product design, jewellery, fashion/textiles or graphic design and become familiar with working to a design brief. You will carry out an investigation on designers and artists, looking at market research and investigate a chosen theme, exploring different ideas and ways to arrive at a solution to the brief. You will also experiment with and use a range of materials, techniques and technology, exploring different ideas, which can help towards creating a final outcome in 4th year.

**Expressive**

You will learn how to develop your drawing, painting and print-making skills through still life, built environment and portraiture units of work. In addition to this, you will select stimuli and produce analytical drawings and studies, investigating a chosen theme and develop and refine expressive ideas. In S3 you will experiment with and use a range of materials, techniques and technology, exploring different ideas which can contribute towards a final outcome in 4th year.

**Art & Design Studies**

You will study the work of important artists and designers from the past and present. Learning how to analyse and write about their work, commenting on the social and cultural factors that have influenced their work and practice. The written work you produce in S3 can form the basis of exam preparation for S4.

**EMPLOYABILITY – What creative industries can I work in after studying Art and design?**


**PROGRESSION**

Progress to Senior Phase National Qualifications at National 4, 5 and Higher level. You can also choose to study Higher Photography, Advanced Higher Art or Design in S5 & 6. Students can then apply to study Art and Design at University or Art College.
Biology

WHAT WILL I LEARN?
You will gain knowledge and understanding of the biology of both animals and plants and develop skills through a variety of approaches including practical activities. You will develop skills specific to science, such as experimentation and investigation, and skills for learning, life and work. You will study 3 units:

Biology: Cell Biology
In this unit, you will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells such as transport in and out of the cell, photosynthesis and respiration, as well as the study of DNA, proteins and biotechnology.

Biology: Multicellular Organisms
In this unit, you will develop new skills and carry out practical learning activities related to the study of whole organisms. This will include a comparative approach to the study of plants and animals through areas such as reproduction and inheritance, the need for transport within organisms, digestion, control and communication and health.

Biology: Life on Earth
You will carry out practical and other learning activities related to the study and investigation of life on earth. This includes ecosystems, and the study of their diversity, living and non-living factors, animal interactions, behaviours and adaptations as well as the processes of evolution and natural selection.

PROGRESSION AND CAREERS
You can continue to study Biology at National 4 or 5, Higher and Advanced Higher levels.

Possible career-paths include:

<table>
<thead>
<tr>
<th>Dentist</th>
<th>Forensic Scientist</th>
<th>Vet</th>
<th>Conservationist</th>
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<tbody>
<tr>
<td>Psychologist</td>
<td>Molecular Biologist</td>
<td>Nurse</td>
<td>Zoo Keeper</td>
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<tr>
<td>Brewer</td>
<td>Geneticist</td>
<td>Hairdresser</td>
<td>Marine Biologist</td>
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<tr>
<td>Optician</td>
<td>Physiotherapist</td>
<td>Teacher</td>
<td>Biomedical Scientist</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Food Tester</td>
<td>Radiographer</td>
<td>Doctor</td>
</tr>
<tr>
<td>Horticulturist</td>
<td>Gardener</td>
<td>Beautician</td>
<td>Dietician</td>
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</tbody>
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In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result students with STEM qualifications may have a wider choice of careers.
Business

COURSE OUTLINE
This course develops a wide range of skills for learning, life and work, including essential employability skills. By choosing this course pupils will have opportunities to develop their enterprise skills, employability skills and IT skills by partaking in business projects and linking with real businesses.

WHAT WILL I LEARN?
Pupils will learn about starting a business, product development, the functional areas of business including marketing and finance, and the use of IT in organising and running a business.
✓ To develop an awareness of business concepts
✓ To show the actions small businesses take to satisfy customer needs
✓ To have awareness of basic enterprising and employability skills
✓ To develop financial awareness
✓ To have awareness of influences on business

We study five topics:
✓ Entrepreneurs – will you be the next Duncan Bannatyne or Arnold Clark? Did you know that Andy Murray not only plays tennis but is an entrepreneur? Learn about the essential skills and qualities of some of our great Scottish business leaders.
✓ Types of businesses – from Sole Traders to Social Enterprises. Learn why some businesses are motivated by profit but other care more about homelessness and poverty.
✓ Real Business Challenge – design and produce your own soft drink
✓ Responsible Business – Learn how being a responsible business can impact on not you’re your community but our environment. Organise your own coffee morning for Fairtrade Fortnight
✓ Finance – learn where finance comes from for all types of businesses.

PROGRESSION
S3 Business prepares pupils for qualifications in:
• National 4 Business
• National 5 Business Management
• National Progression Award in Business & IT (Level 4 & 5)
• Business Management Higher & Advanced Higher

EMPLOYABILITY
There are many opportunities for young people once they have studied Business and Business Management. Many can hope to achieve successful careers in the following:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>A Business Owner - entrepreneur</th>
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<tr>
<td>Advertising Account Manager</td>
<td>Accountancy Technician</td>
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<tr>
<td>Brand Marketing Designer</td>
<td>Human Resources Manager</td>
</tr>
<tr>
<td>Financial Services Industry</td>
<td>Marketing Assistant</td>
</tr>
<tr>
<td>Business Education Teacher</td>
<td>Recruitment Consultant</td>
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</tbody>
</table>
Chemistry

Chemistry is involved with materials of every description. Their source can be the earth, the atmosphere or anything living there.

