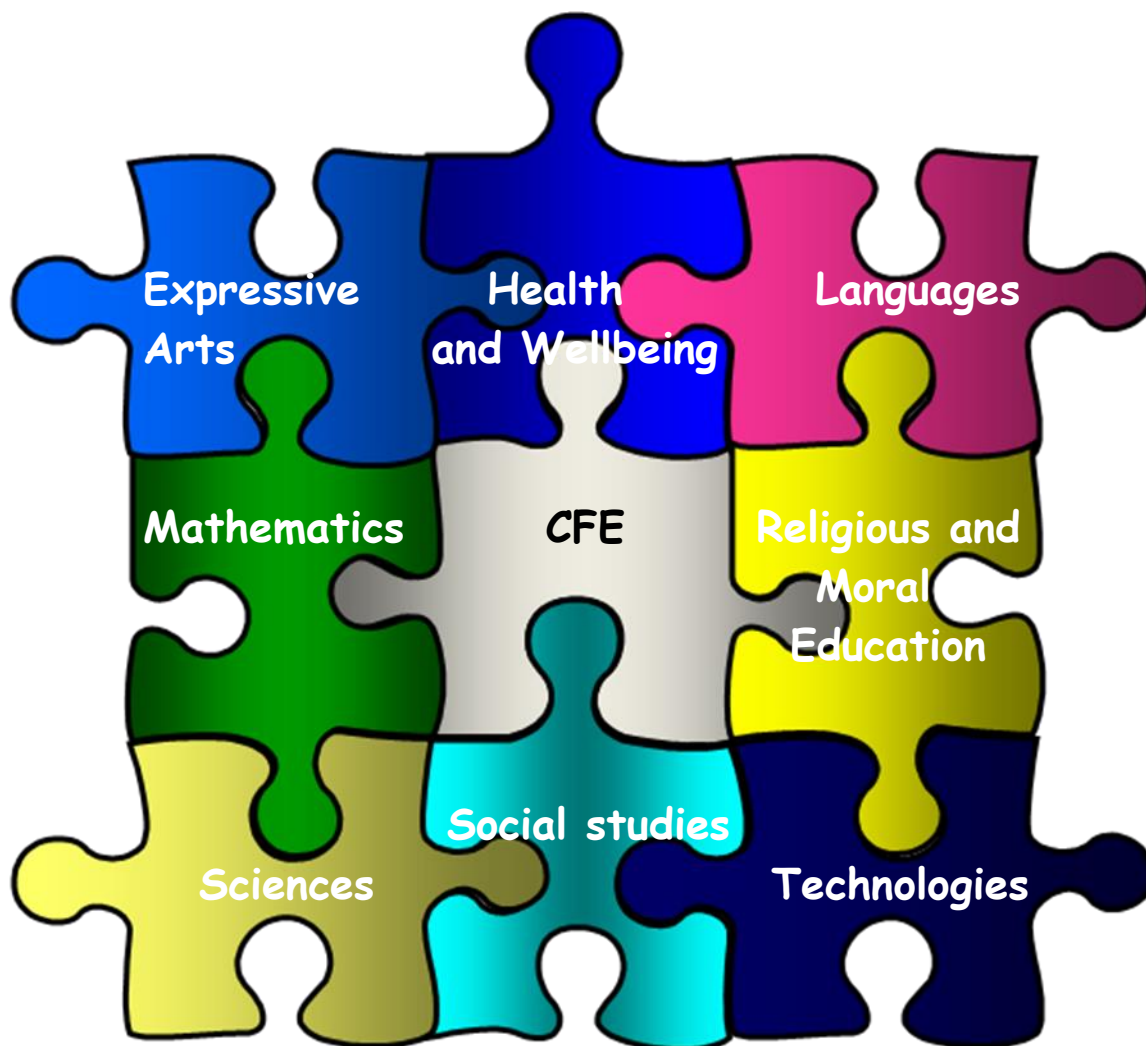
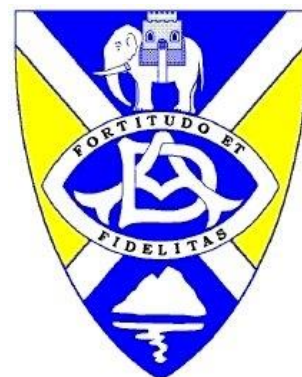


Dumbarton Academy

Senior Phase (S4 – S6)

Subject Information Booklet



COURSE PLANNING FOR THE SENIOR PHASE

INFORMATION FOR S3 INTO S4 LEARNERS

Under Curriculum for Excellence S1-S3 is regarded as part of a learner's Broad General Education. S3 learners are now entering the first year of the Senior Phase and a set of options will now be completed. It is these S4 subject choices that will lead to certification and SQA qualifications at Nat 3, Nat 4 and/or Nat 5.

In S4:

1. Learners will select 6 subject choices.
2. All learners will study English and Maths as well as the Health and Wellbeing subjects of Religious and Moral Education, Physical Education and Personal and Social Education.
3. The Physical Education courses on offer are in addition to the core PE course.

It is important that learners take advice from staff, parents and family members to select subjects that will help with their career choice or enable them to keep their options open. They should also consider subjects that they enjoy and have particular strengths in.

INFORMATION FOR S4 AND S5 LEARNERS

This is an opportunity for learners to progress on to the next level of study or select a different subject to obtain a breadth of qualifications.

1. Learners will select a maximum of 6 subject choices.
2. All learners will study the Health and Wellbeing subjects of Religious and Moral Education, Physical Education and PSE.
3. The Physical Education courses on offer are in addition to the core PE course.
4. In order to study a course at Higher level learners must have achieved a **pass at National 5 (A-C only)** in that subject.
5. In order to study a course at Advanced Higher level learners must have achieved a **pass at Higher (A-C only)** in that subject.
6. Learners studying 5 Highers or 4 Highers and one National 5 may choose a study in one column.
7. In S6, learners studying a combination of an Advanced Higher and Highers in 4 columns may choose a study in two columns. Leadership units and volunteering would not count in this instance.

It is important that learners take advice from staff, parents and family members to select subjects that will help with their career choice or enable them to keep their options open. They should also consider subjects that they enjoy and have particular strengths in.

ART & DESIGN: NATIONAL 4

This course will promote an understanding in both the visual Arts and Design. It will develop skills in practical investigation, handling of media, problem solving and evaluation. There will be some related critical/historical research within both practical units.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Art and Design in S1 -2.
- ◆ Experience of Art and Design in S3 would be advantageous but is not essential.

COURSE CONTENT

The course is made up of a portfolio of Design and Expressive work and these include some critical work. There is no practical examination for any aspect of this course.

These units will be:-

- ◆ **Expressive Activity** – Using a variety of media (i.e. Pencil, paint, pastels and charcoal), pupils will investigate and record a chosen area and show understanding and imagination. They will provide evidence of different approaches to the subject and will develop these ideas towards a finished piece of expressive work (painting, sculpture, print etc.). This could be in Still Life or Portraiture. Pupils will evaluate their final piece of work. There is no expressive examination.
- ◆ **Design Activity** – Following a design brief and using the design process, pupils will investigate and record a chosen theme. The gathered information will be considered in terms of its difficulties and possibilities and pupils will produce a selection of developed ideas which will in turn lead to a finished outcome (i.e. jewellery design/body adornment). Pupils will then produce a simple evaluation on the process they have used, describing their ideas, feelings and responses. There is no design examination.
- ◆ **Related Studies** –Within the above practical units will include some relevant research of artists and designers and their working methods in their use of technology, techniques and materials. This will be related to the Expressive and Design portfolios. Pupils will describe the work by these artists and designers showing personal judgements and using appropriate vocabulary. There will be no question paper examination on critical work.

PROGRESSION

- ◆ National 5 Art and Design
- ◆ Folio Art and Design
- ◆ College Courses
- ◆ Range of employment/training opportunities

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ART & DESIGN: NATIONAL 5

This course will promote an understanding in both the visual Arts and Design. It will develop skills in practical investigation, handling of media, problem solving and evaluation. There will be a related critical/historical unit which will be linked to both practical units.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Art and Design in S1 -2
- ◆ Experience of Art and Design in S3 would be advantageous but is not essential.
- ◆ Art and Design National 4 would be advantageous but is not essential.

COURSE CONTENT

The course is made up of a portfolio of Design and Expressive work and a critical question paper on both design and expressive. There is no practical examination.

These units will be:-

- ◆ **Expressive Activity** – Using a variety of media (i.e. Pencil, paint, pastels and charcoal), pupils will investigate and record a chosen area and show understanding and imagination. They will provide evidence of different approaches to the subject and will develop these ideas towards a finished piece of expressive work (painting, sculpture, print etc.). This could be in Still Life or Portraiture. Pupils will then evaluate their final piece of work. There is no expressive examination.
- ◆ **Design Activity** – Following a design brief and using the design process, pupils will investigate and record a chosen theme. The gathered information will be considered in terms of its difficulties and possibilities and pupils will produce a selection of developed ideas which will in turn lead to a finished outcome (i.e. jewellery design/body adornment). Pupils will then evaluate the whole process they have used, describing their ideas, feelings and responses. There is no design examination.
- ◆ **Related Studies** – The above practical units will be accompanied by relevant research of artists and designers and their working methods in their use of technology, techniques and materials. This will be related to the Expressive and Design portfolios. Pupils will formulate analyses of work by these artists and designers showing personal judgements and using appropriate vocabulary. There will be a question paper examination on critical work.

PROGRESSION

- ◆ Higher Art and Design
- ◆ Folio Art and Design
- ◆ HNC/HND Courses
- ◆ Range of employment/training opportunities

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ART AND DESIGN: HIGHER

The Higher course will promote a knowledge and understanding of the Visual Arts and Design, practically, critically and historically. It will develop skills in practical investigation, handling of media, problem solving and evaluation. There will be a related critical/historical unit which will be linked to both practical units.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Art & Design
- ◆ Media Studies units or Graphic Communication Higher with skills in observing drawing.

COURSE CONTENT

The course is made up of 3 Expressive, Design and Critical work which makes up the unit passes and 2 folios which are marked externally by the SQA.

Expressive Activity

This unit begins by selecting and interpreting a theme/source of personal interest using a variety of media (e.g. pencil, paint, pastels and charcoal). Pupils will investigate and record a chosen area showing understanding and imagination. They will provide evidence of different approaches to the subject and will develop these ideas towards a finished piece of expressive work (painting, sculpture, print etc). This could be in still life or Portraiture. Pupils will then evaluate their final piece of work. There is a full day during the prelim diet to produce Expressive development under exam conditions.

Design Activity

Following a design brief and using the design process, pupils will investigate/record a chosen theme. A range of gathered information will be considered in terms of the difficulties and possibilities of the project and pupils will produce a selection of developed ideas which will in turn lead to a finished outcome, either as a prototype or a finished form (i.e. jewellery/body adornment). Pupils will then evaluate the whole process they have used, describing their ideas, feelings and responses to their design unit.

Related Studies

The above practical units will be accompanied by relevant research of artists and designers and their working methods in their use of technology, techniques and materials and will also involve research into their cultural and social backgrounds. This will be related to their Expressive and Design folios. Pupils will formulate, analyses of work showing personal judgements and using appropriate vocabulary. There will be a question paper examination on critical work.

PROGRESSION

- ◆ Art Schools/Colleges
- ◆ Advanced Higher Art and Design
- ◆ HNC/HND or Degree Courses
- ◆ Range of employment/training opportunities

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ART AND DESIGN: ADVANCED HIGHER

The Advanced Higher course offers the study of Art and Design in a choice of two different activities:-

- ◆ Design Enquiry and Design Study
- ◆ Expressive Enquiry and Visual Arts Studies

ENTRY LEVEL RECOMMENDED

Entry to the above course is at the discretion of the Principal Teacher, however pupils would normally be expected to have achieved Higher Grade Art and Design at Grade A or B.

COURSE CONTENT

- ◆ **Design Enquiry** - the course comprises of one 80 hour unit Practical and one 40 hour unit (Art and Design Studies) plus 40 hours flexible time.
- ◆ **Expressive Enquiry** - the course comprises of one 80 hour unit Practical and one 40 hour unit (Visual Arts) plus 40 hours flexible time.

Units are assessed internally by the department and the course is assessed externally by the SQA.

More detailed information is available from the Art and Design Department.

PROGRESSION

Successful completion of this course may lead to:

- ◆ Art School/College courses
- ◆ HNC/HND/Degree or Employment in - Art and Design, Communications and Media and Manufacturing Industries.
- ◆ Eventually an Art or Design based career in Graphic Design, Jewellery Making, Product Design, Millinery, Painting, Textile Design, Interior Design, Architecture, Computer Graphics, to mention a few.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ADMINISTRATION and IT: NATIONAL 3

National 3 Administration and IT aims to enable student to develop:

An awareness of simple admin tasks

The ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks

Basic skills in using appropriate current technologies to gather and communicate administration related information.

ENTRY LEVEL RECOMMENDED

Experience of Business and Enterprise in S1 and S2

Experience of Business or Finance in S3 would be advantageous but is not essential.

All pupils must consult with departments for a recommended level of study. All forms must be signed by Curricular Leader

COURSE CONTENT

The course consist of three units

IT Solutions for Administrators (National 3)

In this unit students will develop their awareness of administration in the workplace and complete simple administrative tasks. The Unit also aims to enable students to acquire IT skills in familiar administration related contexts. Students will use basic functions of the following IT applications – word-processing, spreadsheets and databases – to create and edit straightforward documents used in the workplace, which may relate to any administrative function.

Communication in Administration (National 3)

In this unit students will learn how to carry out simple electronic searching and communication in familiar administration-related contexts. Students will use current or emerging technologies to carry out simple administrative tasks. The will also develop a basic ability to use the internet to find information related to everyday administrative functions.

Administration in Action (National 3)

In this unit students will perform simple tasks in the context of a practical administration and IT based scenario. Students will use the current or emerging technologies to work through a series of simple administrative tasks given in the scenario.

PROGRESSION

National 4 Administration and IT

Other qualifications in Administration and IT or related areas

Further study, employment and / or training

ADMINISTRATION and IT: NATIONAL 4

This course consists of four Units:

IT Solutions for Administrators
Communication in Administration
Administrative Practices
Added Value Unit

To achieve Administration and IT National 4, students must pass all of the Units, including the Added Value Unit.

ENTRY LEVEL RECOMMENDED

Experience of Business and Enterprise in S1 and S2
Experience of Business and Administration or Finance in S3 would be advantageous but is not essential.
All pupils must consult with department for a recommended level of study. All forms must be signed by the Curricular Leader.

