

**BROAD GENERAL EDUCATION
CURRICULAR PROGRESSIONS**

2013 – 2014



**ST. PAUL'S ACADEMY
LEARNERS' JOURNEYS**

LEARNERS' JOURNEYS - ST. PAUL'S ACADEMY

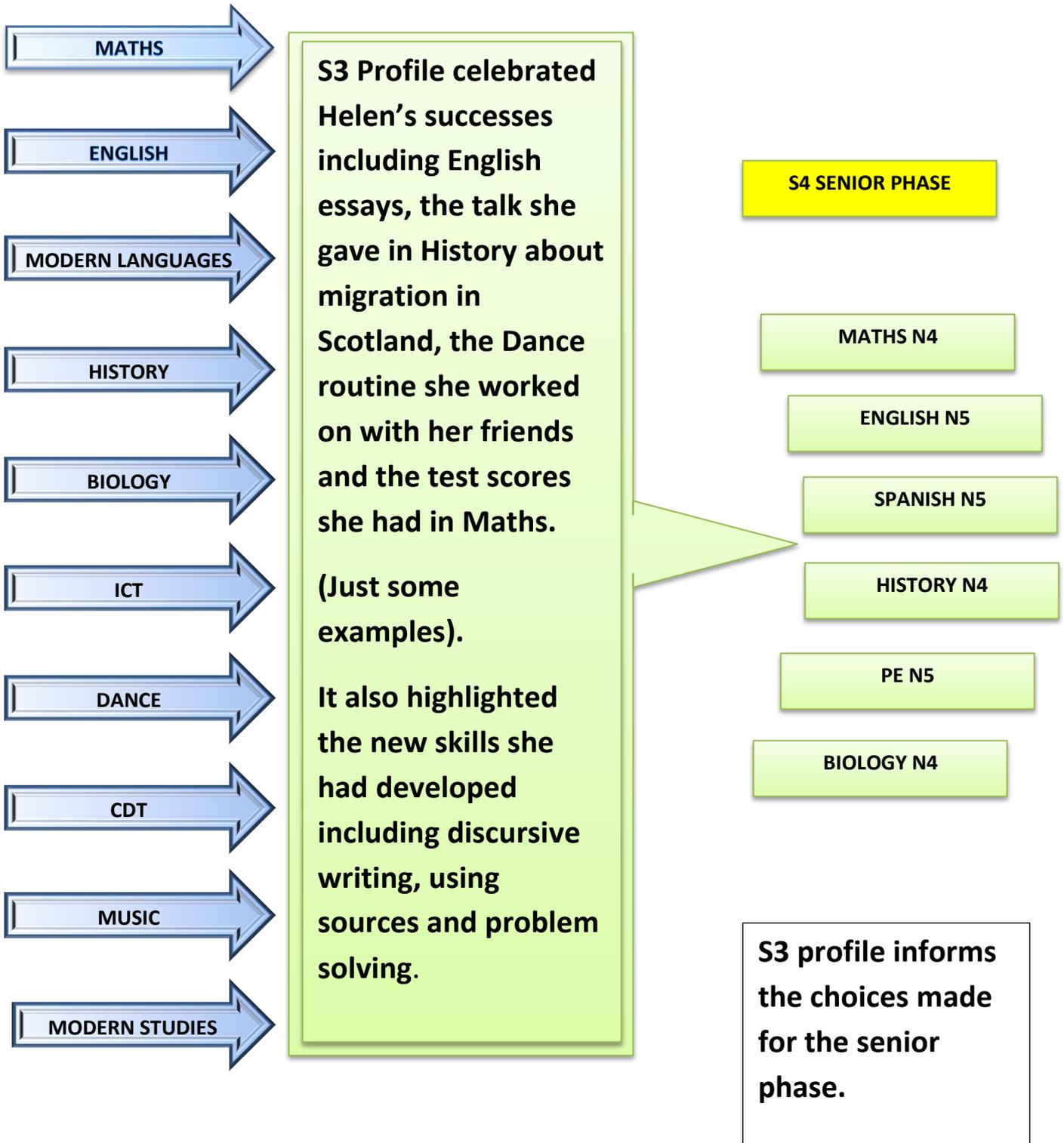
Case Study 1: Helen

In S3, to take her to the end of the Broad General Education (BGE) years, Helen selected 7 subjects in addition to Mathematics, English and Spanish. Her aim was to deepen her learning of these subject areas and also to broaden her achievements within school. She used her S3 profile to capture what she had achieved in the BGE. This not only included her academic achievements but also the skills she had learned such as problem solving and decision making. The profile highlighted her independence