WHAT WILL I LEARN?
You will develop important and relevant skills, attitudes and attributes related to chemistry including: developing scientific and analytical thinking skills, developing an understanding of chemistry’s role in scientific issues, acquiring and applying knowledge of chemistry concepts, developing understanding of chemical products and how they are formed and applied in society. There are 3 units:

Atoms, Acids and Alkalis
You will build on detailed chemical concepts and use these in analytical applications. You will develop skills and awareness of ethical and environmental issues in a local and international context.

Nature’s Chemistry
You will build on the understanding of natural resources and associated products to gain knowledge and develop skills. You will apply these skills when considering ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

Chemistry in Society
You will be introduced to important chemical concepts and apply skills in areas such as the development and use of novel and new materials, including forms of energy generation and the reactions and applications of metals.

PROGRESSION AND POSSIBLE CAREER PATHS
You can progress to National 4 or 5, Higher or AH Chemistry

In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result, students with STEM qualifications can expect to have a wider choice of careers and expect to earn more than non-STEM subjects. A chemistry certificate or degree can be a useful entry to non-scientific pursuits. Success in this subject also shows an ability to assimilate information, to reason clearly and to present a coherent solution to a theoretical or practical problem.

Possible careers paths include but are not limited to:

<table>
<thead>
<tr>
<th>Analytical Chemist</th>
<th>Biotechnologist</th>
<th>Chemical Engineer</th>
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<tr>
<td>Healthcare Scientist</td>
<td>Clinical Biochemistry</td>
<td>Forensic Scientist</td>
</tr>
<tr>
<td>Nanotechnologist</td>
<td>Pharmacologist</td>
<td>Research Scientist (Physical Sciences)</td>
</tr>
<tr>
<td>Scientific Laboratory Technician</td>
<td>Toxicologist</td>
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Computing Science and Cyber Security

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

In S3, pupils will experience a wide range of activities that will prepare them for the certificate courses we offer. These activities provide opportunities for pupils to enhance transferable skills in planning and organising, working independently and in groups, critical thinking, problem solving and decision making, research, communication and self-and peer-evaluation, in a range of contexts. The Cyber Security aspect of the course allows pupils to develop their knowledge and skills in data security, digital forensics and ethical hacking. They will also gain practical skills in a range of software applications and tools.

WHAT WILL I LEARN?
There will be an emphasis on skills development and the application of those skills

- Computational thinking
- Computer Architecture
- Software Development Process
- Programming (Scratch, LiveCode, HTML)
- Databases
- Web Design
- Cyber Security
- Internet Safety

PROGRESSION
- National 4 and 5 Computing Science
- Level 5 National Progression Award (NPA) in Cyber Security

EMPLOYABILITY
In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result students with STEM qualifications may expect to have a wide choice of careers.
CDT – Creative Design & Graphics

In S3 we are offering our students the opportunity to focus their learning on particular aspects of Craft, Design & Technology. By offering specialised learning in S3 our aim is to provide students with experiences that better prepare them for the different National 4/5 CDT courses available in S4. We do this by offering three different CDT courses in S3:

- Creative Design & Graphics
- Craft & Engineering
- Architecture & Built Environment

COURSE DESCRIPTION – CREATIVE DESIGN & GRAPHICS

Students will be challenged to respond to a series of design tasks, all aimed at developing skills in creativity, problem solving and critical thinking. Design tasks will primarily centre on product and graphic design, and require students to respond to the needs of other individuals or groups of society. Students will work in a variety of environments (design classroom, IT suite, workshop) and produce work using a range of media (computer software, physical making, design folios). The course best suits students who are open minded, enjoy producing individual outcomes and having lots of control over their learning.

WHAT WILL I LEARN?
Some of the topics you will learn about and work through are:

- The Design Process
- Design Thinking
- Practical Modelling and Manufacturing Skills
- 3D Computer Modelling (CAD)
- 3D Printing and Laser Cutting (CAM)
- Manual Graphic Skills
- Graphic Design and Visual Communication

EMPLOYABILITY
The World Economic Forum identify the top three employability skills needed across all sectors after 2020 as; complex problem solving, critical thinking and creativity.
In addition to developing these wider contemporary skills this course offers learning with direct links to the following career opportunities:


PROGRESSION
- National 4/5 Design and Manufacture
- National 4/5 Graphic Communication
- Progression to Higher and Adv. Higher in both subjects is offered in S5-6.
CDT – Craft & Engineering

COURSE DESCRIPTION - CRAFT & ENGINEERING
Students will continue their CDT learning through a mainly practical experience. Learning will focus on developing specialist knowledge, understanding and skills in the use of technology, tools, machines and materials, and their application in a variety of project based contexts. Students will engage with practical ‘hands-on’ projects that develop learning in aspects of craft, manufacturing and elements of practical engineering. Students will also develop and consolidate their learning through the completion of written record books and theory lessons. This course best suits students who prefer following set tasks, enjoy practical, independent working and can work within Health & Safety procedures and expectations.