COURSE CONTENT

Students will be expected to have 'hands on experience' of computer applications in order to demonstrate:

The ability to use straightforward IT applications, such as word processing, spreadsheets, databases, presentations and desktop publishing and use them to complete administrative tasks
Basic skills in using technology such as the internet for communication purposes or for gathering information
The skills, qualities and attributes required of administrators
The ability to use technology including the internet for communication purposes and investigations

PROGRESSION

National 5 Administration and IT
National Certificate at appropriate level
Range of employment opportunities e.g. Administration Assistant

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ADMINISTRATION and IT: NATIONAL 5

This course consists of three Units:

IT Solutions for Administrators
Communication in Administration
Administrative Practices

To achieve Administration and IT National 5, students must pass a course assessment and assignment.

ENTRY LEVEL RECOMMENDED

Experience of Business and Enterprise in S1 and S2

Experience of Business and Administration or Finance in S3 would be advantageous but is not essential.

Administration and IT at National 4 would be advantageous but is not essential.

All pupils must consult with department for a recommended level of study. All forms must be signed by the Curricular Leader.

COURSE CONTENT

Students learning experiences will have an emphasis on ICT skills development and the application of those skills. These include:

The ability to use IT applications such as word processing, spreadsheets, databases, presentations and desktop publishing and use them to complete administrative tasks

The ability to use technology including the internet for communication purposes and investigations in largely familiar administrative contexts

The skills, qualities and attributes required of administrators

Problem-solving skills in largely familiar administrative contexts

Organisational and planning skills through organising events /meetings

Organise, manage and communicate information in a variety of formats

Working co-operatively with others through organising events and/or meetings

Working independently completing more advanced administrative tasks.

PROGRESSION

Higher Administration

National Certificate at appropriate level

Range of employment opportunities e.g. Administration Assistant

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ADMINISTRATION & IT HIGHER

This course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant because it opens up progression to a range of careers in administration and IT. The course also supports the wider curriculum through its emphasis on IT.

The Course is a blend of applied, experiential learning and related theory which uses real-life contexts, to make it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in and administration related context.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Administration & IT would be advantageous but not essential
- ◆ All pupils **must** consult with departments for a recommended level of study. All forms must be signed by Curricular Leader.

COURSE CONTENT

Administrative Theory and Practice (Higher)

The purpose of this unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

IT Solutions for Administrators (Higher)

The purpose of this unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies.

Communication in Administration (Higher)

This unit will enable learners to develop a range of IT skills, some of them advanced for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood.

PROGRESSION

- ◆ HNC/HND e.g. Business Administration, Office Administration, Office and Information Management
- ◆ Degree courses e.g. Business Information Management
- ◆ Range of employment opportunities e.g. administrative posts in Human Resource/Marketing, Business and IT apprenticeships.

BUSINESS: NATIONAL 3

This course will introduce students to the effects of basic internal and external influences on business. They will also develop a basic understanding of the attributes that encourage enterprising behaviour within a business context. The course also provides opportunities to develop ICT skills within a business context.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Business and Enterprise in S1 and S2
- ◆ Experience of Business or Finance in S3 would be advantageous but is not essential.
- ◆ All pupils must consult with department for a recommended level of study. All forms **must** be signed by Curricular Leader.

COURSE CONTENT

Business in Action (National 3)

In this Unit, students will be given opportunities to participate in activities that develop on awareness of the enterprising skills and personal attributes required to succeed in business. Students will develop an understanding of the importance of satisfying customers' needs. This unit will also develop students' awareness of the key functional activities that support business and will give them opportunities to demonstrate how the use of ICT supports these functional activities.

Influences in Business (National 3)

In this unit, students will be given opportunities to participate in activities that develop a basic awareness of the effects that financial matters and other internal influences can have on business. They will also develop awareness of the effects that a limited range of external influences can have on business. Students will explore how the actions of stakeholders can affect business success.

PROGRESSION

Students successfully completing Business at National 3 will have the opportunity to study Business at National 4. They may also progress on to further study, employment and/or training.

BUSINESS: NATIONAL 4

This course gives students an insight into today's business world. Our journey will take us through not only why there is a need for business and how the economy works but will also consider the areas of Marketing, Finance, Human Resource Management and Production.

Throughout the course we aim to help develop your research, team building and problem solving, thinking, communication and presentation skills through the theoretical and practical work which we do.

ENTRY LEVEL RECOMENDED

- ◆ Experience of Business and Enterprise in S1 and S2
- ◆ Experience of Business or Finance, Administration & IT in S3 would be advantageous but not essential.
- ◆ All pupils must consult with departments for a recommended level of study. All forms **must** be signed by Curricular Leader.

COURSE CONTENT

The Course consists of three mandatory Units including the Added Value Unit.

Business in Action (National 4)

In this Unit, students will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Students will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Students will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

Influences on Business (National 4)

In this Unit, students will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Students will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide students with a growing understanding of how these influences can affect business survival and success.

Added Value Unit: Business Assignment (National 4)

In this Unit, students will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

PROGRESSION

Students successfully completing Business at National 4 should have the opportunity to study for Business Management at National 5 before progressing to Higher Business Management/further study, employment and/or training.

BUSINESS MANAGEMENT: NATIONAL 5

Studying Business Management allows you to gain access to many different career paths such as marketing, fashion, events management, engineering, international business and accountancy to name but a few. Most college and university courses have a business component – so this course could be of great benefit to you.

ENTRY LEVEL RECOMENDED

- ◆ Experience of Business and Enterprise in S1 and S2
- ◆ Experience of Business or Finance, Administration & IT in S3 would be advantageous but not essential.
- ◆ Business at National 4 would be advantageous but not essential.
- ◆ All pupils must consult with department for a recommended level of study. All forms **must** be signed by Curricular Leader .

COURSE CONTENT

The Course consists of three mandatory Units plus an assignment.

Understanding Business (National 5)

In this Unit, students will be introduced to the business environment. Students will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces students to the main activities associated with businesses and other organisations. The Unit will allow students to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Management of People and Finance (National 5)

In this Unit, students will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Students will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Students will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations (National 5)

In this Unit, students will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow students to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Students will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.

PROGRESSION

Students successfully completing Business Management at National 5 should have the opportunity to study for Higher Business Management/further study, employment and/or training.

BUSINESS MANAGEMENT: HIGHER

A main feature of the course is the development of enterprising and employability skills. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing learners' knowledge of financial management in a business context.

The purpose of the course is to highlight the way in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision making processes.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Business Management would be advantageous but not essential
- ◆ All pupils must consult with department for a recommended level of study. All forms **must** be signed by Curricular Leader.

COURSE CONTENT

The course consists of 3 units and an assignment which is worth 25% of the final grade.

Understanding Business (Higher)

In this unit learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.

Management of People and Finance (Higher)

In this unit, learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance.

Management of Marketing and Operations (Higher)

In this unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.

PROGRESSION

- ◆ Advanced Higher Business Management
- ◆ HNC/HND e.g. Business Administration
- ◆ Degree courses e.g. BA Business Management, BA Risk Management, BA Commerce
- ◆ Range of employment/training opportunities e.g. administrative posts in Human Resources or Marketing, Business related apprenticeships.

COMPUTING SCIENCE: NATIONAL 3

This course will develop learners' knowledge of the use of technology in everyday life. It will provide a knowledge and understanding of basic facts and ideas in computing science. Skills in the use of a range of software and on-line tools will be developed.

COURSE CONTENT

◆ **Building Digital Solutions**

The aim of this Unit is to allow learners to use computer software to create digital solutions such as simple computer games and animations.

◆ **Information Solutions**

The aim of this Unit is for the learner to become familiar with a range of applications such as databases, web page creation software and a range of web-based tools such as wikis and blogs to create, share and locate information.

PROGRESSION

- National 4 Computing Science
- Further Education
- Employment including work based training

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

COMPUTING SCIENCE: NATIONAL 4

This Course provides the opportunity for pupils to further develop their understanding of the technologies that underpin our modern, digital world. It allows learners to apply skills in analysis, design, implementation and evaluation to a range of digital solutions. It also develops transferrable skills that are relevant to lifelong learning.

If appropriate, there will be the opportunity for certification at National 3 with progression onto National 4.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Computing in S1 and S2
- ◆ Experience of Computing in S3 would be advantageous but not essential.

COURSE CONTENT

◆ Software Design and Development

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop their programming and problem solving skills by implementing practical solutions and explaining how these programs work. Learners will also develop an understanding of how data and instructions are stored in binary form and how computers follow instructions.

◆ Information System Design and Development

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills related to information system design and development. Using appropriate development tools, learners will create databases, web-based information systems and multimedia information systems. They will also develop an understanding of basic computer hardware, software, networks and security issues through a range of practical and investigative tasks.

◆ Added Value

This assignment will require learners to apply knowledge and skills from both Units to solve an appropriately challenging computing science problem.

PROGRESSION

- ◆ National 5 Computing Science
- ◆ Further Education
- ◆ Employment including work based training

COMPUTING SCIENCE: NATIONAL 5

This course provides the opportunity for pupils to further develop their understanding of the technologies that underpin our modern, digital world. It allows learners to apply skills in analysis, design, implementation and evaluation to a range of digital solutions. It also develops transferrable skills that are relevant to lifelong learning

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Computing in S3 would be advantageous but not essential.
- ◆ Computing Science at Nat 4 would be advantageous but not essential.
- ◆ All pupils must consult with department for a recommended level of study. All forms **must** be signed by Curricular Leader.

COURSE CONTENT

◆ Software design and development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

◆ Computer systems

Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

◆ Database design and development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

◆ Web design and development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates

◆ Assignment

This assignment will require learners to apply knowledge and skills from both Units to solve an appropriately challenging computing science problem. It contributes to 31% of overall award.

PROGRESSION

- ◆ Higher Computing Science
- ◆ Further Education
- ◆ Employment including work based training

COMPUTING SCIENCE: HIGHER

The course introduces candidates to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Computing Science Course or relevant units.
- ◆ All pupils must consult with department for a recommended level of study. All forms **must** be signed by Curricular Leader.

COURSE CONTENT

Software design and development

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

Computer systems

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Web design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Assignment

This assignment will require learners to apply knowledge and skills from both Units to solve an appropriately challenging computing science problem. It contributes to 31% of the overall award.

PROGRESSION

- ◆ Advanced Higher Computing Science
- ◆ Higher Education: HND and Degree courses
- ◆ Employment including work based training, SVQ qualifications

NPA AWARD IN COMPUTER GAMES DEVELOPMENT SCQF LEVELS 4 AND 5

PURPOSE AND AIMS OF THE COURSE:

The National Progression Award in Computer Games Development at SCQF levels 4 and 5 introduces learners to the genres, trends and emerging technologies of the computer games industry. This course provides a foundation in techniques that are important to the Games sector, such as digital planning and design, creation of media assets, and development and testing - while also developing employability skills and Core Skills through enterprise activities.

This qualification covers core areas such as design, media assets (**graphics, audio, video and animation**) and development. Coding is also an important part of this qualification. The award will improve learners' computational thinking skills — an area that is gaining recognition as a vital 21st century competence - and stimulate interest in computer science among young learners.

Scotland is one of the top games and software developer locations in the world and has a reputation for being pioneering, award-winning and, quite literally, game-changing.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Computing in S3 would be advantageous but not essential.
- ◆ All pupils must consult with department for a recommended level of study. All forms must be signed by Curricular Leader.

COURSE CONTENT

Units include:

Computer Games: Design

Students will acquire an understanding of the underlying concepts and principles involved in the planning and design of a game. The learner will recognise and distinguish differences between numerous gaming platforms, environments and genres. Students will then be introduced to methods used in the planning and design stages involved in the production of a digital game. Finally, students will plan and design at least one level of a digital game of their choice.

Computer Games: Media Assets

Students will acquire an understanding of the different types of media asset required for developing a digital game such as audio, graphics and animation. Students will then apply this skillset to the planning and creation of media assets for use in their final game.

Computer Games: Development

Students will gain an understanding of the processes involved in the final stages of development of a digital game. They will use their chosen game development environment to bring together all of the parts from the previous 2 units and produce a working game. To finish off, students will also gain an understanding of the testing and evaluation process to ensure that their game fulfils its purpose.

PROGRESSION

- ◆ Computing Science N5
- ◆ Further Education
- ◆ Employment including work based training

DRAMA: NATIONAL 4

PURPOSE AND AIMS OF THE COURSE:

- ◆ Generate and communication thoughts and ideas when creating drama.
- ◆ Develop knowledge and understanding of a range of social and cultural influences on drama.
- ◆ Develop a range of performance/ production skills in presenting drama.
- ◆ Explore drama form, structure, genre and style.
- ◆ Build transferable skills such as confidence, creativity, communication and collaboration

As students develop practical skills in creating and presenting drama, this will also analyse and evaluate their use of voice, language and movement. Furthermore, learners will develop critical thinking skills as they investigate, develop and apply a range of drama skills and production skills.

COURSE CONTENT

Drama Skills:

The aim of this unit is to provide learners with the skills, knowledge and understanding to create and present drama through the use of a range of drama skills. Learners will respond to stimuli, including text, generate ideas and use a range of drama skills to portray character.

Production Skills:

The aim of this unit is to provide learners with knowledge and understanding of a range of production skills. They will use these skills to enhance drama when presenting. Learners will work with others to develop a performance concept as an actor or in a production role.

Performance:

The aim of this unit is to enable the learner to provide evidence of added value for the National 4 Drama Course through the successful completion of a performance which will allow the learner to demonstrate application and challenge. Learners who complete this unit will be able to prepare for, participate in and reflect on a small-scale drama performance in a selected role (acting or design).

Production areas include: Lighting, Sound, Set, Costume, Hair and make-up, props.

DRAMA: NATIONAL 5

PURPOSE AND AIMS OF THE COURSE:

- ◆ Generate and communication thoughts and ideas when creating drama.
- ◆ Develop knowledge and understanding of a range of social and cultural influences on drama.
- ◆ Develop a range of performance/ production skills in presenting drama.
- ◆ Explore drama form, structure, genre and style.
- ◆ Build transferable skills such as confidence, creativity, communication and collaboration

As students develop practical skills in creating and presenting drama, this will also analyse and evaluate their use of voice, language and movement. Furthermore, learners will develop critical thinking skills as they investigate, develop and apply a range of drama skills and production skills.