as a learner as she often took the initiative with her learning. The profile showed that Helen took responsibility in developing her curriculum and helped shape Helen's journey to the senior phase.

In S4 Helen studied a mixture of National 4 (N4) and National 5 (N5) subjects taking some of these onto Higher or N5 in S5. In S6 she studies a mixture of Higher (H) and N5 with some new subjects which she felt matched the skills she had continued to develop over the senior phase. Helen also took part in a number of extra school activities including Paired Reading, being a Prefect and she achieved a Caritas Award for her work in the RE Department.

Helen left St. Paul's well equipped to tackle the challenges of University life.

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HELEN'S JOURNEY CONTINUES IN S5 AND S6

S4 SENIOR PHASE	S5 SENIOR	S6 SENIOR	
MATHS N4	MATHS N5	ENGLISH H	
ENGLISH N5	ENGLISH H	MUSIC N5	
SPANISH N5	SPANISH H	DANCE H	
HISTORY N4	HISTORY N5	RMPS H	
PE N5	PE H	HISTORY H	
BIOLOGY N4			
			UNIVERSITY
			Helen left St. Paul's with 16 academic qualifications

Helen also added to her profile: Caritas Award, Member of Madrigal Group, Prefect and also took part in the Music trip to London. In doing so she developed leadership, organisation and teamwork skills.

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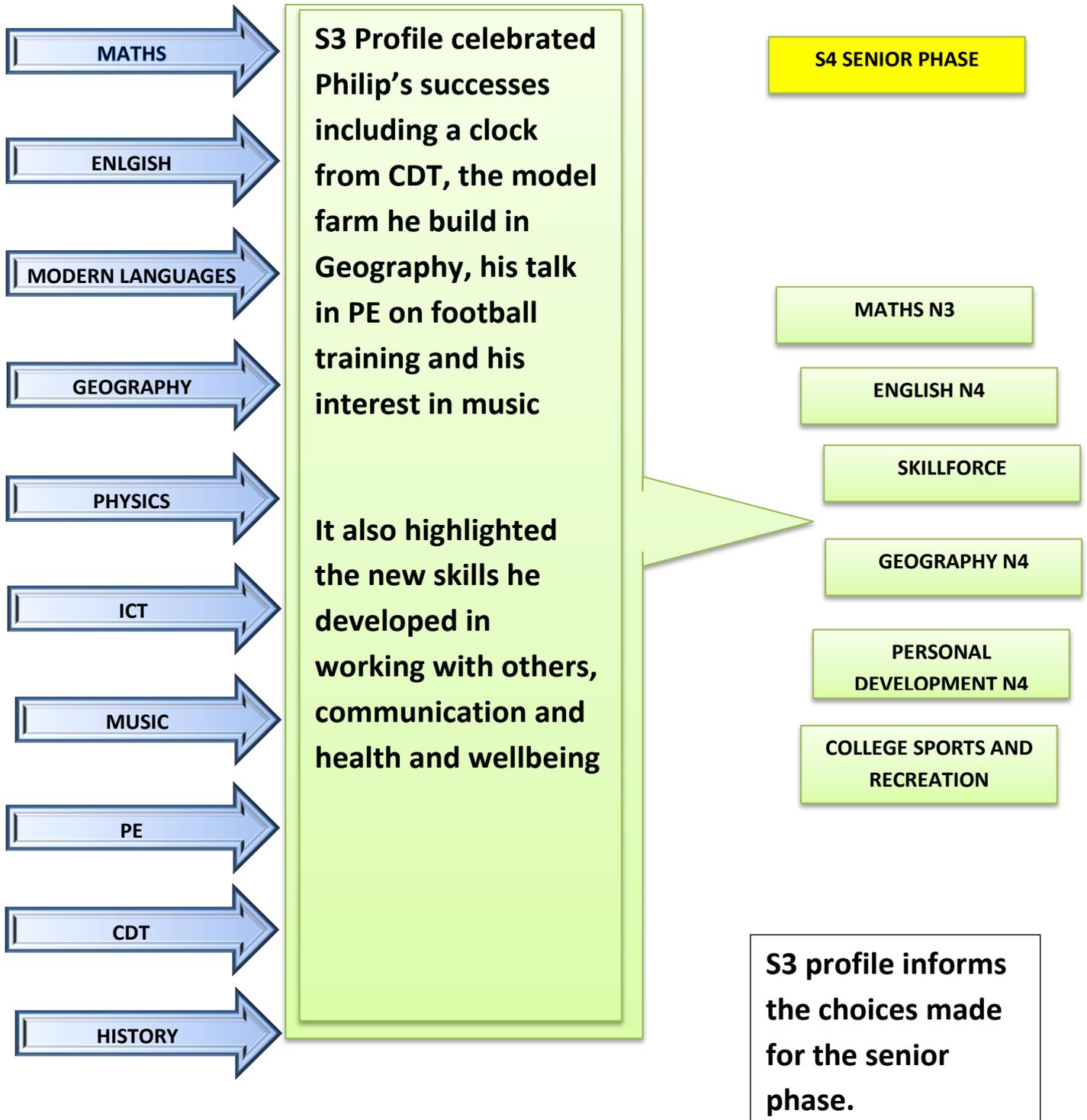
Case Study 2: Philip