WHAT WILL I LEARN?
Some of the topics you will learn about, and work through in the course are:

- Safe and skilled use of tools, equipment and materials.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out.
- Safe working in workshop environment
- Knowledge of materials.
- Maintenance of tools and equipment.
- Basic electronics.

EMPLOYABILITY
The skills developed in this course offers learning with direct links to the following career opportunities:
Electrician, Joiner, Plumber, Roofer, Painter & Decorator, Plasterer, Stone Mason, Mechanic, Building Services, Welding, Machining, Industrial Fabrication & Assembly.

PROGRESSION
Based on your progress throughout the year, you could continue in these subjects:
- National 5 Engineering Skills
- National 4/5 Practical Woodwork
- National 4/5 Practical Metalwork
CDT – Architecture & Built Environment

COURSE DESCRIPTION

Students will follow the introductory Design Engineer Construct course (DEC) that develops knowledge for a career in Built Environment professions alongside a range of transferable employability skills. The DEC course is both academic and creative in nature. Students work on a single year-long project to research, design and present an eco-building for their community. In addition to lots of new learning, the DEC course challenges students to bring together and apply knowledge and skills in a real world context from other subjects – Maths, English, Science, Social Subjects, Art, Computing, Business. The course best students who are happy to work independently, present and talk about their work with others and want to apply their learning to real world situations.

WHAT WILL I LEARN?
Some of the topics you will learn about, and work through in the course are:

- Sustainability
- Building/Space Design
- Building Materials and Technologies
- 3D CAD Modelling
- Physical Model Making
- The Design Process
- Defining and Solving Problems
- Literacy – report writing, verbal presentations

EMPLOYABILITY

Over 90% of graduates with Built Environment degrees progress straight into employment. Some of the over 500 job roles on offer are listed below:

Architect, Structural Engineer, Quantity Surveyor, Building Services Engineer, Landscape Architect, Civil Engineer, Architectural Technologist, Site Manager, CAD Technician, Planner, Facilities Manager.

PROGRESSION

Based on your progress throughout the year, you could continue in these subjects:

- SCQF Level 4 – 6 Design Engineer Construct
Dance

WHAT WILL I LEARN?

Students will learn the basic fundamentals of dance technique and performance developing a range of appropriate practical skills and gaining an overall knowledge and understanding of dance.

This course is a National Progression Award in Dance, level 4 and is a stepping stone to prepare students towards National 5 and/or Higher Dance in S4/S5.

The course covers two mandatory units: Technical Skills and Choreography

Technical Skills Unit

In this unit covers the learning of two contrasting dance styles through technical exercises, solo and/or group performances. Learners will develop practically and apply basic choreographed sequences towards their knowledge and appreciation of dance.

Throughout this unit there will be an element of written work and research with the expectation of gathering information based on the history of dance.

Choreography Unit

Creativity and problem solving skills will be developed and enhanced throughout this unit. Tutor led choreographic tasks will be taught to allow creative movement to evolve. Basic fundamental choreographic devices, structures and improvisation elements will be taught with the opportunity to work in groups and/or pairs.

PROGRESSION

This Course or its Units may provide progression to:

- National 5 or Higher Dance in S4
- further study, employment and/or training at college HNC/HND level

EMPLOYABILITY

Choosing the NPA Dance Level 4 course will develop many of the core skills linked to employability. Critical thinking, planning, working co-operatively with others and problem solving skills will be developed. Here is a list of careers linked to dance; professional dancer, choreographer, dance teacher, dance community artist.
English

**COURSE DESCRIPTION**
The English course will provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language.
As learners skills develop, they will be able to process information more easily and apply their knowledge of language in practical and relevant context which will help them gain the confidence to undertake new and more challenging tasks in a variety of situations.
In English, students develop understanding of the complexities of language which includes the study of a wide range of texts. The English course will help students develop high levels of analytical thinking and an understanding of the impact language can have. Some transferrable skills learned in English are: problem solving, decision making, evaluating, debating, planning, organisation, presenting, time management and leadership.

**WHAT YOU WILL LEARN**
The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:
- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

**EMPLOYABILITY**
Most courses and employers expect that candidates will have an English qualification.
There are many career paths for someone who has success in English, such as:
- Journalist
- Writer
- English teacher
- Copywriting
- Law
- Marketing/PR
- Editor
- Publisher

**PROGRESSION**
S4 - National 4, 2-year National 5 or National 5 English
S5/6 - National 5 English, Core Skills Communications or Higher English
S6 - Students who pass Higher may progress to Advanced Higher English
Food Health and Textile Technology

WHAT WILL I LEARN?
You will gain skills and understanding related to the Hospitality and Food and Health Technology Industries. The course will be delivered through a combination of practical activities and project based work and will be split into Hospitality and Food Health Technology Units. In these units, you can expect:

Hospitality:
• To develop practical skills
• To learn about food ingredients
• To produce and present food
• To learn how to manage time throughout practical work

Health and Food Technology:
• Develop an understanding of Contemporary Food Issues
• Develop an understanding of Food for Health
• Develop an understanding of Food Product Development

Pupils must be committed to completing all the practical activities and managing their time in order to be successful in this course

PROGRESSION
Pupils can progress from this course into National 4, 5 Hospitality or Food and Health Technology.