COURSE CONTENT

Question Paper (40% of the course)

The purpose of the question paper is to assess students' knowledge and skills from across the course. It allows students to demonstrate their ability to interpret performance-related questions and respond in an informed way. The written paper consists of two sections:

- ◆ Section 1 - (20 marks) Section 1 assesses the student's ability to evaluate their own work and the work of others during the process of creating, rehearsing and performing drama.
- ◆ Section 2 – (40 marks) section 2 assess the student's ability to respond to stimuli and create their own piece of drama suitable for a performance. Students are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout the paper.

Performance (60% of the course)

The performance consists of two sections:

- ◆ Section 1 – (10 marks) Preparation for Performance

Students write about their preparation for performance. Marks are awarded for research into their chosen performance text, thoughts and ideas for their proposed performance and development of ideas into a final performance concept.

- ◆ Section 2 – (50 marks)

The performance involves students presenting one extract from a full-length play in a group. Students will choose to be assessed as either an actor or designer for this extract. Students will perform their extract to a live audience in front of an external SQA examiner and an internal assessor (their drama teacher).

DRAMA: HIGHER

ENTRY LEVEL RECOMMENDED

A/B at National 5 or Pass at Higher English (or predicted pass if studying the same year)

PURPOSE AND AIMS OF THE COURSE

- ◆ Develop Knowledge and understanding of a range of social and cultural influences on drama.
- ◆ Develop a range of in depth performance/ production skills in presenting drama.
- ◆ Explore drama form, structure, genre and style.
- ◆ Build transferable skills such as confidence, creativity, communication and collaboration

COURSE CONTENT

Performance/ Practical Assessment – 50%

For the final practical exam pupils can be examined as either an actor, designer, or as a director. This is assessed by a visiting external examiner:

- ◆ Actors will perform two contrasting scripted extracts feature complex characters.
- ◆ Designers present a folio of set plus one other design skill and some demonstration of practical skills. (Lighting, props, hair and make-up, costume, sound)
- ◆ Directors present a rehearsal of a section chosen by the examiner of a script chosen by the student in advance.

Preparation for Performance – 10%

Course work done in advance of performance – students write about their preparation for performance. Marks are awarded for research into their chosen performance text, thoughts and ideas for their proposed performance and development of ideas into a final performance concept.

Question Paper – 40%

- ◆ Section 1: THEATRE PRODUCTION:TEXT IN CONTAXT – 20 marks (Essay looking at a full play text studies in class)
- ◆ Section 2: THEATRE PRODUCTION: APPLICATION – 10 marks (short answer questions applying knowledge of production skills to the studied play text)
- ◆ Section 3: PERFORMANCE ENALYSIS – 20 marks (Essay analysing the acting, directing or design or a seen professional performance)

ENGLISH AND LITERACY: NATIONAL 3

English National 3 consists of three Units, providing learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

ENTRY LEVEL RECOMMENDED

Evidence of achieving the relevant Outcomes and Experiences. This will include: evidence gathered in 'Best Work Folio', teacher observations, jotter work, homework and summative assessments from S1-S3.

COURSE CONTENT

Unit 1: Understanding Language

The Understanding Language Unit focuses on the skills of reading and listening.

Learners will be required to show:

- ◆ understanding, analysis and evaluation of at least one simple written text
- ◆ understanding, analysis and evaluation of at least one simple spoken language activity

Unit 2: Producing Language

The Producing Language Unit focuses on the skills of writing and talking.

Learners will be required to create:

- ◆ At least one written text using simple language
- ◆ At least one spoken interaction using simple language

Unit 3: Literacy

The Literacy Unit develops learners' reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work.

Learners will be required to meet the following outcomes:

- ◆ Outcome 1: response to reading at least one word-based text
- ◆ Outcome 2: response to listening on at least one occasion
- ◆ Outcome 3: at least one written text of more than 80 words which communicates meaning on first reading
- ◆ Outcome 4: talking, individually or as part of a group discussion, on at least one occasion

PROGRESSION

- ◆ English and Literacy: National 4
- ◆ Further Education
- ◆ Employment in many areas

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ENGLISH AND LITERACY: NATIONAL 4

English National 4 consists of four Units, providing learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

ENTRY LEVEL RECOMMENDED

Evidence of achieving the Level 3 Outcomes and Experiences. This will include: evidence gathered in 'Best Work Folio', teacher observations, jotter work, homework and summative assessments from S1-S3.

COURSE CONTENT

Unit 1: Analysis and Evaluation

The Analysis and Evaluation Unit focuses on the skills of reading and listening.

Learners will be required to show:

- ◆ Understanding, analysis and evaluation of at least one straightforward written text
- ◆ Understanding, analysis and evaluation of at least one straightforward spoken language activity

Unit 2: Creation and Production

The Creation and Production Unit focuses on the skills of writing and talking.

Learners will be required to create:

- ◆ At least one written text using straightforward language
- ◆ At least one spoken interaction using straightforward language.

Unit 3: Literacy

The Literacy Unit develops learners' reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work.

Learners will be required to meet the following outcomes:

- ◆ Outcome 1: response to reading at least one word-based text
- ◆ Outcome 2: response to listening on at least one occasion
- ◆ Outcome 3: at least one written text of more than 300 words which communicates meaning on first reading
- ◆ Outcome 4: talking, individually or as part of a group discussion, on at least one occasion

Unit 4: Added value Unit: English Assignment

The Added Value Unit challenges learners to apply language skills in investigating a chosen topic. Learners will present evidence in an oral presentation and in an extended piece of writing.

Learners will be required to demonstrate the following skills:

Reading: by selecting relevant information from at least two straightforward texts

Writing: using straightforward language in a written presentation

Talking: using straightforward language in an oral presentation

Listening: responding appropriately to questions

To achieve English National 4, learners must pass all of the required Units, including the Added Value Unit.

PROGRESSION

- ◆ English and Literacy: National 5
- ◆ Further Education

ENGLISH AND LITERACY: NATIONAL 5

English National 5 provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

ENTRY LEVEL RECOMMENDED

Evidence of achieving the Level 3 and Level 4 Outcomes and Experiences. This will include: evidence gathered in 'Best Work Folio', teacher observations, jotter work, homework and summative assessments from S1-S3. Current S4 and S5 pupils must consult with department for a recommended level of study. All forms must be signed by Curricular Leader.

COURSE CONTENT

Component 1 – Critical Reading

Learners will be offered the opportunity to develop their critical reading skills and their knowledge and understanding of previously-studied literary, media or language texts, including the work of at least one Scottish writer from the prescribed list.

Learners will be required to demonstrate they can:

- ◆ engage with, consider, and select the main ideas of a text
- ◆ identify and select detailed information from a text
- ◆ analyse and evaluate a writer's choice and use of language
- ◆ evaluate the overall effects and impact of a text

Component 2 – Reading for Understanding, Analysis and Evaluation

Learners will be offered the opportunity to develop their understanding, analysis and evaluation of non-fiction texts.

Learners will be required to demonstrate they can:

- ◆ engage with, consider, and select the main ideas of a text
- ◆ identify and select detailed information from a text
- ◆ analyse and evaluate a writer's choice and use of language
- ◆ evaluate the overall effects and impact of a text

Component 3 – Portfolio of Writing

Learners will be expected to write, independently and with satisfactory technical accuracy, in two forms:

- ◆ broadly creative
- ◆ broadly discursive

Component 4 – Talking and Listening

Learners will be required to demonstrate skills in talking and listening by participate actively in spoken language activities, such as group discussions or presentations.

Course Assessment/ Exam Structure

Paper 1: 'Reading for Understanding, Analysis and Evaluation' (30 marks)

Paper 2: 'Critical Reading': Part 1: one critical essay (20 marks); Part 2: answering questions on one Scottish text (20 marks).

Portfolio of Writing: pupils will be required to create two written texts: creative and discursive (30 marks)

The final exam and Portfolio of Writing are all externally assessed by SQA markers and graded A-D.

PROGRESSION

- ◆ National 6/ Higher
- ◆ Further Education
- ◆ Employment in many areas

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ENGLISH: HIGHER

English Higher consists of two Units, providing learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

ENTRY LEVEL RECOMMENDED

- ◆ A-C Grade at National 5
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curricular Leader

COURSE CONTENT

Component 1 – Critical Reading

Learners will be offered the opportunity to develop their critical reading skills and their knowledge and understanding of previously-studied literary, media or language texts, including the work of at least one Scottish writer from the prescribed list

Learners will be required to demonstrate they can:

- ◆ engage with, consider, and select the main ideas of a text
- ◆ identify and select detailed information from a text
- ◆ analyse and evaluate a writer's choice and use of language
- ◆ evaluate the overall effects and impact of a text

Component 2 – Reading for Understanding, Analysis and Evaluation

Learners will be offered the opportunity to develop their understanding, analysis and evaluation of non-fiction texts

Learners will be required to demonstrate they can:

- ◆ engage with, consider, and select the main ideas of a text
- ◆ identify and select detailed information from a text
- ◆ analyse and evaluate a writer's choice and use of language
- ◆ evaluate the overall effects and impact of a text

Component 3 – Portfolio of Writing

Learners will be expected to write, independently and with satisfactory technical accuracy, in two forms:

- ◆ broadly creative
- ◆ broadly discursive

Component 4 – Talking and Listening

Learners will be required to demonstrate skills in talking and listening by participate actively in spoken language activities, such as group discussions or presentations.

Course Assessment/ Exam Structure

Paper 1: 'Reading for Understanding, Analysis and Evaluation' (30 marks)

Paper 2: 'Critical Reading': Part 1: one critical essay (20 marks); Part 2: answering questions on one Scottish text (20 marks).

Portfolio of Writing: pupils will be required to create two written texts: creative and discursive (30 marks)

The final exam and Portfolio of Writing are all externally assessed by SQA markers and graded A-D.

PROGRESSION

- ◆ Advanced Higher
- ◆ Further Education
- ◆ Employment in many areas

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

ENGLISH: ADVANCED HIGHER

English Advanced Higher consists of two Units, providing learners with the opportunity to apply analytical and evaluative skills to a wide range of texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the course components.

ENTRY LEVEL RECOMMENDED

- ◆ Higher English
- ◆ Current S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curricular Leader.

TYPE OF LEARNER WHO MAY CONSIDER TAKING THIS COURSE:

Those interested in pursuing:

- ◆ degree programmes in business, drama, education, English, humanities, journalism, law, media, and social science
- ◆ careers in commerce and industry, education, journalism, law, marketing, media, and politics

COURSE CONTENT

- ◆ **Component 1: Literary Study**
- ◆ Candidates will analyse and evaluate texts from a range of genre including: poetry, prose fiction, prose non-fiction, and drama. They will learn how to demonstrate their understanding, analysis and evaluation skills in the form of an appropriately structured critical essay.
- ◆ **Component 2: Textual Analysis**
- ◆ Candidates will learn how to apply their understanding, analysis and evaluation skills to unseen/ unstudied texts. Candidates will be learning to produce a critical analysis which is appropriately structured.
- ◆ **Component 3: Portfolio–Writing**
- ◆ Candidates will be developing their writing skills in a range of genre and producing two extended pieces of writing in different genre.
- ◆ **Component 4: Project–Dissertation**
- ◆ Candidates will independently read complex and sophisticated literature. They will be learning skills in critical analysis, evaluation, investigation and writing and producing a written dissertation which critically analyses at least two texts.

COURSE ASSESSMENT/ EXAM STRUCTURE:

Question Paper: Critical Essay (20%) and Textual Analysis (20%)

Portfolio of Writing: pupils will be required to create two written texts for different purposes (30%)

Project: Dissertation on literature (30%).

The final exam, Portfolio of Writing, and Dissertation are all externally assessed by SQA markers and graded A-D.

PROGRESSION

- ◆ degrees in higher education
- ◆ further academic study in English or related areas
- ◆ employment or training

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

LITERACY AND NUMERACY: NATIONAL 5

The Literacy Unit develops learners' reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work.

The Numeracy Unit develops numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of English and Maths in S1, S2 and S3.
- ◆ English and Maths at National 4
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Heads of Department

For a National 5 Literacy Learners will be required to meet the following outcomes:

- ◆ Outcome 1: response to reading at least one word-based text
- ◆ Outcome 2: response to listening on at least one occasion
- ◆ Outcome 3: at least one written text of more than 500 words which communicates meaning on first reading
- ◆ Outcome 4: talking, individually or as part of a group discussion, on at least one occasion

For a National 5 Numeracy Learners will be required to meet the following outcomes:

Use numerical skills to solve real-life problems involving money/time/measurement by:

- Selecting and using appropriate numerical notation and units
- Selecting and carrying out calculations
- Recording measurements using a scale on an instrument
- Interpreting measurements and results of calculations to make decisions
- Justifying decisions using the results of measurements or calculations

Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement by:

- Extracting and interpreting data from at least three different graphical forms
- Making and justifying decisions using evidence from the interpretation of data
- Making and justifying decisions based on probability

PROGRESSION

- ◆ National 5 English/ National 5 Maths
- ◆ Further Education
- ◆ Employment in many areas

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

HEALTH AND FOOD TECHNOLOGY: NATIONAL 5

The purpose of this course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Home Economics in S1 and S2
- ◆ Experience of Home Economics in S3 would be advantageous but not essential.
- ◆ Practical Cookery National 4 or National 5 would be advantageous but not essential.
- ◆ Current S4 and S5 pupils must consult with department for a recommended level of study. All forms must be signed by Curriculum Leader.
- ◆ Pupils already studying biology or chemistry will find their background knowledge advantageous.

COURSE CONTENT

There are three mandatory Units in this Course.

Health and Food Technology: Food for Health (National 5)

The general aim of this unit is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

Health and Food Technology: Food Product Development (National 5)

The general aim of this unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce food products to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

Health and Food Technology: Contemporary Food Issues (National 5)

The general aim of this unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

The course will be assessed by an added value assignment and a question paper. The assignment will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require integration of knowledge and understanding from across the units.

PROGRESSION: Health and Food Technology at Higher

This course is recognised as a science by College and Universities so can be used for medicine, nursing, paramedic or child care qualifications.

HEALTH AND FOOD TECHNOLOGY: HIGHER

The purpose of this course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Health and Food Technology.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum Leader.

COURSE CONTENT

Health and Food Technology: Food for Health (Higher)

The general aim of this unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

Health and Food Technology: Food Product Development (Higher)

The general aim of this unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Health and Food Technology: Contemporary Food Issues (Higher)

In this unit, learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

The course will be assessed by an added value assignment and a question paper. The assignment will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require integration of knowledge and understanding from across the units.