In S3, to take him to the end of the Broad General Education (BGE) years, Philip selected 7 subjects in addition to Maths, English and French. His aim was to deepen his learning of these subject areas and also to broaden achievements within school. He used his S3 profile to capture what he had achieved in the BGE. Philip found academic work challenging at times so it was important that he picked a balance of subjects that suited his abilities and interests. Philip was good at sports and enjoyed practical subjects. His profile highlighted achievements such as the school/local football teams and the clock he made in the Practical Woodwork Skills class.

In S4 Philip studied a mixture of N3 and N4 subjects. Philip also opted to take part in the Flexible Curriculum and the college option to do the Sports and Recreation qualification. He also took the Skillforce Awards offered in school.

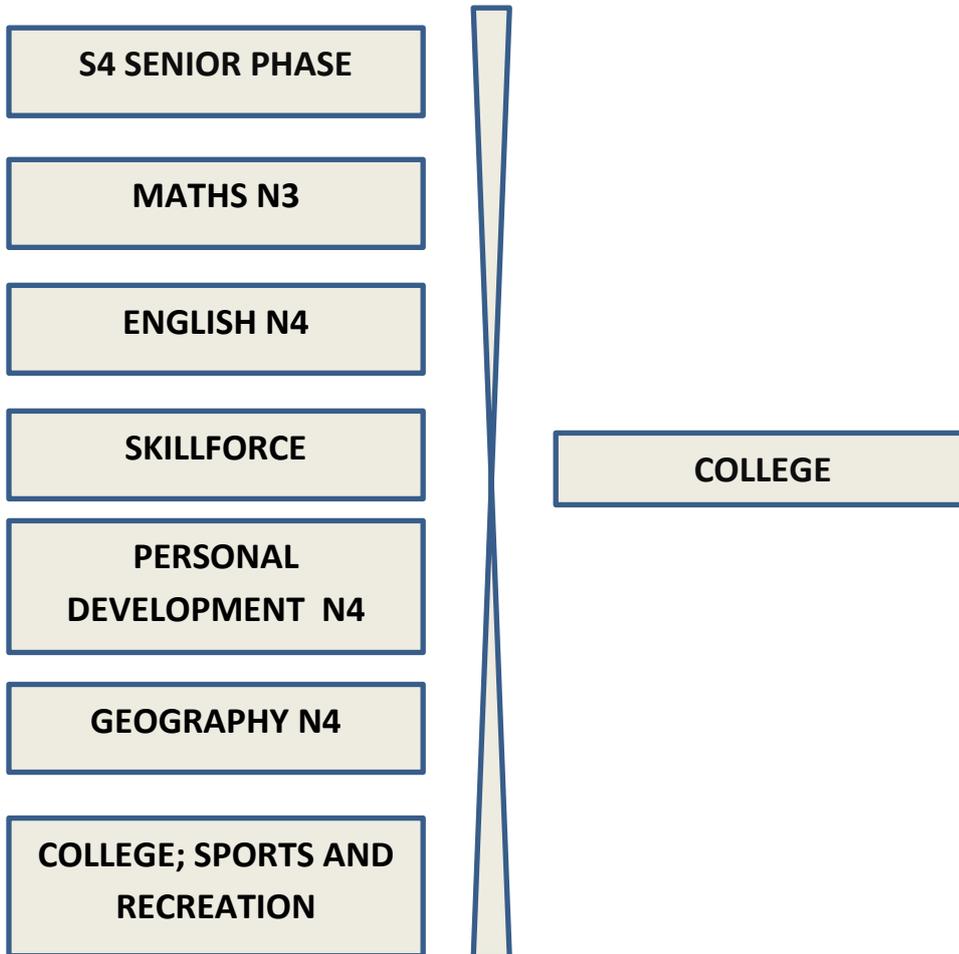
Philip left St. Paul's at the end of 4th year having secured a college place.

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PHILIP'S JOURNEY CONTINUES IN COLLEGE.



Philip added to his profile the coaching he did whilst at college in S4 and also the practical projects he completed, such as the fashion show he helped to organise as part of his Personal Development course and the fact he had made the catwalk. He also achieved the First Aid qualification from Skillforce he needed for college.

He added to his numeracy and literacy skills and by the time he reached college he was well equipped to take on the challenges of a Sports & Recreation course. Philip had found his S4 college course very useful and it helped to ensure that his transition to full-time college went smoothly.