EMPLOYABILITY
Choosing this course will allow you develop skills and knowledge in a growth industry. Possible career options include Chef, Catering, Event Planning, Nutritionist, Food technologist, Dietician.
Geography

COURSE DESCRIPTION
Geography is the study of the world around us. We learn about other cultures, the environment, people and their societies, important issues facing people and landscapes and about how landscapes are formed and changed.

Geography is a very relevant subject in our ever changing world. It teaches us about the physical environment and the ways in which people interact with their environment. The study of Geography develops a sense of responsible citizenship. If you choose this course you will develop a knowledge and understanding of current events from the local area to the global. It will provide you with a range of skills such as critical thinking, map reading, data collection, ICT, research and problem solving. The course develops active learning and includes many different styles of lessons. You will develop skills which are transferable to other areas of study and prepare you for leaving school.

WHAT WILL I LEARN?

Geography: Global Issues
We will start the course by learning about major current global issues. You will become well informed about these issues and be able to make your own conclusions and arguments about the questions they lead us to. We will focus on climate change and some of the problems facing natural regions such as tropical rainforests and the frozen tundra.

Geography: Human Environments
We will build on your knowledge of developing countries from S2. We will study population and try to understand why some places are overcrowded while other places have very few people. We will try to understand how population structures can effect an area and how issues like migration link to this topic. You will begin to prepare for your National level courses by completing a National 4 level piece of coursework. This is will be a research task comparing the populations of two countries.

Geography: Physical Environments
We will develop map reading skills and use them to look at a selection of landscape types within Scotland and the UK choosing from glaciated landscapes, upland limestone, coastal landscapes and rivers and their valleys.

PROGRESSION AND CAREERS
This course will prepare you to further study Geography at National 4/5 and Higher. However, the skills we develop will be useful in other subjects, particularly other Social Subjects.

Through Geography you are required to consider complicated issues, this allows you to develop argument and critical thinking skills that are useful in many areas of life. Aside from the skills you develop, a Geography qualification is of immediate relevance to many careers including Energy and Power Supply, City Planning, Surveying and Map Making, Architecture, Education, Transportation, Tourism, International Aid and Charity work, Armed Forces, Environmental Expert and even Law or Government. It is a subject which combines and integrates well with a wide range of other study areas which can be seen in the courses and options available at Universities and Further Education Colleges. If you have any questions speak to Mr Galbraith.
COURSE DESCRIPTION
In History, young people develop their understanding of the world by learning about other people and their values. This course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; an openness to new thinking and ideas, and a sense of responsibility and global citizenship. Young people will learn about the past and develop an appreciation and understanding of the forces which have shaped the world today.

WHAT WILL I LEARN?
You will continue to develop techniques to explain and present information and draw conclusions about important historical themes and events.

Topics
The theme for S3 History is The Twentieth Century, which saw the biggest changes that have ever been seen in the lives of ordinary people from around the world. At Liberton we will start with the First World War, looking at its causes and its impact on British people, along with the peace settlement. This is followed by a study of the last years of India as part of the British Empire, which overlaps with the third topic, World War Two. This is studied from a British and a wider world perspective, looking also at the war in Asia. The year ends with a look at the causes and development of the Cold War.

PROGRESSION
Young people can continue to study National 3, National 4, National 5, Higher and AH History. They may also follow Modern Studies at National 4, 5 or Higher.

Skills
Researching, reading, writing, listening, presenting, analysing, evaluating, understanding.

EMPLOYABILITY
History is seen as desirable for jobs as: archaeologists; archivists; broadcast journalists; conservation officers; curators; human resource managers; print journalists; lawyers; lecturers; market researchers; politicians; public relations officers; teachers; tour guides.
Mathematics

Every pupil will study Mathematics in S3

All pupils will continue to study the 3-15 Mathematics and Numeracy Experiences & Outcomes as part of their broad general education. The pupils will be continuously assessed as we track their progress. These assessments will be the main source of information used to determine the classes and levels of study in S4.

Numeracy

Children and young people need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively in everyday society. Strong skills in numeracy provide foundations which can be built on through lifelong learning and in the world of work. Pupils will also experience teaching towards the Numeracy experiences and outcomes in areas of the school other than the Mathematics faculty.

Mathematics

Mathematics is the study of the properties, relationships and patterns in number and shape. It also involves the application of this knowledge to analyse, interpret, simplify and solve problems.