COURSE ASSESSMENT

At Higher course assessment will consist of two components. An assignment conducted in class worth 50% and a written exam during SQA exam diet worth 50%. Course assessment will be out of a total of 120 marks.

PROGRESSION:

This Course or its units may provide progression to Advanced Higher Health and Food Technology Course, National Progression Awards, Higher National Certificates or other further education provision and employment opportunities. This course is recognised as a science by College and Universities so can be used for medicine, nursing, paramedic or child care qualifications.

PRACTICAL COOKERY: NATIONAL 3-5

ENTRY LEVEL RECOMMENDED

- ◆ Experience of HE in S1 and S2 Home Economics
- ◆ Successful completion of S3 HE course (although not mandatory)

COURSE CONTENT

There are three mandatory Units in this Course.

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

All units are internally assessed against the required national standard at National 3 & 4. At National 5 the course will be assessed by a practical activity, assignment and a question paper. The assignment and practical activity will assess the application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing. The question paper will require integration of knowledge and understanding from across the units.

COURSE ASSESSMENT

At **National 3 and 4** pupils will be assessed internally through the units of work mentioned above. This will be conducted by members of staff within the HE department in accordance with assessment standards set out by the SQA.

At **National 4** pupils will be asked to carry out an additional, added value unit assessment. This will require them to produce a two course meal safely and hygienically. This will be assessed by members of staff within the HE department in accordance with assessment standards set out by the SQA.

At **National 5** pupils will be graded A-D through a practical assessment of their cookery skills to produce a three course meal safely and hygienically under direct supervision of a member of staff within HE in accordance with assessment standards set out by the SQA. This will be worth 100 marks and split into three sections:

- **ASSIGNMENT** – Pupils will be required to approximate timings for carrying out all tasks, service times and details and how safety and hygiene will be observed (18 marks).
- **PRACTICAL ACTIVITY** – Pupils will be required to implement their time plan, effectively control cookery processes, present and serve the dishes appropriately and demonstrate safe and hygienic working practices. (82 marks)
- **QUESTION PAPER** – The one hour written question paper will assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. (30 marks)

PROGRESSION

Pupils can progress through the levels of the course from National 3 to National 5 depending on the level at which they start. Higher Health and Food Technology is available for pupils who have achieved National 5 Hospitality Practical Cookery.

Please note that this course will carry a cost to each pupil which will be required to be paid at the start of the course. More information on this can be obtained by contacting the Curriculum Leader of Health and Wellbeing through the school office.

GEOGRAPHY: NATIONAL 3

This course has 3 Units but no Added Value Unit. Pupils who do not meet the requirements of the National 4 course may have the opportunity to be presented for the National 3 award. This course can allow progression on to the National 4 Geography course.

GEOGRAPHY: NATIONAL 4

A one year course for students who wish to continue their studies of geography which will continue to develop:-

- ◆ A range of geographical skills and techniques
- ◆ Straightforward understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- ◆ Straightforward understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way

Opportunities for practical activities, including fieldwork, will be encouraged, to allow learners to interact with their environment.

ENTRY LEVEL RECOMMENDED

Entry is at the discretion of the department or another Social Subject at N3/4 (course or units)

COURSE CONTENT

This Course has four mandatory Units, including the Added Value Unit. Within each Unit there is a considerable degree of flexibility in contexts which can be studied to allow personalisation and choice:-

Unit 1 – (Physical Environments) Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

Unit 2 – (Human Environments) Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes

Unit 3 – (Global Issues) Key topics include climate change and development and health.

Unit 4 - Added Value Unit - In this Unit, learners will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings.

Within the course the student also gains a knowledge and understanding of geographical methods and techniques, developing skills of investigating, evaluating and problem solving.

COURSE ASSESSMENT

To achieve the National 4 Geography Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded and there is no external examination.

PROGRESSION

Students may be able to progress to National 5 Geography course. Alternatively, students could move on to do a National 4 course in History or Modern Studies. There are also options in Further Education. Information on any of these options is available from the subject teacher, Pupil Support Teacher or Careers Officer.

GEOGRAPHY: NATIONAL 5

A one year course for students who wish to continue their studies of geography which will continue to develop:-

- ◆ A range of geographical skills and techniques
- ◆ Detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- ◆ Detailed understanding of spatial relationships and of the changing world in a balanced and critical way
- ◆ A geographical perspective on environmental and social issues
- ◆ An interest in, and concern for, the environment leading to sustainable development

ENTRY LEVEL RECOMMENDED

- ◆ Geography at National 4
- ◆ All pupils must consult with department for a recommended level of study
- ◆ All forms must be signed by the Curricular Leader.

COURSE CONTENT

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts which can be studied to allow personalisation and choice:-

Unit 1 – (Physical Environments) Focusing on various aspects of the physical environment through the study of a variety of landscape types and weather in the United Kingdom. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

Unit 2 – (Human Environments) Focusing on various aspects of the human environment through the comparative study of developed and developing countries. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes

Unit 3 – (Global Issues) Focusing on significant global, geographical issues. Key topics include climate change and development and health.

Assignment – Learners will choose to an issue for personal study drawn from a geographical context. They will research their chosen issue and present their finding under exam conditions.

Within the course the student also gains a knowledge and understanding of geographical methods and techniques, developing skills of investigating, evaluating and problem solving.

COURSE ASSESSMENT

The Course assessment will consist of two Components: a question paper and an assignment.

PROGRESSION

Students may be able to progress to the Higher course in Geography. Alternatively, students could move on to do a National 5 Course in History or Modern Studies. There are also options in Further Education. Information on any of these options is available from the Curricular Leader, Pupil Support Teacher or Careers Officer.

GEOGRAPHY: HIGHER

Having successfully completed a National 5 course in Geography or another Social Subject, the pupils will then go on to complete a National 6 (Higher) course. This follows on from the National 5 with the introduction of some completely new topics and a deeper study of other topics which have already been looked at briefly in earlier years. There will be separate skills-based questions throughout the year and also in the final exam at the end of the year.

Topics covered at National 6 level will include:

◆ **Physical Geography**

- Atmosphere
- Hydrosphere
- Biosphere
- Lithosphere

◆ **Human Geography**

- Urban Geography
- Rural Geography
- Population studies

◆ **Global Issues**

- Development & Health
- Climate Change

◆ **Application of Geographical Skills**

- This is a scenario and map based question drawing on skills learnt during the N6 course

◆ **Assignment**

- Learners can pick a topic / issue to study in greater detail and can either be field work or research based on a computer

COURSE ASSESSMENT

To gain the award, learners must pass an assignment and an external examination.

PROGRESSION

Students may be able to progress to the Advanced Higher course in Geography. Alternatively, students could move on to do a Higher Course in History or Modern Studies. There are also options in Further Education and University. Information on any of these options is available from the Curricular Leader, Pupil Support Teacher or Careers Officer.

HISTORY: NATIONAL 3

This course has 3 Units and follows the same course content as National 4. (N3 has no Added Value Unit).

This course can allow progression to National 4 History.

HISTORY: NATIONAL 4

This course will develop knowledge and understanding of a wide range of historical topics. The study of History also develops skills of evaluating and investigating which will help you gain an understanding of the world we live in now.

The main aims of the course are to develop:

- ◆ A range of skills including the ability to analyse historical sources in a range of contexts.
- ◆ A knowledge and understanding of the factors contributing to, and the impact of, historical events.
- ◆ The skills of investigating historical events and forming views.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of History in S3 would be advantageous but not essential.

COURSE CONTENT

The course has three units and an Added Value Unit.

Historical Study: Scottish

In this unit, learners will develop techniques to comment on historical events using a number of sources. Students will study the following topic:

- ◆ Migration and Empire, 1830 – 1939

Historical Study: British

In this Unit, students develop techniques to comment on the impact of historical developments, using a number of sources. Students will study the following topic:

- ◆ The Atlantic Slave Trade, 1770 -1807

Historical Study: European and World

In this Unit, students develop techniques to evaluate the factors contributing to historical developments. Students will cover the following topic:

- ◆ Free at last? Civil Rights in the USA, 1918 – 1968?

Added Value Unit: History Assignment

In this Unit, students exercise choice in selecting a topic for personal study drawn from Scottish, British or European and World contexts. They will research their chosen topic and present their findings.

COURSE ASSESSMENT

To achieve the National 4 History award, learners must pass all of the required Units, including the Added Value Unit. There is no external examination.

PROGRESSION

This course may provide progression to National 5 History.

HISTORY: NATIONAL 5

This course gives you the opportunity to increase the breadth and depth of your knowledge and understanding of a wide range of historical topics. The study of History also develops skills of evaluating and investigating which will help you gain an understanding of the world we live in now.

The main aims of the course are to develop:

- ◆ A conceptual understanding of the past and an ability to think independently.
- ◆ A range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts.
- ◆ A detailed understanding of the factors contributing to, and the impact of, historical events.
- ◆ The skills of investigating historical events using evidence.
- ◆ The skills of explaining and analysing historical events, and drawing reasoned conclusions.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of S3 or National 4 History would be advantageous but not essential.

COURSE CONTENT

The course has three units.

Historical Study: Scottish

In this unit, learners will develop techniques to comment on historical sources, events and themes of Scottish history. Students will study the following topic:

- ◆ Migration and Empire, 1830 – 1939

Historical Study: British

In this Unit, students develop techniques to comment on the impact of historical developments, events and themes of British history. Students will study the following topic:

- ◆ The Atlantic Slave Trade, 1770 -1807

Historical Study: European and World

In this Unit, students develop techniques to evaluate the factors contributing to historical developments, events and themes of European and world history. Students will cover the following topic:

- ◆ Free at last? Civil Rights in the USA, 1918 – 1968?

COURSE ASSESSMENT

To gain the award, learners must pass an assignment and an external examination.

PROGRESSION

This course may provide progression to Higher History, another National 5 Social Subject or admission to college or employment.

HISTORY: HIGHER

The course offers an in depth historical study for students in the Senior Phase.
Course work will enable students to build up skills and progress from National 5 level.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 History (A-C)
- ◆ A Higher Grade pass (A-C) in Modern Studies, Politics or Geography.
- ◆ All pupils must consult with the department for a recommended level of study.
- ◆ All forms must be signed by the Curriculum leader.

COURSE CONTENT

The course has three units:

Historical Study: Scottish – Student will study the following theme:

- ◆ Migration and Empire, 1830-1939 or The Impact of the Great War 1914 - 1928

Historical Study: British – Students will study the following theme:

- ◆ Britain, 1851-1951

Historical Study: European and the World – Students will study the following theme:

- ◆ USA, 1918-1968 or Germany 1815-1939

These units will help students to:

- ◆ Develop their knowledge and understanding of the past
- ◆ Use historical evidence to analyse events and present in depth written responses
- ◆ To develop Higher – order thinking skills

COURSE ASSESSMENT

Assignment and external examination

PROGRESSION

- ◆ Another Higher Social Subject course
- ◆ Admission to College or University

A valuable qualification for a variety of careers as well as having provided an enjoyable learning experience about the past.

MODERN STUDIES: NATIONAL 3

This course has 3 Units as per the National 4 course with some common Key Areas/Content but no Added Value Unit. Pupils who do not meet the requirements of the National 4 course may have the opportunity to be presented for the National 3 award. This course can allow progression on to the National 4 Modern Studies course.

MODERN STUDIES: NATIONAL 4

A one year course focusing on important political, social and international issues happening in the world today. The main aims of Modern Studies are to enable learners to develop:

- ◆ A range of research and information handling skills
- ◆ Straightforward understanding of the democratic process
- ◆ Straightforward understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- ◆ Understanding of human and legal rights and responsibilities and their application in different societies

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Social Studies in S1 and S2.
- ◆ Experience of Modern Studies in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Heads of Department.

COURSE CONTENT

This Course has four mandatory Units, including the Added Value Unit. Within each Unit there is a considerable degree of flexibility in themes which can be studied to allow personalisation and choice.

Unit 1: Democracy in Scotland and the UK

Students will study Scottish Political System

Unit 2: Social Issues in the UK

Students will study Crime and the Law

Unit 3: International Issues

Students will study a contemporary world issue: terrorism

Unit 4: Added Value Unit: Modern Studies Assignment

In this Unit, learners will choose an issue for personal study drawn from modern studies contexts. They will research their chosen issue and present their findings.

COURSE ASSESSMENT

To achieve the National 4 Modern Studies Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded and there is no external examination.

PROGRESSION

Successful students can progress to National 5 Modern Studies, or another social subject at National 4. Further information on options are available from your subject teacher, Pupil Support Teacher and Careers Officer.

MODERN STUDIES: NATIONAL 5

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

The main aims of Modern Studies are to enable learners to develop:

- ◆ A range of research and information handling skills
- ◆ Detailed understanding of the democratic process
- ◆ Detailed understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- ◆ Understanding of different views about the extent of state involvement in society
- ◆ Understanding of the nature and processes of conflict resolution
- ◆ Understanding of human and legal rights and responsibilities and their application in different societies

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Social Studies in S1 and S2.
- ◆ Experience of Modern Studies in S3 would be advantageous but is not essential.
- ◆ Modern Studies at National 4 would be advantageous but is not essential
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curricular Leader.

COURSE CONTENT

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in themes which can be studied to allow personalisation and choice.

Democracy in Scotland and the UK - Students study one of the following contexts:-

- ◆ Scottish Political System **or**
- ◆ UK Political System

Social Issues in the UK - Students study one of the following study contexts:-

- ◆ Social Inequality **or**
- ◆ Crime and the Law in Society

International Issues - Students study one of the following study themes:-

- ◆ Socio-economic and political study of significant world power **or**
- ◆ A contemporary world issue.

COURSE ASSESSMENT

To gain the award of the Course, the learner must pass the Course assessment. The Course assessment will consist of two Components: a question paper and an assignment.

PROGRESSION

Students who are successful can progress to Higher Modern Studies, or another social subject. Further information on any of these options is available from the Curricular Leader, Pupil Support Teacher or Careers Officer.

MODERN STUDIES: HIGHER

A one year course for students wishing to continue their study of Modern Studies. The Higher Modern Studies course develops knowledge and understanding of contemporary political, social and international issues. Additionally it develops the skills of analysing complex data, evaluating evidence and decision making.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Geography/History/Modern Studies – Pass A-C
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Head of Department.

COURSE CONTENT

The course is made up of 3 units each which seek to develop:-

- ◆ Knowledge and understanding of social, political and international issues
- ◆ The skills of analysis, evaluating and decision making
- ◆ Skills in researching and synthesising a wide range of sources of information to make and justify decisions.