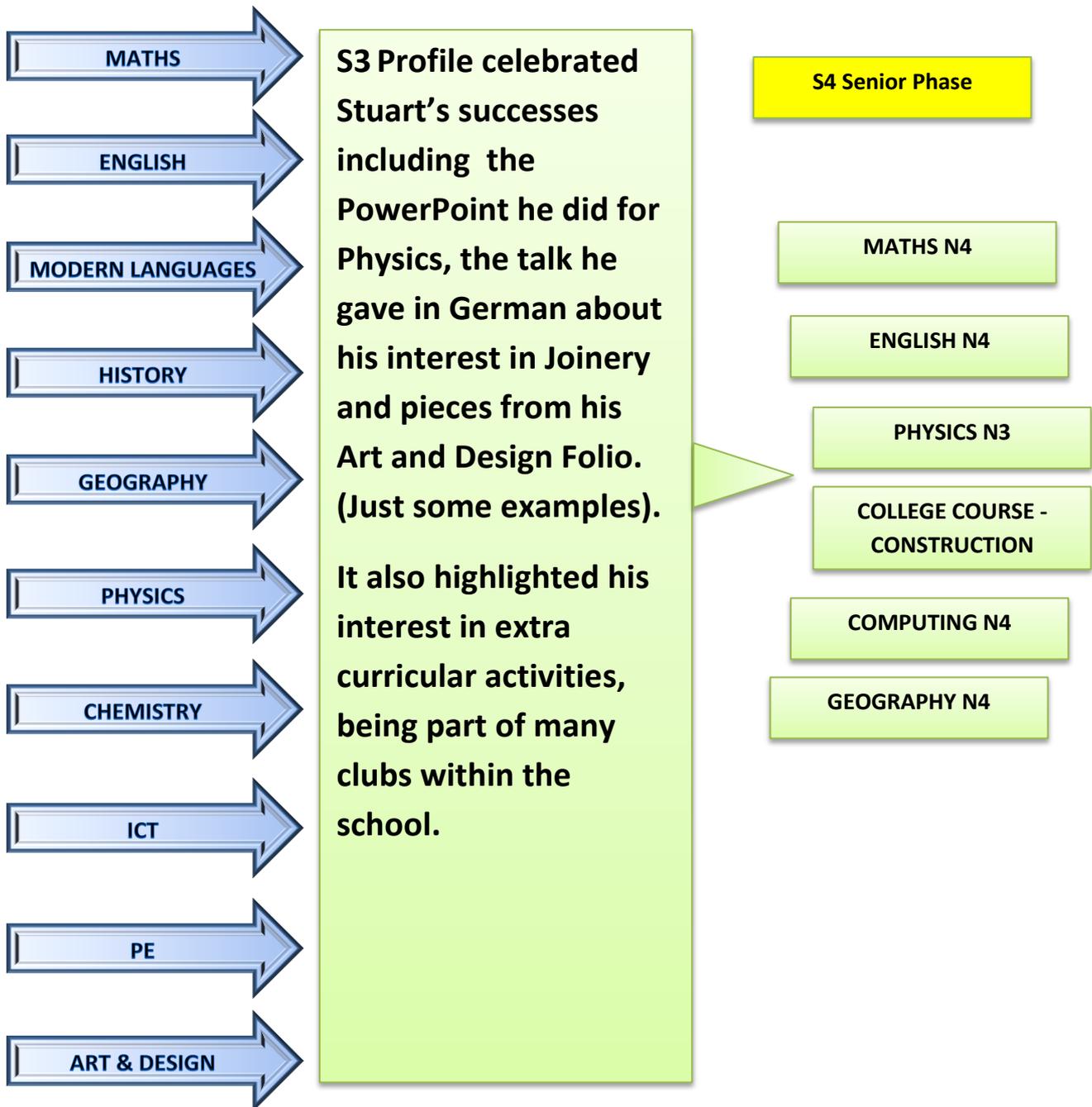
LEARNERS' JOURNEYS - ST. PAUL'S ACADEMY

Case Study 3: - Stuart's Journey

In S3, to take him to the end of the Broad General Education (BGE) years, Stuart selected 7 subjects in addition to Maths, English and German. His aim was to deepen his learning of these subject areas and also to broaden his achievements within school. He used his S3 profile to capture what he had achieved in the BGE. This not only included his academic achievements but highlighted his keen interest in science. The profile highlighted his motivation to learn, his creativity and the skills he developed such as adaptability, self-reflection, numeracy and literacy. The profile showed that Stuart understood the relevance of his learning to the direction he wanted to go in the future. The profile helped shape Stuart's journey through the senior phase.

In S4 Stuart studied some N3 and N4 subjects taking one of these onto N5 in S5. Stuart did a college course as part of his S4 curriculum and took that course to a higher level in S5 giving him everything he needed to progress onto the fulltime course at college. Stuart helped with the lunchtime computing clubs and helped with computing for the Primary transition classes. Stuart left St. Paul's well equipped to tackle the challenges of a career in construction.