It is a rich and stimulating subject with the capacity to engage and fascinate learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways. It is a universal language of numbers and symbols which allow us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics is important in everyday life, allowing us to make sense of the world around us. It equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Mathematics supports us in the workplace and helps us to be creative and logical when enjoying the challenge of solving problems, tackling puzzles or playing games.

EMPLOYABILITY

Mathematics plays a role in many other areas, such as science or technologies. It is vital to research and development in fields as varied as engineering, computer science, medicine and finance. Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests.
Media

COURSE DESCRIPTION
If you love watching or making films, then Media is the course for you!
You’re exposed to the Media every day through TV, film, computer games, advertising, social media and so on. Studying Media will help you to understand how and why the makers of media construct meaning in their texts. You will also deepen your understanding by doing and will have an opportunity to work as part of a team to create a short film. You don’t have to be aiming for a career in the film industry (although if you are this is the course for you!) as Media is an enjoyable subject in its own right and is an excellent choice for anyone interested in working with people or working in the creative industries.

WHAT YOU WILL LEARN

Analysis Skills
Through studying of a range of media texts (including print ads, moving image adverts, short films and feature-length films) you will learn to analyse HOW and WHY meaning is created, using the Key Aspects of Media Literacy. You will also learn the terminology used in the film industry and how the industry works, as well as learning about the role of the media in society.

Production Skills
You will learn how to create media texts such as print ads, moving image ads or short films. You will be working both individually and as part of a team to create these texts and will use production skills including camera operation, editing and sound design to make them effective. You will also learn about some of the many, varied jobs involved in the film and TV industry.

EMPLOYABILITY
Scotland has a thriving film and media industry with a vast range of employment opportunities, including apprenticeships, for those with an interest in a career in this sector. There is also a wide range of further and higher education courses available in the field, offering both academic and practical options. For those considering alternative career paths, choosing Media is an excellent way to develop analysis, personal and social skills, including problem solving and working as part of a team. You will also learn essential skills for life including creativity, collaboration, communication, negotiation and problem solving.

PROGRESSION
S4: National 4 or 5 Media, and/or NPA Film and Media
S5/6: National 5 or Higher Media, and/or level 6 NPA Film and Media
Modern Languages

French, Spanish, Languages for Life and Work

Pupils entering S3 will continue to study a Modern Language. They may choose to study French, Spanish or Languages for Life and Work. All students will have studied these languages during the course of S1 or S2 and will be able to build on the skills they have already developed.

FRENCH
This course expands what has been learned in primary, S1 and S2, increasing the range of topics studied whilst also increasing the depth and level of expertise. The essential skills of reading, speaking, listening and writing are developed. Communication, presentation and interpersonal skills feature strongly. Culture will also feature strongly.

SPANISH
Students will develop essential skills of speaking, reading, listening and writing and learn more about Spanish language, life and culture.

With millions of people speaking Spanish, it has overtaken other languages to become one of the most widely spoken languages in the world. Outside Spain itself, it is the main language of many South American countries and is now the second language in the USA. Many people spend their holidays in Spain. Spanish is widely used for business and commerce and many of today’s big names in film and music have connections with Spain or the Spanish – speaking world.

LANGUAGES FOR LIFE AND WORK/BUSINESS LANGUAGE CHAMPIONS
This award is for students who want to combine their knowledge and understanding of Modern Languages with other skills for life and work such as employability skills.
Comprising 3 units:
1. Languages for Work Purposes – language 2
2. Languages for Life – language 1
3. Developing Own Employability Skills – language 2

As part of the course, students will study two languages: either French or Spanish. Students may also take part in a project with a local business.

EMPLOYABILITY
People who can speak one or more European/World languages are in great demand. When the UK leaves the European Union (Brexit), language skills will become even more important for the country’s economy. Many careers and Higher Education courses now require a qualification in a Modern Language.
Modern Studies

COURSE DESCRIPTION

In Modern Studies students will learn about different Social and Political issues in Scotland, the UK and Internationally. The course allows learners to develop their knowledge and understanding of what is currently happening around the world and be critically engage with the world around them.

WHAT WILL I LEARN?

Social Issues – Social inequalities
- Different groups in society
- Needs and wants of the elderly
- Employment
- Poverty
- Solutions to social issues

International Issues – World power: USA
- What makes the US a superpower?
- Political structure in the US
- Social and economic issues in the US
- Solutions to social and economic issues

Political issues – Democracy in the UK and Scotland
- UK political structure
- Role of MPs/ MSPs and Local Councillors
- Political participation
- Pressure groups

PROGRESSION

Students can study National 4, National 5, Higher and Advanced Higher Modern Studies. They may also follow another Social Subject at National 4, 5 or Higher.