Democracy in Scotland and the United Kingdom

Learners will study topics such as the UK Constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of the UK membership of the E.U; the study of political institutions and processes; voting systems and the impact; the impact of a range of factors which affect voting behaviour and the ways in which citizens are informed about, participate in and influence the political process.

Social Issues in the United Kingdom

Learners have a choice of social issue; contexts for study will focus either on social inequality or crime and the law. In the social inequality context learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. In the crime and the law context, learners will focus on the relevant and contemporary aspects of crime, criminology and the law.

International Issues

Learners have a choice of International issue; contexts for study will focus on either a political and social/economic study of a major world power or the study of a significant, contemporary world issue. World powers may be chosen from members of the G20 group of countries, including the E.U. but excluding the UK. The study of a world issue will focus on a significant recent issue or conflict which has a global impact.

PROGRESSION

Students who are successful can progress to:-

- ◆ Advanced Higher Modern Studies
- ◆ Higher course in another social subject e.g. History, Geography, RMPS
- ◆ Higher Education: HND and Degree courses particularly courses in Social Sciences such as Sociology, Politics, Journalism, Economics and Criminology
- ◆ Employment including such areas as local government

Further information on any of these options is available from the Curriculum Leader, Pupil Support Teacher or Careers Officer.

POLITICS: HIGHER

The one year higher Politics course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

Learners will develop an understanding of political theory, political systems in the UK and USA and the factors affecting the electoral performance of political parties. They will extend their horizons and knowledge of political life and be challenged to look at the world in new ways.

ENTRY LEVEL RECOMMENDED

Entry is at the discretion of the Curriculum leader.

COURSE CONTENT

The higher Politics course has three mandatory units:

Political Theory

In this unit, learners will use a range of source information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts.

Political Systems

In this unit, learners will use a range of source information to compare different political systems. They will draw on knowledge and understanding of different political systems.

Political Parties and Elections

In this unit, learners will analyse a range of electoral data to evaluate the factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties.

PROGRESSION

The course or its units may provide progression to:

- Higher in a Social Subject or RMPS or English
- Advanced Higher Modern Studies
- Further study, employment and or training

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: HIGHER

This is a one year course which for pupils who are interested in studying religion, philosophy and ethics in order to develop their understanding of society. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.

The RMPS course allows you to:-

- ◆ Analyse and think critically about your own beliefs and those of others.
- ◆ Engage personally with a range of important questions and issues in order to inform you own beliefs and values in a way which contributes to personal and social development
- ◆ Formulate reasoned and well-structured responses to religious, moral and philosophical issues and their impact
- ◆ Develop in – depth knowledge and understanding of religious beliefs and values
- ◆ Develop analytical and critical thinking skills
- ◆ Develop in – depth knowledge and understanding or moral, philosophical and theological issues which arise from religious and non-religious beliefs
- ◆ Gain insight into, and appreciation of, ideas, arguments and viewpoints which may conflict with your own

ENTRY LEVEL RECOMMENDED

Candidates would normally be expected to have attained a National 5 Religious, Moral and Philosophical Studies unit with at least one of the following:-

- ◆ National 5 in an equivalent Social Subject
- ◆ English at either National 5 or Higher level
- ◆ Current S4 and S5 pupils must consult with the Curricular Leader for a recommended level of study.
- ◆ All forms must be signed by the Curricular Leader.

COURSE CONTENT

The course consists of three units of study:-

- ◆ World Religion – currently focussing on Buddhism
- ◆ Morality and Belief – currently focussing on Morality and Justice
- ◆ Religious and Philosophical questions – currently focussing on the Problem of Suffering Evil/Origins

PROGRESSION

This course allows for progression on to the following:-

- ◆ University and college entry (any subject area)

This course compliments a wide variety of professions as it gives the pupil a greater depth and understanding on a range of important issues.

APPLICATIONS OF MATHEMATICS: NATIONAL 3

This is a one year course to enable students to build upon the S1-S3 broad general education.

The National 3 Applications of Mathematics Course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life.

The Course, which includes the freestanding Unit in Numeracy at SCQF level 3, will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations.

The Course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. The Course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Maths in S1, S2 and S3.
- ◆ Current S4 and S5 pupils must consult with the Curricular Leader for a recommended level of study. All forms must be signed by the Curricular Leader.

COURSE STRUCTURE

This Course enables learners to acquire mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop thinking skills and will gain experience in making informed decisions.

Applications of Mathematics: Manage Money and Data (National 3)

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Application of Mathematics: Shape, Space and Measures (National 3)

The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Numeracy (National 3)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

PROGRESSION

- ◆ National 4: National 4: Mathematics

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

MATHEMATICS: NATIONAL 4

This is a one year course to enable students to build upon the S1-S3 broad general education or as a continuation from Applications of Mathematics National 3.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

ENTRY LEVEL RECOMMENDED

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ National 3 Applications of Mathematics.
- ◆ Experience of Maths in S1, S2 and S3.
- ◆ Current S4 and S5 pupils must consult with the Curricular Leader for a recommended level of study. All forms must be signed by the Curricular Leader.

COURSE STRUCTURE

This Course enables learners to acquire mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop thinking skills and will gain experience in making informed decisions.

Mathematics: Expressions and Formulae (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

Mathematics: Relationships (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy (National 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Mathematics Test (National 4)

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge. Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

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

PROGRESSION

- ◆ National 5 Application of Maths
- ◆ National 5 Mathematics
- ◆ Numeracy (National 5) Unit

APPLICATIONS OF MATHEMATICS: NATIONAL 5

This is a one year course to enable students to build upon the S1-S3 broad general education or as a continuation from Mathematics National 4. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The course aims to develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy and develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Maths in S1, S2 and S3.
- ◆ Current S4 and S5 pupils must consult with the Curricular Leader for a recommended level of study. All forms must be signed by the Curricular Leader.

SKILLS, KNOWLEDGE AND UNDERSTANDING FOR THE COURSE ASSESSMENT

- **Numeracy skills** - Selecting and using appropriate numerical notation and units. Selecting and carrying out calculations. Recording measurements using a scale on an instrument. Interpreting measurements and the results of calculations to make decisions. Justifying decisions by using the results of measurements and calculations.
- **Financial skills** - Analysing a financial position using budget information. Analysing and interpreting factors affecting income. Determining the best deal. Converting between several currencies. Investigating the impact of interest rates on savings and borrowing.
- **Statistical skills** - Using a combination of statistics to investigate risk and its impact on life. Using a combination of statistical information presented in different diagrams. Using statistics to analyse and compare data sets. Drawing a line of best fit from given data.
- **Measurement skills** - Calculating a quantity. Constructing a scale drawing, including choosing a scale. Planning a navigation course. Carrying out efficient container packing. Using precedence tables to plan tasks. Solving a problem involving time management. Considering the effects of tolerance.
- **Geometric skills** - Investigating a situation involving gradient. Solving a problem involving a composite shape. Solving a problem involving the volume of a composite solid. Using Pythagoras' theorem.
- **Graphical data and probability skills** - Extracting and interpreting data from different graphical forms. Making and justifying decisions using evidence from the interpretation of data. Making and justifying decisions based on probability.

COURSE ASSESSMENT

The course comprises of two externally assessed papers.

PROGRESSION

- ◆ National 5 Mathematics

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

MATHEMATICS: NATIONAL 5

This is a one year course to enable students to build upon the S1-S3 broad general education or as a continuation from Mathematics National 4.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

ENTRY LEVEL RECOMMENDED

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ Experience of Maths in S1, S2 and S3.
- ◆ Maths at National 4 would be advantageous but is not essential
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Heads of Department.

COURSE STRUCTURE

This Course enables learners to acquire mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop thinking skills and will gain experience in making informed decisions.

Mathematics: Expressions and Formulae (National 5)

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Mathematics: Relationships (National 5)

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Mathematics: Applications (National 5)

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

Course assessment will provide the basis for grading attainment in the Course award.

PROGRESSION

- ◆ Higher Mathematics

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

MATHEMATICS: HIGHER

This is a one year course for students who wish to continue their study of Mathematics beyond National 5.

The Higher Mathematics course:-

- ◆ Encourages students to extend their knowledge and understanding of mathematics and its uses in the real world
- ◆ Provides the mathematical tools and techniques to solve further real life problems
- ◆ Provides a sound basis for the further advancement of mathematics at College or University

ENTRY LEVEL RECOMMENDED

- ◆ Pass at National 5
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Heads of Department

COURSE CONTENT

3 units are mandatory

- ◆ **Mathematics 1(H)** - This unit includes further work on equations of lines, sketching/identifying various graphs, combining functions and solving trigonometric equations, as well as the introduction of two new topics. Calculus (differential) and recurrence relations.
- ◆ **Mathematics 2(H)** - This unit includes extending the earlier work on quadratics, further Calculus (integral), trigonometry (the addition formulae) and an introduction to polynomial functions and the equation of the circle.
- ◆ **Mathematics 3(H)** - This unit introduces new concepts including vectors in 3 dimensions, the exponential and logarithmic functions, further differential and integral Calculus and an extension to trigonometric relationships.

PROGRESSION

- ◆ Advanced Higher Mathematics
- ◆ Higher or Further Education, HNC/D and Degree courses in mathematics, engineering or science

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

MATHEMATICS: ADVANCED HIGHER

The aim of this course is to extend further students' mathematical experience in pure mathematics, as well as providing an opportunity to study a range of applied mathematics.

ENTRY LEVEL RECOMMENDED

- ◆ Higher Grade Mathematics

COURSE STRUCTURE

Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof.

Methods in Algebra and Calculus (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Applications of Algebra and Calculus (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Geometry, Proof and Systems of Equations (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

PROGRESSION

- ◆ Higher Education, HND and Degree courses
- ◆ Employment in Science, Mathematics, Computing and ICT
- ◆ Engineering, Finance, Health and Medicine

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

MODERN LANGUAGES: FRENCH – NATIONAL 3

A one year course for students who wish to build on prior learning experienced in a broad general education. The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use French.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.
The course is split into two units;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing

The Course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

This course is assessed internally. Pupils will complete an assessment for each skill area - Reading, Listening, Writing and Talking.

PROGRESSION

- ◆ National 4 French

MODERN LANGUAGES: FRENCH – NATIONAL 4

A one year course for students who have attained the skills and knowledge required to pass the relevant Experiences and Outcomes at Level 3.

The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use French.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Experience of French in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.

The course is split into two units;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Added Value Unit** – Reading / Spoken presentation & conversation

The Course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

This course is assessed internally. Pupils will complete an assessment for each skill area - Reading, Listening, Writing and Talking, in addition to completing an Added Value Unit.

PROGRESSION

- ◆ National 5 French

MODERN LANGUAGES: FRENCH – NATIONAL 5

A one year course for students who have attained the skills and knowledge required to pass the relevant Experiences and Outcomes at Level 4.

The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use French.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Experience of French in S3 would be very advantageous.
- ◆ French at National 4 would be advantageous but not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.

The course is split into two units and an assignment;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Writing Assignment**

The Course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

Learners will complete internal assessments in each of the four skills to help with tracking their progress. The Writing Assignment will be completed as part of the course but will be marked externally by the SQA. Pupils who have demonstrated the required standard will be presented for the Course Assessment which covers the four skill areas.

PROGRESSION

- ◆ Higher French

MODERN LANGUAGES: FRENCH - HIGHER

A one year course for students who have achieved a pass at National 5 French

ENTRY LEVEL RECOMMENDED

- ◆ Pass at National 5 French.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.
The course is split into two units and an assignment;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Writing Assignment**

The course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

Learners will complete internal assessments in each of the four skills to help with tracking their progress. The Writing Assignment will be completed as part of the course but will be marked externally by the SQA. Pupils who have demonstrated the required standard will be presented for the Course Assessment which covers the four skill areas.

PROGRESSION

- ◆ Advanced Higher French
- ◆ Higher Education
- ◆ Employment where knowledge of a foreign language is a requirement

MODERN LANGUAGES: SPANISH – NATIONAL 3

A one year course for students who wish to build on prior learning experienced in a broad general education. The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use Spanish.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.

The course is split into two units:

- ◆ **Understanding Language Unit** – Reading / Listening
- ◆ **Using Language Unit** – Talking / Writing

The course provides learners with the opportunity to develop key skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

This course is assessed internally. Pupils will complete an assessment for each skill area – Reading Listening, Talking and Writing.

PROGRESSION

- ◆ National 4 Spanish

MODERN LANGUAGES: SPANISH – NATIONAL 4

A one year course for students who have attained the skills and knowledge required to pass the relevant Experiences and Outcomes at Level 3.

The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use Spanish.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Experience of Spanish in S3 would be advantageous but not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.

The course is split into two units;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Added Value Unit** – Reading / Spoken presentation & conversation

The course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

This course is assessed internally. Pupils will complete an assessment for each skill area - Reading, Listening, Writing and Talking, in addition to completing an Added Value Unit.

PROGRESSION

- ◆ National 5 Spanish

MODERN LANGUAGES: SPANISH – NATIONAL 5

A one year course for students who have attained the skills and knowledge required to pass the relevant Experiences and Outcomes at Level 4.

The main purpose of the course is to develop the skills of Reading, Listening, Talking and Writing in order to understand and use Spanish.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Experience of Spanish in S3 would be very advantageous.
- ◆ Spanish at National 4 would be advantageous but not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.

The course is split into two units and an assignment;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Writing Assignment**

The course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

Learners will complete internal assessments in each of the four skills to help with tracking their progress. The Writing Assignment will be completed as part of the course but will be marked externally by the SQA. Pupils who have demonstrated the required standard will be presented for the Course Assessment which covers the four skill areas.

PROGRESSION

- ◆ Higher Spanish

MODERN LANGUAGES: SPANISH - HIGHER

A one year courses for students who have achieved a pass at National 5 Spanish.

ENTRY LEVEL RECOMMENDED

- ◆ Pass at National 5 Spanish.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course covers 4 contexts: Society, Learning, Employability and Culture.
The course is split into two units and an assignment;

- ◆ **Understanding Language Unit** - Reading / Listening
- ◆ **Using Language Unit** - Talking / Writing
- ◆ **Writing Assignment**

The Course provides learners with the opportunity to: develop skills in Reading, Listening, Talking and Writing; develop understanding of how language works; and use language to communicate ideas and information.

ASSESSMENT

Learners will complete internal assessments in each of the four skills to help with tracking their progress. The Writing Assignment will be completed as part of the course but will be marked externally by the SQA. Pupils who have demonstrated the required standard will be presented for the Course Assessment which covers the four skill areas.