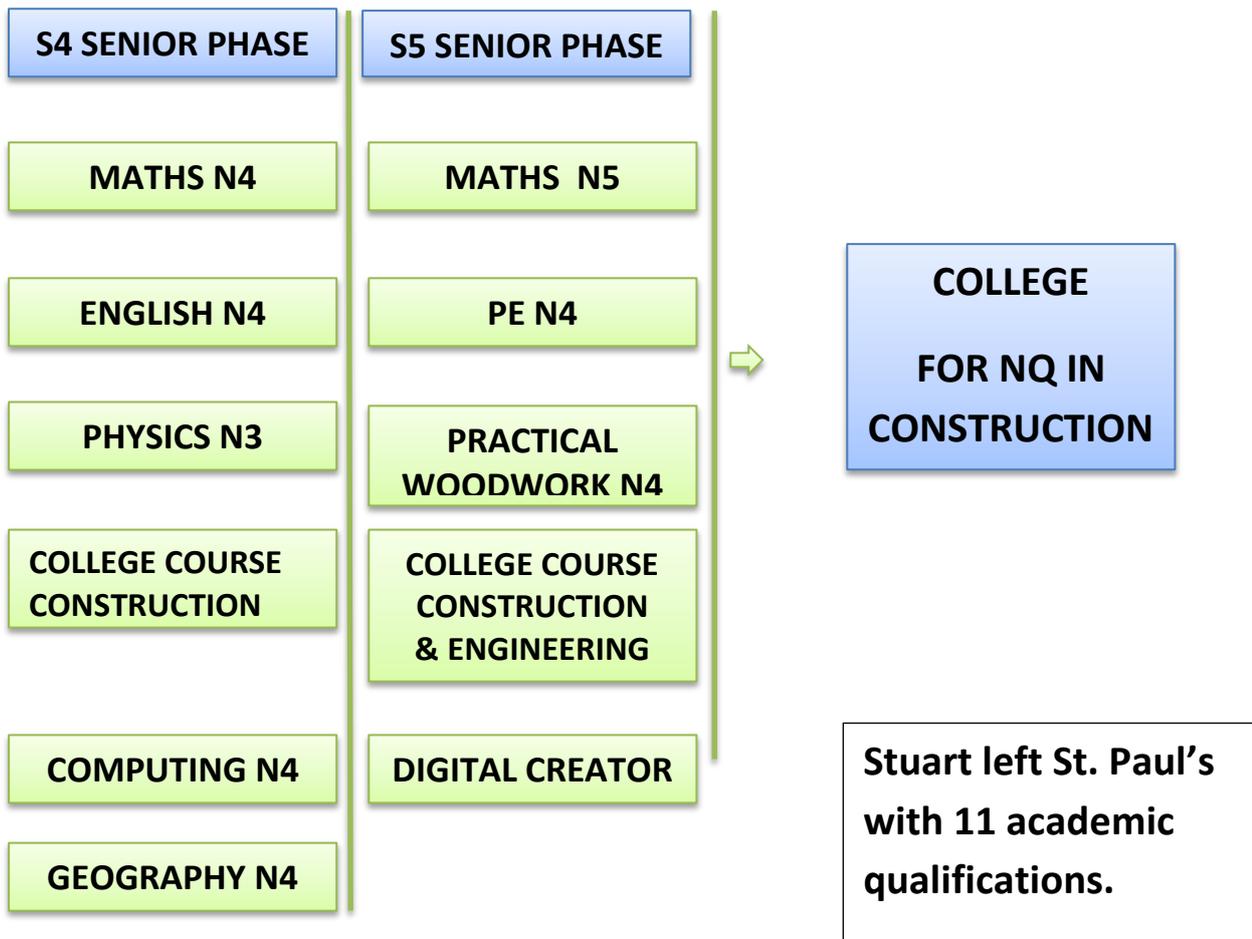
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S3 profile informs the choices made for the senior phase

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STUART'S JOURNEY CONTINUES IN S5 AND THEN TO COLLEGE



Stuart also added to his profile: S3 work experience with Dundee City Council Contract Services. Member of the Computing Club, helped with Primary School Computing courses

In doing so he developed leadership skills, organisation skills and teamwork skills.

YOUR CHILD'S LEARNING JOURNEY

Child's Name:	Class:
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S4 Senior Phase

S5 Senior Phase

S6 Senior Phase

EXTRA CURRICULAR:

Please discuss with your child what their learning journey might look like. If you would like to return this journey to Guidance please do so. We are keen to get some examples for future reference.