EMPLOYABILITY

Modern Studies provides the opportunity for learners to develop skills which will allow opportunities to follow a career in many fields.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Career Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy skills</td>
<td>Journalism</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Civil service</td>
</tr>
<tr>
<td>Analysing</td>
<td>Human resources</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Team work</td>
<td>Marketing and media</td>
</tr>
<tr>
<td>Communication</td>
<td>Police</td>
</tr>
<tr>
<td>Leadership</td>
<td>Teaching</td>
</tr>
</tbody>
</table>
Music

Music is a practical-based course that encourages creative expression through composing, listening and performing. This course may appeal to you if you:

- Enjoy listening to music and performing
- Want to develop a leisure interest in music
- Intend to follow a career in music

COURSE OUTLINE
Emphasis is placed on the study of music through practical activities which include:

- active participation in solo and group performing
- listening to music from a wide range of genres, styles and cultures
- creative expression through composing, improvising or arranging

There are three elements to this course. All three are learned throughout the year, and are interlinked.

Performing
You will learn about a range of instruments, and learn to play two from: keyboard, drums, tuned percussion, guitar (acoustic, lead or bass), voice, woodwind, brass or string instrument. You will build on the skills that you learned during S1 and S2 BGE Music and use them, performing both individually and in a group.

Understanding
You will listen to a wide range of styles of music. You will learn to recognise different styles and instrumental forces and to understand different concepts. Evidence of understanding will be gathered through end of unit tests and creative projects.

Composing
You will explore musical ideas, solve problems and make personal decisions about style and the use of compositional techniques. By composing your own music you will develop creativity and express individuality.

PROGRESSION
Progress to Senior Phase National Qualifications at National 4 and 5, Higher, and Advanced Higher level Music. Students can then apply to study music at College, University, or gain employment as a musician.

EMPLOYABILITY
Performer, Recording Studio Manager, DJ, Composer/Lyricist, Sound Technician, Music Teacher, Music Journalist, Concert Promoter, Music Librarian, Music Critic, Music therapist, Sound Recording Engineer.
**Pathways Programme**

**COURSE DESCRIPTION**
This course is a new addition to the S3 curriculum having firstly introduced it to the S4 curriculum in August 2018 with great success. Within this course, you have access to lots of different SQA Awards which can offer you knowledge and experience of skills and qualities that will serve you well in the senior phase as well in life after school. The course is set up in a manner which you can choose which Awards you would like to complete. Some will be self-paced with an emphasis on independent learning while others will involve traditional input from the class teacher. The Awards are qualifications that you can earn by completing coursework during class time; there are no exams for these Awards and they will be added to your list of SQA qualifications. The Awards you can expect to choose from are:

<table>
<thead>
<tr>
<th>Award</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Award</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Mental Health and Wellbeing Award</td>
<td>4</td>
</tr>
<tr>
<td>Steps to Work Award</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Volunteering Skills Award</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Employability Award</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Wellbeing Award</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

**WHAT YOU WILL LEARN**
- Researching, organising and presenting skills
- Interpersonal skills
- Self-motivation

Most of the learning taking place will involve group or solo projects, peer discussion and IT aided research. Topics for projects are open to the imagination to ensure learning is relevant and of interest to each learner. Projects will require self-evaluation of strengths and areas for development across working with others, your creative skills and your ability to problem solve which will form the basis of target setting throughout projects.

**Mental Health & Wellbeing**
The addition of mental health & wellbeing awards will explore topics around how the brain works and responds to positive and negative thought patterns, exploring the stigma of mental health and what it really is, identifying triggers that can impact mental health and strategies on how best to look after your mental health and the various supports that are in place in school and the wider community.

**EMPLOYABILITY**
Choosing the Pathways Programme will allow you to gain valuable qualifications which are recognised and desirable to employers. It will also give you valuable experience of volunteer work, CV writing and interview skills as well as a better understanding of your own skills and attributes which can guide you towards a career path suited to you.

**PROGRESSION**
In S4, you can progress to the JET Academy or Pathways Programme in the senior phase where the following awards can be offered:

<table>
<thead>
<tr>
<th>Award</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Award</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Mentoring Award</td>
<td>4</td>
</tr>
<tr>
<td>Mental Health and Wellbeing Award</td>
<td>5</td>
</tr>
<tr>
<td>Volunteering Skills Award</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Personal Finance Award</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Preparing for Employment</td>
<td>4 or 5</td>
</tr>
<tr>
<td>National Progression Award Enterprise &amp; Employability</td>
<td>L5</td>
</tr>
</tbody>
</table>
Physics

COURSE DESCRIPTION

You 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.

Dynamics and Space
The Unit covers key areas of: speed and acceleration; relationships between forces; motion and energy; Newton’s Laws of Motion; satellites and cosmology.

Electricity and Energy
The Unit covers the key areas of: electrical current and electric fields; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Waves and Radiation
The Unit covers the key areas of: Wave parameters and behaviours; sound; light; and electromagnetic spectrum.