PROGRESSION

- ◆ Advanced Higher Spanish
- ◆ Higher Education
- ◆ Employment where knowledge of a foreign language is a requirement

MODERN LANGUAGES: SPANISH – ADVANCED HIGHER

A one year course for students who have achieved a pass at Higher Spanish and who perhaps intend to continue their studies in modern languages in the future.

ENTRY LEVEL RECOMMENDED

- ◆ Pass in Higher Spanish
- ◆ Current S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum / Subject Leader.

COURSE CONTENT

The course provides candidates with the opportunity to develop advanced Reading, Listening, Talking, and Writing skills in Spanish, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of Society, Learning, Employability and Culture. The course offers candidates opportunities to develop and extend a wide range of skills. In particular, it aims to enable candidates to:

- ◆ develop advanced skills in reading, listening, talking, and writing
- ◆ further develop understanding of how language works
- ◆ use higher-order language skills to understand and communicate ideas and information
- ◆ further develop grammatical knowledge
- ◆ further develop the language skills of translation
- ◆ use creative and critical thinking to synthesise ideas and arguments
- ◆ develop skills in literary appreciation
- ◆ develop independent learning skills including research and analytical skills
- ◆ further enhance their enjoyment and understanding of their own and other cultures

ASSESSMENT

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- ◆ **Reading and Translation, Listening and Discursive Writing question papers**
Candidates are assessed on all four contexts: Society, Learning, Employability, Culture.
- ◆ **Portfolio**
Candidates demonstrate their analytical skills in relation to literature, media or language in work, within the context of the modern language. Candidates write their portfolio in English.
- ◆ **Performance–talking**
Candidates demonstrate their talking skills in Spanish in a discussion with a visiting assessor.

Learners will also complete internal assessments in each of the four skills to help with tracking their progress. Pupils who have demonstrated the required standard will be presented for the Course Assessment.

PROGRESSION

- ◆ Higher Education or employment where knowledge of a foreign language is a requirement.

MUSIC: NATIONAL 3

The purpose of the Course is to provide a broad practical experience of performing and creating music and to develop related knowledge and understanding of music.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music and to develop performing skills on two selected instruments, or on one instrument and voice. The Course also provides opportunities for learners to develop basic composing skills and their understanding of music.

The skills that learners gain throughout the Course will be valuable for learning, life and work.

The Course comprises the following mandatory Units:

| | |
|--|-----------------------------|
| Music: Performing Skills (National 3) | 6 SCQF credit points |
| Music: Composing Skills (National 3) | 6 SCQF credit points |
| Understanding Music (National 3) | 6 SCQF credit points |

To achieve the National 3 Music Course, learners must pass **all** of the required Units.

The aims of the Course are to enable learners to:

- ◆ develop performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- ◆ create music using straightforward compositional methods and music concepts
- ◆ develop understanding of the things that influence composers and their work
- ◆ develop understanding of music and musical literacy by listening to music and identifying simple music signs, symbols and concepts
- ◆ identify areas for improvement in their work, with support and guidance

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Music in S1 and S2.
- ◆ Experience of Music in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum Leader.

PROGRESSION

Each of the component Units of the Course is designed to provide progression to the corresponding Unit at **National 4**.

MUSIC: NATIONAL 4

The purpose of the Course is to provide a broad practical experience of performing and creating music, and to develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

This Course is practical and experiential in nature. It helps learners to develop a general interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and their understanding of music.

The skills that learners gain throughout the Course will be valuable for learning, life and work.

The Course comprises the following mandatory units:

| | |
|--|-----------------------------|
| Music: Performing Skills (National 4) | 6 SCQF credit points |
| Music: Composing Skills (National 4) | 6 SCQF credit points |
| Understanding Music (National 4) | 6 SCQF credit points |
| Added Value Unit | |
| Music Performance (National 4) | 6SCQF credit points |

To achieve the National 4 Music Course, learners must pass **all** of the required Units, including the Added Value Unit.

The aims of the Course are to enable learners to:

- ◆ develop performing skills in solo and/or group settings on their two selected instruments or on one instrument and voice
- ◆ perform music with sufficient accuracy while maintaining the musical flow
- ◆ create original music using compositional methods and music concepts when composing, arranging or improvising
- ◆ develop knowledge and understanding of the social and cultural factors influencing music
- ◆ develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts
- ◆ reflect on their own work and that of others

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Music in S1 and S2.
- ◆ Experience of Music in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum Leader.

PROGRESSION

Each of the component Units of the Course is designed to provide progression to the corresponding Unit at **National 5**.

MUSIC: NATIONAL 5

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course comprises the following elements:

| | |
|--|--|
| Music: Performing Skills (National 5) | External Exam (50% overall grade) |
| Music: Composing Skills (National 5) | External Assessment (15% overall grade) |
| Understanding Music (National 5) | External Exam (35% overall grade) |

To achieve the Course, learners must successfully complete the Course assessment that comprises of three separate external assessments.

The aims of the Course are to enable learners to:

- ◆ develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice.
- ◆ performing challenging music with sufficient accuracy while maintaining the musical flow
- ◆ create original music using compositional methods and music concepts creatively when composing, arranging or improvising.
- ◆ broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- ◆ self-reflect on their own work and that of others

Course assessment comprises of:

- ◆ Performance Exam – 8 Minute performance on two instruments (Grade 3). This is assessed by an external SQA examiner in March/April.
- ◆ Understanding Music – 45minute exam in May
- ◆ Composition – Create one piece of original music. This is sent to the SQA in April for assessment.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Music in S1 and S2.
- ◆ Experience of Music in S3 is highly recommended but is not essential.
- ◆ Music at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum Leader.

PROGRESSION

Each of the component Units of the Course are designed to provide progression to the corresponding Units at **Higher**.

MUSIC: HIGHER

The Higher Music Course is practical and experiential in nature and helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles. Course activities allow learners to work independently or in collaboration with others and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

Performing music provides the opportunity to increase confidence and self-esteem and promotes perseverance. The skills that learners gain throughout the Course will be valuable for learning, life and work. It could also provide a pathway for those who want to progress to higher levels of study.

The Course comprises the following elements:

| | |
|--|--|
| Music: Performing Skills (Higher) | External Exam (50% overall grade) |
| Music: Composing Skills (Higher) | External Assessment (15% overall grade) |
| Understanding Music (Higher) | External Exam (35% overall grade) |

COURSE ASSESSMENT

To achieve the Course, learners must successfully complete the Course assessment that comprises of three separate external assessments.

The aims of the Course are to enable learners to:

- ◆ develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice.
- ◆ performing challenging music with sufficient accuracy while maintaining the musical flow
- ◆ create original music using compositional methods and music concepts creatively when composing, arranging or improvising.
- ◆ broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- ◆ self-reflect on their own work and that of others

Course assessment comprises of:

- ◆ Performance Exam – 12 Minute performance on two instruments (Grade 4). This is assessed by an external SQA examiner in March/April.
- ◆ Understanding Music – 45minute exam in May
- ◆ Composition – Create one piece of original music. This is sent to the SQA in April for assessment.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Music Course or relevant component Units
- ◆ Pupils must consult with departments for a recommended level of study. All forms must be signed by the Curriculum Leader.

PROGRESSION

- ◆ Each of the component Units of the Course are designed to provide progression to the corresponding Units at Advanced Higher

MUSIC: ADVANCED HIGHER

The Advanced Higher Music Course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening. It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency while realising the composer's intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways. Further, the course also helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete works.

The Course comprises the following mandatory units:

| | |
|--|--|
| Music: Performing Skills (Higher) | External Exam (50% overall grade) |
| Music: Composing Skills (Higher) | External Assessment (15% overall grade) |
| Understanding Music (Higher) | External Exam (35% overall grade) |

To gain a Course award, the learner must pass **all** of the Units **as well as** the Course assessment.

The aims of the Course are to enable learners to:

- ◆ develop performing skills on their two selected instruments or voice and one instrument
- ◆ prepare and perform a recital of technically demanding music at Advanced Higher level
- ◆ experiment with and use a variety of compositional techniques in creating compositions and/ or improvisations and/or arrangements
- ◆ develop advanced skills in musical analysis and aural discrimination
- ◆ develop knowledge of music and musical literacy through in-depth study and analysis
- ◆ evaluate their own work and the work of others

COURSE ASSESSMENT

- ◆ A performance of a programme of music on two instruments or voice and one instrument **or** a portfolio of original music
- ◆ A question paper
- ◆ A composition in which one original piece of music is sent to the SQA for assessment
- ◆ An analysis of a chosen piece of music

ENTRY LEVEL RECOMMENDED

- ◆ Higher Music Course
- ◆ Pupils must consult with departments for a recommended level of study. All forms must be signed by the Curriculum Leader.

PROGRESSION

- ◆ Other qualifications in music or related areas
- ◆ Further study, employment and/or training

MUSIC TECHNOLOGY: NATIONAL 5

Studying Music Technology (or sound engineering) is for anyone with an interest in creating their own online content. You do not need to be able to play an instrument to be successful in this course. Most of the time in class will be spent doing practical activities, taking advantage of the range of technology, and recording equipment available in the Music Department. Music Technology (N5) allows you to develop technical and creative skills through practical learning to create two assignments – an audiobook with immersive sound effects and music and film foley project with sound effects and recorded music. You will develop an understanding of the skills and knowledge required to succeed in the music industry in addition to learning about how music has developed and been influenced by technology throughout the 20 century.

The course aims to enable candidates to:

- ◆ Learn how to capture sound in a variety of ways including microphones and MIDI. You will learn how to edit, add effect to and mix your recordings to create a professional sounding audio.
- ◆ Apply the skills you have learned in the Music Technology Skills unit to a variety of contexts such as audiobooks, multitrack recording, music for gaming and film foley. You will work within assignment briefs to create and carry out your own sounds designs.
- Study the development of Popular Music from Jazz and Blues right through to Hip Hop and Electronic Dance Music. You will also learn about key innovators in the music industry and technological developments which have shaped how we record and listen to music as well as investigating Intellectual Property and Copyright issues within Music.
- Critically Reflect on their work to that of others

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Music in S3 is highly recommended but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study. All forms must be signed by Curriculum Leader.

COURSE CONTENT

Music Technology Skills (National 5) In this Unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music (National 5) In this Unit, learners will develop their knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

Music Technology in Context (National 5) In this Unit, learners will use music technology skills in a range of contexts and will complete two assignments to demonstrate their knowledge and understanding:

ASSESSMENT

To achieve the National 5 award, learners must pass the question paper worth 40 marks (30% of the overall award) and the Assignment projects. The assignment has 100 marks. Each of the tasks has 50 marks, providing a combined total of 100 marks (70% of the overall course award).

Assignment 1: Audiobook project with immersive sound effects and music.

Assignment 2: Film Foley project with sound effects, recorded foley and music.

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

PROGRESSION

- ◆ Higher Music Technology (SCQF Level 6)
- ◆ Higher Music (SCQF level 6)
- ◆ Other qualifications in music technology, music or related areas at college and university
- ◆ Further study, employment and/ or training

PHYSICAL EDUCATION: NATIONAL 3/4

The main aims of the Course are to enable the learner to develop:

- ◆ the ability to safely perform a range of movement and performance skills in straightforward contexts.
- ◆ and demonstrate knowledge of factors that will have an impact on performance.
- ◆ and build capacity to perform effectively.
- ◆ approaches to enhance personal performance.
- ◆ the ability to monitor, record and reflect on performance development.

ENTRY LEVEL RECOMMENDED

Pupils who have:

- ◆ Experience of PE in S1 and S2.
- ◆ Experience of PE studies in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult the department for a recommended level of study. All forms must be signed by the Curriculum leader.

COURSE CONTENT

This course has two units and a further Added Value Unit. Learners must pass all units and Added Value Unit for course award.

- ◆ Performance Skills (National 3/4)
- ◆ Factors Impacting on Performance (National 3/4)
- ◆ Added Value Unit: Performance (National 4 only)

Performance Skills

In this unit, pupils must demonstrate a range of movement and performance skills in two physical activities. They must show ability to select, use, demonstrate and adapt these skills demonstrating control, fluency of movement and body and spatial awareness. Pupils must also provide evidence of how they respond to and meet the physical demands of performance in a safe and effective way. Physical Education: Performance Skills (National 4)

Factors Impacting on Performance

In this unit, pupils must:-

- ◆ Identify and investigate the effect physical, mental, emotional or social factors could have on their performance,
- ◆ Identify one area of strength and two areas for development in a performance.
- ◆ Prepare and carry out a plan to improve one of these areas needing development.
- ◆ Evaluate how effective the plan has been.
- ◆ A workbook has to be completed to provide evidence of the process pupils have gone through to identify their development needs, how they went about improving their performance and finally commenting on how successful the programme has been.

Added Value Unit (National 4 only)

Prepare for and carry out a performance in a physical activity that allows learners to experience a more competitive or demanding performance environment, such as a tournament or competition, an athletics event, or a gymnastic or dance display.

PROGRESSION

- ◆ National 5 Physical Education Course
- ◆ National 5 Dance (Consortia only)
- ◆ National 4/5 Sport and Recreation
- ◆ Further study, employment and/or training.

PHYSICAL EDUCATION: NATIONAL 5

The main aims of the Course are to enable the learner to:

- ◆ Develop the ability to safely perform a comprehensive range of movement and performance skills.
- ◆ Understand factors that impact on personal performance in physical activities.
- ◆ Develop skills to enable the learner to perform effectively.
- ◆ Develop approaches to enhance personal performance.
- ◆ Monitor, record and evaluate performance development.

ENTRY LEVEL RECOMMENDED

Pupils who have:

- ◆ Experience of PE in S1 and S2.
- ◆ Experience of PE studies in S3 would be advantageous but is not essential.
- ◆ PE at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with the department for a recommended level of study. All forms must be signed by the Curriculum leader.

COURSE CONTENT

This course has two areas. Learners will be assessed on their work for both areas and the teacher will use this information to determine estimated grade or if the pupil should be presented at a National 4.

- ◆ Performance Skills (National 5)
- ◆ Factors Impacting on Performance (National 5)

Performance Skills

The learner will be required to:

- ◆ Demonstrate a comprehensive range of movement and performance skills safely
- ◆ Plan, develop and implement approaches to enhance personal performance
- ◆ Use decision-making and problem-solving skills in performance contexts
- ◆ Use organisational skills in preparing for, and during, physical activities

Factors Impacting on Performance

In this Unit, the learner will be required to:

- ◆ Demonstrate knowledge, understanding and application of a range of factors that have a positive and negative impact on performance in the selected physical activities. Consider the effects of mental, emotional, social and physical factors on their own performance.
- ◆ Develop the learner's ability to plan for, record, monitor and evaluate performance development.
- ◆ Identify one area of strength and two areas for development in a performance.
- ◆ Prepare and implement a personal development plan with identifiable targets and be observed carrying out part of the development plan by the assessor.
- ◆ Evaluate the success of the plan and provide evidence of the effectiveness of the evaluation in supporting performance development.
- ◆ Identify two future development needs.

Course Assessment

At National 5, Course assessment will consist of two components: two one off performance assessments (50%) assessed by the teacher and a portfolio (50%) which is written in the school and sent to SQA for marking. Course assessment will be out of a total of 120 marks.

PROGRESSION

- ◆ Higher Physical Education Course
- ◆ N5/Higher Dance (Consortia only)
- ◆ National 5 Sport and Recreation
- ◆ Employment or training

PHYSICAL EDUCATION: HIGHER

The main aims of the course are to enable the learner to:

- ◆ Develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts.
- ◆ Develop the ability to use strategies to make appropriate decisions for effective performance.
- ◆ Analyse performance, looking specifically at the impact of mental, emotional, social and physical factors.
- ◆ Understand what is required to develop it and then apply this knowledge to their own performance

ENTRY LEVEL RECOMMENDED

Pupils who have:

- ◆ National 5 Physical Education- achieved C or above.
- ◆ Current S4 and S5 pupils must consult with the department for a recommended level of study. All forms must be signed by Curriculum leader.

COURSE CONTENT

Performance Skills

In this Unit, the learner will be required to:

- ◆ Develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities.
- ◆ Demonstrate, apply and adapt these skills, and will use them to make informed decisions.
- ◆ Develop their knowledge and understanding of how these skills combine to produce effective outcomes.
- ◆ Develop consistency, precision, control and fluency of movement.
- ◆ Learn how to respond to and meet the demands of performance in a safe and effective way.

Factors Impacting on Performance.

In this Unit, the learner will be required to:

- ◆ Develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities.
Learners will consider how these factors can influence effectiveness in performance
- ◆ Develop their knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance
- ◆ Develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance.
- ◆ Prepare and implement a personal development plan with identifiable targets and be observed carrying out part of the development plan by the assessor.
- ◆ Create personal development plans, modify these and justify decisions relating to future personal development needs.

COURSE ASSESSMENT

Pupils will be assessed throughout the year on units of work they complete in class. This will be in the form of end of unit tests and will help the class teachers make informed judgements about strengths and next steps in learning. This information will also be used in conjunction with SQA and interim written assessments to make decisions on whether the pupil will be presented for Units only or for the final exam.

At Higher, Course assessment will consist of two components: two one off performance (50%) and a 2 hour 30 minute written external exam (50%). Course assessment will be out of a total of 120 marks.

PROGRESSION

- ◆ Advanced Higher Physical Education- minimum B at Higher Physical Education.
- ◆ Higher Dance (Consortia only)
- ◆ Higher education: HNC, HND and degree course
- ◆ A career in amateur/professional sport.
- ◆ Employment in the fitness, health, leisure and recreation industries.

PHYSICAL EDUCATION: SPORT & RECREATION (NATIONAL 4/5)

COURSE CONTENT

Pupils will experience a variety of roles and learning situations within the sporting environment. They will adopt leadership roles as well as experiencing situations as a player, coach, official or leisure assistant.

Pupils will experience a range of games and activities on the course. The students will;

- ◆ Learn new skills and qualities in relation to leading groups/clients in sport and fitness.
- ◆ Become aware of the specific fitness requirements of the activities.
- ◆ Adopt roles needed to successfully and safely organise and conduct activities.
- ◆ Research opportunities for employment within the sport and leisure industry.

NATIONAL 4 SPORT & RECREATION COURSE UNITS:

- ◆ Skills for Employment
- ◆ Assist with activity sessions
- ◆ Dealing with facilities and equipment
- ◆ Dealing with accidents and emergencies
- ◆ Personal Fitness

NATIONAL 5 SPORT AND RECREATION COURSE UNITS:

- ◆ Assist with a component of activity sessions
- ◆ Employment opportunities in the Sport and Recreation industry
- ◆ Assist with fitness programming
- ◆ Assist with daily centre duties

Mandatory Assessment

- ◆ Assessment will be based on candidate performance in each of the course units.

ENTRY LEVEL RECOMMENDED

- ◆ S5/6 pupils only
- ◆ National 3 - 5 in Physical Education
- ◆ S5/6 pupils must consult with the department for a recommended level of study. All forms must be signed by the Curriculum leader.

PROGRESSION

- ◆ Employment in the fitness, health, leisure and recreation industries.



SCQF LEVEL 7 REFEREE DEVELOPMENT AWARD **(Scottish FA: Laws of the Game)**

Why study this award?

The course is an excellent initiative which inspires, educates, and develops candidates. This is achieved in a way which will benefit them in future should they choose to work within any capacity related to the industry of football. On successful completion of the course, not only will you be awarded with SCQF points equal to an Advanced Higher but each candidate will become a qualified referee and thereafter be eligible to start officiating matches, increase their employability and skills for life, learning and work.

What will I learn about in Practical Refereeing?

The course provides a great opportunity to become more knowledgeable about the Laws of the Game related to football such as:

- Identify and interpret the Laws of the Game.
- Demonstrate the practical skills required to implement the Laws of the Game.

It also improves the following important life skills: Oral communication, written communication, problem solving, working with others, numeracy and organisational skills.

What homework should I expect?

You will get a copy of The Laws of The Game book and homework. It is your responsibility to participate fully in the theory and practical sessions. Refer to your book frequently and use it for revision purposes.

How will I be assessed?

The course is split into two Units. Unit 1 is assessed through a written exam, video exam and practical sessions.

Candidates will be allocated 2 hours to complete both the video exam and the written exam. The written and video exam requires an 79% pass mark.

The video exam consists of 6 video clips which you will be required to assess for any infringement, any formal sanction, and how to restart the match.

Unit 2 is assessed via a portfolio of assignments including formal controls and procedures (red & yellow cards), misconduct report writing, fitness log/diary/test and finally referee a match. You will be required to referee a minimum of 30 minutes of an 11-a-side match to achieve the final learning outcome.

Your teacher will prepare you for the exam and a Scottish FA Referee Instructor/Assessor may provide an additional coaching session before invigilating and assessing your learning outcomes. Your assessments will then be audited by an internal verifier from The Scottish FA.

You will be informed of your result verbally via your teacher and will also receive formal certification in the post from the SQA.

What does this lead into?

There will be opportunities throughout the year for students on the course to be given responsibility for refereeing an S1 or S2 match and further employment with the SFA.

BIOLOGY: NATIONAL 3

Taught in conjunction with National 4 Biology. 3 Units as per National 4 Biology with different Key Areas/Content but no Added Value Unit.

PROGRESSION

- ◆ National 4 Biology
- ◆ National Progression Award Science & Health SCQF level 4

BIOLOGY: NATIONAL 4

A one year course for students who wish to take biology as a new subject or wish to reinforce work from a previous course. A heavily practical course, National 4:-

- ◆ Develops practical skills
- ◆ Shows practical uses of Biology in modern situations
- ◆ Provides a grounding for further study in Biology and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main biology Principles from Level 3 CFE Broad General Education.

COURSE CONTENT

Unit 1 - Cell Biology (National 4)

The key areas of this Unit are: cell division and its role in growth and repair; DNA, genes and chromosomes; therapeutic use of cells; properties of enzymes and their use in industries; properties of microorganisms and their use in industries; photosynthesis-limiting factors; factors affecting respiration; controversial biological procedures.

Unit 2 - Biology: Multicellular Organisms

The key areas of this Unit are: sexual and asexual reproduction and their importance for survival of species; propagating and growing plants; commercial use of plants; genetic information; growth and development of different organisms; biological actions in response to internal and external changes to maintain stable body conditions.

Unit 3 - Biology: Life on Earth

The key areas of this Unit are: animal and plant species' dependency on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact of fertilisers; and adaptations for survival and learned behaviour in response to stimuli linked to species survival.

ASSESSMENT

This course is internally assessed through unit assessments and an added value unit.

PROGRESSION

- ◆ National 5 Biology
- ◆ National 5 Laboratory Science
- ◆ Another Science subject at National 4 / National Progression Award Science & Health SCQF Level 4
- ◆ Further Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

BIOLOGY: NATIONAL 5

A one year course for students who wish to take biology as a new subject or wish to reinforce work from a previous course. A heavily practical course, National 5:-

- ◆ Develops practical skills
- ◆ Shows practical uses of Biology in modern situations
- ◆ Provides a grounding for further study in chemistry and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main biology principles from Level 4 CFE Broad General Education or Progression from National 4 Biology.

COURSE CONTENT

Unit 1 - Cell Biology

The key areas of this Unit are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering and respiration.

Unit 2 - Multicellular Organisms

The key areas of this Unit are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems in plants and animals, absorption of materials.

Unit 3 - Life on Earth

The key areas of this Unit are: Ecosystems; Distribution of Organisms; Photosynthesis; Energy in ecosystems; Food Production and Evolution of species.

ASSESSMENT

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with an externally assessed assignment, provide the basis for grading attainment in the Course award.

PROGRESSION

- ◆ National 6 Biology (Higher)
- ◆ Another Science subject at National 5
- ◆ Further Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

HUMAN BIOLOGY: HIGHER

Aims of the Course

The aims of the Course are to enable students to:

- ◆ Develop and apply knowledge and understanding of human biology its role in scientific issues and relevant applications of human biology, including the impact these could make in society and the environment
- ◆ Develop problem solving skills in a human biology context
- ◆ Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ Develop the knowledge and skills for more advanced learning in biology

ENTRY LEVEL RECOMMENDED - National 5 Biology.

Course Outline

The course is made up of **three** units and a Course assessment. Analytical thinking and problem solving skills will be developed contextually within all units.

1. Human Cells

In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; mutations; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

2. Physiology and Health

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes.

3. Neurobiology and immunology

In this Unit, learners will develop knowledge and understanding through the key areas of divisions of the nervous system and neural pathways, the cerebral cortex, memory, the cells of the nervous system and neurotransmitters at synapses, non – specific body defences, specific cellular defences against pathogens, immunisation and clinical trials of vaccines and drugs.

Course Assessment

This involves the student drawing on and extending the skills they have learned during the Course. These will be assessed within two question papers, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Assessment Details

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with externally assessed assignment, provide the basis for grading attainment in the Course award.

Progression

- ◆ National 7 Biology (Advanced Higher)
- ◆ Another Science subject at National 6
- ◆ Further Education
- ◆ Employment including work based training.

CHEMISTRY: NATIONAL 3

Taught in conjunction with National 4 Chemistry.

3 Units as per National 4 Chemistry with different Key Areas/Content, but no Added Value Unit.

PROGRESSION

- ◆ National 4 Chemistry
- ◆ National Progression Award Science & Health SCQF level 4

CHEMISTRY: NATIONAL 4

A one year course for students who wish to take chemistry as a new subject or wish to reinforce work from a previous course. National 4 Chemistry:-

- ◆ Develops practical skills
- ◆ Shows practical uses of chemistry in modern situations
- ◆ Provides a grounding for further study in chemistry and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main Chemistry Principles from Level 3 CFE Broad General Education.

COURSE CONTENT

Unit 1 - Chemical Changes and Structure

The key areas of this Unit are rates of reaction, atomic structure and bonding related to properties of materials, energy changes of chemical reactions and acids and alkalis.

Unit 2 - Nature's Chemistry

The key areas of this Unit are: fuels, hydrocarbons, everyday consumer products and plants to products.

Unit 3 - Chemistry in Society

The key areas of this Unit are: metals and alloys, materials, fertilisers, nuclear chemistry and chemical analysis.

ASSESSMENT

This course is internally assessed.

PROGRESSION

- ◆ National 5 Chemistry
- ◆ Another Science subject at National 4/ National Progression Award Science & Health SCQF Level 4
- ◆ Further Education
- ◆ Employment including work based training.
- ◆ N5 Laboratory Science

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

CHEMISTRY: NATIONAL 5

A one year course for students who wish to take chemistry as a new subject or wish to reinforce work from a previous course. A heavily practical course, National 5:-

- ◆ Develops practical skills
- ◆ Shows practical uses of chemistry in modern situations
- ◆ Provides a grounding for further study in chemistry and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main Chemistry Principles from Level 4 CFE Broad General Education or Progression from National 4 Chemistry.

COURSE CONTENT

Unit 1 - Chemical Changes and Structure

The key areas of this Unit are: rates of reaction, atomic structure and bonding related to properties of materials, formulae and reaction quantities and acids and bases.

Unit 2 - Nature's Chemistry

The key areas of this Unit are: homologous series, everyday consumer products and energy from fuels.

Unit 3 - Chemistry in Society

The key areas of this Unit are: metals; properties of plastics, fertilisers, nuclear chemistry and chemical analysis.

ASSESSMENT

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with an externally assessed assignment, provide the basis for grading attainment in the Course award.

PROGRESSION

- ◆ National 6 Chemistry (Higher)
- ◆ National 5 Laboratory Science
- ◆ Another Science subject at National 5
- ◆ Further Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

CHEMISTRY: HIGHER

Aims of the Course

The aims of the Course are to enable students to:

- ◆ Develop and apply knowledge and understanding of chemistry
- ◆ Develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- ◆ Develop problem solving skills in a chemistry context
- ◆ Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ Develop the knowledge and skills for more advanced learning in chemistry

ENTRY LEVEL RECOMMENDED

National 5 Chemistry.

Course Outline

The course is made up of **four** units and a Course assessment.

1. Chemical Changes and Structure
This Unit covers the knowledge and understanding of periodic trends, and strengthens the student's ability to make reasoned evaluations by recognising underlying patterns and principles.
2. Researching Chemistry
This Unit covers the key skills necessary to undertake research in chemistry. Students will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue.
3. Nature's Chemistry
This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.
4. Chemistry in Society
This Unit covers the knowledge and understanding of the principles of controlling reaction rate and physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Students will investigate collision theory and the use of catalysts in reactions.

Course Assessment

This involves the student drawing on and extending the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Assessment Details

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with an externally assessed assignment, provide the basis for grading attainment in the Course award.

Progression

- ◆ National 7 Chemistry (Advanced Higher)
- ◆ Another Science subject at National 6
- ◆ Further / Higher Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

PHYSICS: NATIONAL 3

Taught in conjunction with National 4 Physics. 3 Units as per National 4 with different Key Areas/content, but no added value unit.