In each unit, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

EMPLOYABILITY

Possible careers from studying physics are:

<table>
<thead>
<tr>
<th>Acoustics</th>
<th>Audio Engineer</th>
<th>Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeronautical Engineer</td>
<td>Broadcasting</td>
<td>Doctor</td>
</tr>
<tr>
<td>Agricultural Engineer</td>
<td>Cartographer</td>
<td>Electrical Engineer</td>
</tr>
<tr>
<td>Air Traffic Controller</td>
<td>Chartered Surveyor</td>
<td>Energy</td>
</tr>
<tr>
<td>Airline Pilot</td>
<td>Civil Engineer</td>
<td>Engineering</td>
</tr>
<tr>
<td>Archaeologist</td>
<td>Climatologist</td>
<td>Environment</td>
</tr>
<tr>
<td>Architect</td>
<td>Clinical Scientist</td>
<td>Environmental Scientist</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Computing</td>
<td>Forensic Scientist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gas Engineer</th>
<th>Marine Engineering</th>
<th>Naval Architect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geologist</td>
<td>Mathematician</td>
<td>Naval Career</td>
</tr>
<tr>
<td>Health Services</td>
<td>Mechanical Engineer</td>
<td>Nuclear Scientist</td>
</tr>
<tr>
<td>Journalist</td>
<td>Medical Physicist</td>
<td>Oceanographer</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>Meteorologist</td>
<td>Operational Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patent Agent</th>
<th>Scientific Officer (Government)</th>
<th>Water Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patent Examiner</td>
<td>Space and Remote Sensing</td>
<td>Teacher</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Radiation Protection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiographer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROGRESSION

National 4, National 5, Higher Physics, Advanced Higher Physics.
Physical Education

WHAT WILL I LEARN?
You will gain knowledge and understanding of the factors that impact on Sports Performance. The course will involve learning through practical experience and theoretical understanding. The course is largely practical in nature, but will involve classroom lessons to develop theoretical knowledge. Activities in the course may include activities such as Frisbee, Badminton, Volleyball, Tennis, Football, Table Tennis, Fitness and Gymnastics.

The main aims of the course are to enable learners to:
- Develop a range of movement and performance skills in a variety of different activities and situations
- Develop decision making and problem solving thinking skills in a performance setting
- Develop physical fitness and understanding of the theory of physical fitness
- Develop an understanding of how Mental, Social, Emotional and Physical factors Impact on Sports Performance
- Lead their own learning in monitoring, planning and evaluating their own performance improvement

Pupils must be prepared to bring appropriate PE kit for every lesson and must be prepared to take part in every activity in order to complete this course

PROGRESSION
There are several progression routes from this course, most commonly into National 4, 5 in S4 and on to Higher or Advanced Higher PE in the Senior Phase. In addition, this course will develop skills that will allow pupils to progress into an NPA Skills for Work Award in Sport and Recreation or into our Sports Coaching Course in S4

EMPLOYABILITY
Choosing Physical Education is an excellent way to build confidence and develop personal and social skills, including working in a group or as a team. You will learn essential skills for life including creativity, collaboration, communication, negotiation and problem solving. In the Senior Phase there are many opportunities to link with and gain experiences in conjunction with industry partners. Possible career options include Sport Scientist, PE teacher, Sports Coaching, Recreation Manager, Physiotherapy, Fitness manager, Personal trainer, Police Officer, Fire Service.
Personal and Social Education (PSE)

COURSE OUTLINE

Pupils receive one period of PSE per week with their own Pupil Support teacher.

It is our aim to deliver aspects of Curriculum for Excellence Health and Well Being through the following topics:

- Planning for Choices and Change
- Drug and Substance misuse
- Sexual Health and Relationship Education (SHARE)
- Careers Education
- Study and Revision techniques
- Respecting others
- Goal Setting and Aiming High

The key areas that we focus on in S3 include:

- preparing a personal profile
- Making course choices for S4
- Examining future opportunities and careers using My World of Work website
- The impact of drug use on long term physical and mental health
- Building resilience
- What is needed to build positive relationships with peers and future partners.

We aim to ensure all pupils receive accurate, up-to-date information on each of these topics. Our PSE lessons give pupils the chance to develop their own values through class discussion, group work and individual activities.

Where appropriate the relevant partnership agencies are invited in to support and help us deliver a stimulating programme.
RMPS

COURSE OUTLINE
The academic study and critical analysis of religious and non-religious viewpoints. Debate concerning the important moral issues of our time. Philosophical thinking that develops important life skills. The subject is not old style “RE”. Nobody is being “educated” to be religious.

WHAT WILL I LEARN?
Non-Religious and Religious Perspectives
Humanism
- Atheists and Agnostics
- If there is no God, why are we here?
- If there is no God, how should we act?
Buddhism
- The story of The Buddha
- Kamma and Nibbana
- Meditation

Moral Issue
Medicine and the Human Body
- Abortion – pro-choice- versus pro-life
- Embryos – reproduction and medical research
- Euthanasia versus Palliative Care

Philosophical Issue
Suffering and Evil
- Types of Evil
- Case Studies
- Does the existence of suffering and evil prove that an all loving and all powerful God cannot exist?

PROGRESSION
Students can study National 4, National 5, Higher and Advanced Higher RMPS. They may also follow another Social Subject at National 4, 5 or Higher.

EMPLOYABILITY

<table>
<thead>
<tr>
<th>Skills</th>
<th>Career Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing</td>
<td>Solicitor</td>
</tr>
<tr>
<td>Evaluating</td>
<td>School Teacher (Primary and Secondary)</td>
</tr>
<tr>
<td>Literacy skills</td>
<td>Psychotherapists</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Advocate</td>
</tr>
<tr>
<td>Team work</td>
<td>Community Development Worker</td>
</tr>
<tr>
<td>Communication Leadership</td>
<td>Government/Local Government Forensic Psychologist</td>
</tr>
</tbody>
</table>
Rugby Performance Pathway

WHAT WILL I LEARN?

This course is designed for students with a keen interest in developing their skills and knowledge of the game of rugby. The course is suitable for students of all abilities with enthusiasm and interest in learning performance and coaching skills. The course will delivered in conjunction with Eric Jones and Lismore RFC. There is an expectation that pupils involved in this course perform in competitive matches. Pupils can expect to experience:

- A skills based approach to developing Rugby skills
- Tactical knowledge
- An understanding of Strength and Conditioning
- Leadership and coaching opportunities in rugby
- The use of video analysis to develop personal performance
- Links to Lismore and Edinburgh Rugby

Pupils must be prepared to bring appropriate PE kit for every lesson and must be prepared for the outdoor nature of the

PROGRESSION

Pupils can progress from this course into National 4, 5 PE in S4 and on to Higher or Advanced Higher PE in the Senior Phase. In addition, this course will develop skills that will allow pupils to progress into an NPA Skills for Work Award in Sport and Recreation or into our Sports Coaching Course in S4. The Rugby Performance Pathway course will also develop the skills and knowledge required to progress to an NPA in Team Sports: Rugby and Performance Excellence in Rugby

EMPLOYABILITY

Choosing Rugby Performance Pathway will allow you to build confidence and develop personal and social skills, including working in a group or as a team. Possible career options include Sport Scientist, PE teacher, Sports Coaching, Recreation Manager, Physiotherapy, Fitness manager, Personal trainer, Police Officer, Fire Service.
Tennis Performance Pathway

WHAT WILL I LEARN?

This course is designed for students with a keen interest in developing their skills and knowledge of Tennis. The course is suitable for students of all abilities with enthusiasm and interest in learning performance and coaching skills. The course will delivered in conjunction with our Tennis Coach Richard Axton. There is an expectation that pupils involved in this course perform in competitive matches. Pupils can expect to experience:

- A skills based approach to developing Tennis skills
- Tactical knowledge
- An understanding of Strength and Conditioning
- Tennis Leaders Qualification
- The use of video analysis to develop personal performance

Pupils must be prepared to bring appropriate PE kit for every lesson and must be prepared for the outdoor nature of the learning.

PROGRESSION

Pupils can progress from this course into National 4, 5 PE in S4 and on to Higher or Advanced Higher PE in the Senior Phase. In addition, this course will develop skills that will allow pupils to progress into an NPA Skills for Work Award in Sport and Recreation or into our Sports Coaching Course in S4. The Tennis Performance Pathway course will also develop the skills and knowledge required to progress to an NPA in Individual Sports: Tennis.

EMPLOYABILITY

Choosing Tennis Performance Pathway will allow you to build confidence and develop personal and social skills, including working in a group or as a team. Possible career options include Sport Scientist, PE teacher, Sports Coaching, Recreation Manager, Physiotherapy, Fitness manager, Personal trainer, Police Officer, Fire Service.
S2 Course Choice Sheet

Name: ____________________________________ Class: __________

Guidance Teacher: ________________________

We will endeavour to give each student his or her preferred options but this may not always be possible, depending on course uptake hence the need for two reserve choices.

```
<table>
<thead>
<tr>
<th>Compulsory Core Courses</th>
<th>Maths</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RMPS - Core</td>
<td>PE - Core</td>
</tr>
</tbody>
</table>
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Modern Languages
(Some young people will not opt into languages. This will be decided at the discretion of the Support for Learning team and Pupil Support Leaders)

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<table>
<thead>
<tr>
<th>Modern Languages</th>
<th>French</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Languages for Life and Work</td>
<td></td>
</tr>
</tbody>
</table>
```

Below is a list of all courses available to pupils. You should now select 7 courses and number them 1 to 7. 1 is the subject you most want to do. The courses you number 6 & 7 are your reserve choices. If you fail to make 7 choices your guidance teacher will not be able to have your one-to-one guidance interview.

```
<table>
<thead>
<tr>
<th>Admin &amp; IT</th>
<th>CDT – Design</th>
<th>Modern Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design</td>
<td>CDT – Architecture</td>
<td>Music</td>
</tr>
<tr>
<td>Biology</td>
<td>Dance</td>
<td>PE</td>
</tr>
<tr>
<td>Business</td>
<td>FHTT</td>
<td>Physics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Geography</td>
<td>RMPS</td>
</tr>
<tr>
<td>Computing</td>
<td>History</td>
<td>Rugby Pathways</td>
</tr>
<tr>
<td>CDT – Tools</td>
<td>Media</td>
<td>Tennis Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wider Achievement Pathways</td>
</tr>
</tbody>
</table>
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