PROGRESSION

- ◆ National 4 Physics
- ◆ National Progression Award Science & Health SCQF level 4

PHYSICS: NATIONAL 4

A one year course for students who wish to take physics as a new subject or wish to reinforce work from a previous course. A heavily practical course, National 4:-

- ◆ Develops practical skills
- ◆ Shows practical uses of physics in modern situations
- ◆ Provides a grounding for further study in physics and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main Physics Principles from Level 3 CFE Broad General Education.

COURSE CONTENT

Unit 1 - Physics: Dynamics and Space

The key areas of this Unit are: speed and acceleration; relationships between forces, motion and energy; satellites; cosmology.

Unit 2 - Physics: Electricity and Energy

The key areas of this Unit are generation of electricity; electrical power; electromagnetism; practical electrical and electronic circuits; gas laws and the kinetic model.

Unit 3 - Physics: Waves and Radiation

The key areas of this Unit are; wave characteristics; sound; electromagnetic spectrum and nuclear radiation.

ASSESSMENT

This course is internally assessed.

PROGRESSION

- ◆ National 5 Physics
- ◆ National 5 Laboratory Science
- ◆ Another Science subject at National 4/ National Progression Award Science & Health SCQF Level 4
- ◆ Further Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

PHYSICS: NATIONAL 5

A one year course for students who wish to take physics as a new subject or wish to reinforce work from a previous course. A heavily practical course, National 5:-

- ◆ Develops practical skills
- ◆ Shows practical uses of physics in modern situations
- ◆ Provides a grounding for further study in physics and other related subjects

ENTRY LEVEL RECOMMENDED

A good understanding of the main Physics Principles from Level 4 CFE Broad General Education or Progression from National 4 Physics.

COURSE CONTENT

- Dynamics: In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.
- Space: In this area, the topics covered are: space exploration; cosmology.
- Electricity: In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.
- Properties of matter: In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.
- Waves: In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.
- Radiation: In this area, the topic covered is nuclear radiation.

ASSESSMENT

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with an externally assessed assignment, provide the basis for grading attainment in the Course award.

PROGRESSION

- ◆ National 6 Physics (Higher)
- ◆ Another Science subject at National 5
- ◆ Further Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

PHYSICS : HIGHER

Aims of the Course

The aims of the Course are to enable students to:

- ◆ Develop and apply knowledge and understanding of physics
- ◆ Develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- ◆ Develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- ◆ Develop the knowledge and skills for more advanced learning in physics

ENTRY LEVEL RECOMMENDED

National 5 Physics.

Course Outline

The course is made up of **four** units and a Course assessment. Across all units, Students will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

1. Our Dynamic Universe This Unit covers the key areas:

- ◆ Motion;
- ◆ Forces, energy and power;
- ◆ Collisions and Momentum;
- ◆ Satellites and projectiles;
- ◆ The universe and the Big Bang Theory.

2. Particles and Waves This Unit covers the key areas:

- ◆ The Standard Model;
- ◆ Electric Fields;
- ◆ Nuclear reactions;
- ◆ Properties of Waves;
- ◆ Refraction of Light;
- ◆ Spectra

3. Electricity This Unit covers the key areas:

- ◆ Electrons at work;
- ◆ Electrons and electricity.

4. Researching Physics

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Students will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings.

Course Assessment

This involves the student drawing on and extending the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Assessment Details

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with an externally assessed assignment, provide the basis for grading attainment in the Course award.

Progression

- ◆ National 7 Physics (Advanced Higher Physics)
- ◆ Another Science subject at National 6
- ◆ Further / Higher Education
- ◆ Employment including work based training.

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

SCIENCES; ADVANCED HIGHER

Advanced Higher Chemistry, Biology and Physics are offered under consortia arrangements. It will depend on staffing which school offers each Advanced Higher Science subject.

Aims

The aims of Advanced Higher Science Courses are to enable students to:

- ◆ develop a critical understanding of the role of *chemistry/biology/physics* in scientific issues and relevant applications, including the impact these could make on the environment/society
- ◆ extend and apply knowledge, understanding and skills of *chemistry/biology/physics*
- ◆ develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- ◆ develop and apply scientific inquiry and investigative skills, including planning and experimental design
- ◆ develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a *chemistry/biology/physics* context
- ◆ extend and apply problem solving skills in a *chemistry/biology/physics* context
- ◆ further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- ◆ extend and apply skills of independent/autonomous working in *chemistry/biology/physics*

Course Assessment

This involves the student drawing on and extending the skills they have learned during the Course. These will be assessed within a question paper and a project, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Assessment Details

To gain the Course award the student must pass the Course assessment. The Course assessment will, along with a project, provide the basis for grading attainment in the Course award.

ADVANCED HIGHER CHEMISTRY

ENTRY LEVEL RECOMMENDED

Higher Chemistry.

Course Outline

The course is made up of **four** units and a Course assessment.

- ◆ Inorganic Chemistry
- ◆ Physical Chemistry
- ◆ Organic Chemistry and Instrumental Analysis
- ◆ Researching Chemistry

ADVANCED HIGHER BIOLOGY

ENTRY LEVEL RECOMMENDED

Higher biology/human biology.

Course Outline

The course is made up of **three** units and a Course assessment.

- ◆ Cells and Proteins
- ◆ Organisms and Evolution
- ◆ Investigative Biology

ADVANCED HIGHER PHYSICS

ENTRY LEVEL RECOMMENDED

Higher Physics.

Course Outline

The course is made up of **four** units and a Course assessment.

- ◆ Rotational Motion and Astrophysics
- ◆ Quanta and Waves
- ◆ Electromagnetism
- ◆ Units, prefixes and uncertainties
- ◆ Physics project

LABORATORY SCIENCE SKILLS: NATIONAL 5

A practical one year course for students who are interested in gaining introductory knowledge and skills suitable for work in a laboratory based environment. A heavily practical course, National 5 Laboratory Science Skills aims to:-

- ◆ Develops practical skills
- ◆ Develop problem solving and numeracy skills
- ◆ Develop skills and attributes desired by employers

ENTRY LEVEL RECOMMENDED

A good understanding of Level 4 CFE Broad General Education Science, in any science specialism or Progression from a National 4 Science.

COURSE CONTENT

Unit 1 – Careers using Laboratory Science

This unit introduces learners to the wide range of industries and services which use scientific knowledge and laboratory skills.

Unit 2 – Working in a Laboratory

This unit provides learners with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals preparing solutions and calculating and presenting results of practical work.

Unit 3 - Practical Skills

This unit provides learners with the opportunity to learn and develop the skills most commonly used in laboratories; microbiology; measuring radiations; titrations.

Unit 4 - Practical Investigation

This unit will allow learners to work with others to produce a plan to investigate a scientific topic using practical procedures.

ASSESSMENT

The course is internally assessed.

PROGRESSION

- ◆ Another Science subject at National 5
- ◆ Further Education
- ◆ Employment in laboratory work

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

SCIENCE AND HEALTH: NPA (SCQF LEVEL 4)

National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

The NPA in Science and Health at SCQF level 4 develops knowledge and understanding of science in relation to human health and provides an entry level point for people who wish to pursue a career in the STEM (science, technology, engineering and maths) sector. This is seen to be of particular importance given the existing and projected shortfall in suitably qualified individuals in these areas.

The NPA in Science and Health at SCQF level 4 allows learners to:

- Develop knowledge and understanding of biology, chemistry, and physics
- develop skills in good laboratory practice
- develop an understanding of health and safety practices
- develop an awareness of the Skill for Life of Health and Wellbeing

ENTRY LEVEL RECOMMENDED

A good understanding of the main science principles from Level 3 CFE broad general education.

COURSE CONTENT

Unit 1: Nature's Chemistry

Unit 2: Radiations

Unit 3: Sound and Music

Unit 4: Health and Technology

Unit 5: Introducing Science Investigation Skills

Unit 6: Health Sector: Life Sciences Industry

ASSESSMENT

This course is internally assessed as unit assessments.

PROGRESSION

- Another Science at National 4
- National 5 Laboratory Skills
- Further Education
- Employment including work based training

Further information on any of these options is available from your subject teacher, Pupil Support Teacher and the Careers Officer.

BACCALAUREATE INCLUDING THE SCIENCE INTERDISCIPLINARY PROJECT (IP) UNIT

The Scottish Baccalaureate in Science has been designed to provide a challenging and rewarding experience for students in sixth year of secondary school. Students may qualify for the Science Baccalaureate award (if studying two relevant Advanced Highers in technological/science subjects), or simply choose to complete the standalone IP unit.

The IP is an Advanced Higher Unit in which the student applies subject knowledge in realistic contexts. An investigation or practical assignment is carried out. This is likely to involve working out with school — liaising with a college or university, or in a community or workplace setting. The Interdisciplinary Project will help the student develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

What makes the Interdisciplinary Project different is that the *student drives*:

- ◆ the theme
- ◆ how best to carry out the Project
- ◆ the contacts and the links to make
- ◆ the presentation method
- ◆ the audience for the presentation

The skills developed and the process, are as important as the theme or topic of research. Among these cognitive and generic skills are research skills, interpersonal skills, planning time and information management, independent learning, problem solving and critical thinking.

ENTRY LEVEL RECOMMENDED

S6 students only. Students would normally be studying for at least one Advanced Higher in Science in order to complete the IP unit but need to be studying 2 Advanced Highers + 1 Higher from a specific list of subjects in order to qualify for the overall Bac Award.

DESIGN and MANUFACTURE: NATIONAL 4

The course provides a broad practical introduction to design, materials and manufacturing processes. It provides skills in designing and in communicating design proposals. It allows pupils to explore the properties and uses of materials and to make models and prototypes of products.

The aim of the course is to develop:

- ◆ Skills in the design and manufacturing of models, prototypes and products.
- ◆ Knowledge and understanding of manufacturing processes and materials.
- ◆ An understanding of the impact of design and manufacturing technologies on our environment and society.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE OUTLINE

This course comprises three mandatory Units as follows:-

Design

This unit covers the product design process from initial brief to final design proposal.

Materials and Manufacturing

Knowledge and understanding of manufacturing processes and materials.

Added value unit

The Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units, to prepare a design folio and a prototype.

Assessment

To gain the award for the course, the student must complete the course and, design and make a final product (value added unit)

All units are internally assessed and externally moderated by the SQA.

PROGRESSION

- ◆ National 5 Design and manufacture
- ◆ Other SQA qualifications in Design and Manufacture or related areas
- ◆ Employment or placement in areas of construction, design or engineering

DESIGN and MANUFACTURE: NATIONAL 5

The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills in designing and in communicating design proposals. It allows pupils to explore the properties and uses of materials and to make models and prototypes of products.

The aim of the course is to develop the following:

- ◆ Skills in the design and manufacturing of models, prototypes and products.
- ◆ Knowledge and understanding of manufacturing processes and materials.
- ◆ An understanding of the impact of design and manufacturing technologies on our environment and society

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Design and Manufacture at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE OUTLINE

This course comprises three areas as follows:-

Design

Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products.

Materials and Manufacturing

Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture.

Assignment

Final project: this is a design and manufacturing assignment which will include a design brief and model of their chosen product.

Assessment

To gain the award for the course, the student must design and make a final product (assignment) and pass the exam.

This course is graded and externally moderated by the SQA with an external exam on Knowledge and Understanding during the exam diet

PROGRESSION

- ◆ Higher Design and manufacture
- ◆ Other SQA qualifications in Design and Manufacture or related areas
- ◆ Employment or placement in areas of construction, design or engineering

DESIGN AND MANUFACTURE: HIGHER

The course will provide experience, knowledge, understanding and skills which are transferable to a range of careers, as well as contributing to the student's general education and development. It offers the opportunity for students to develop skills in designing and understanding the factors which influence commercial and industrial design.

ENTRY LEVEL RECOMMENDED

- ◆ National 5 Design and manufacture.
- ◆ National 5 English
- ◆ National 5 Graphics or Art

COURSE OUTLINE - The course comprises two mandatory Units as follows:

Design and Manufacture: Design

The general aim of this Unit is to develop skills in developing and communicating a design proposal for a product. Learners will initiate a design brief and develop it to a final concept. Learners will develop an understanding of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing

The Unit is designed to enable the learner to develop an understanding of the impact of materials and manufacturing processes on design and the environment. This unit helps to develop the learner's skills and creativity in manufacturing a prototype based on a design proposal. Learners will develop an understanding of manufacturing processes and of the various factors that influence the design and manufacture of products

Final grade is comprised of the assignment worth 90 marks and the question paper worth 80 marks.

Component 1 — Assignment 90 marks out of 170.

The purpose of the assignment is to solve a design task in a given context. It assesses the learner's ability to communicate, generate and refine ideas and apply modelling and/or prototyping skills in presenting a potential solution.

The assignment will give learners an opportunity to:

- ◆ generate, explore and refine a range of creative ideas in response to brief or situation
- ◆ apply graphic and modelling techniques which communicate necessary information and details.
- ◆ demonstrate knowledge and understanding of materials and processes and providing solutions and justification of design decisions
- ◆ demonstrate knowledge and understanding of design issues through application when resolving design tasks and providing solutions and justifying design decisions

Component 2 — Question Paper 80 marks out of 170.

The question paper will require the learner to demonstrate:

- ◆ knowledge and understanding of how products are influenced by materials and processes
- ◆ knowledge of how products are influenced by design factors
- ◆ design process (including communication and modelling)
- ◆ design factors
- ◆ materials selection and use
- ◆ production planning and industrial processes

PROGRESSION

- ◆ Advanced Higher Product Design
- ◆ Scottish Group Award
- ◆ A Degree, HNC or HND course in areas of product design, engineering or interior design
- ◆ Other university or art college courses
- ◆ Employment in a wide range of occupations in the fields of engineering, design or construction

GRAPHIC COMMUNICATION: NATIONAL 4

Aims of the course:

This course provides skills in, reading, interpreting, and creating graphic drawings and desktop publishing documents. Pupils will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE CONTENT

2D Graphic Communication (National 4) This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 4) This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness.

- ◆ **Added Value Unit:** Produce a graphical response to an assignment brief using 2D and 3D graphics.

Assessment

To achieve the National 4 graphic Communication course, pupils must complete the course, including the Added value unit.

All units are internally assessed and externally moderated by the SQA

PROGRESSION

This course or its units may provide progression to:

- ◆ Other qualifications in graphic Communication or other related areas
- ◆ Furthers study, employment or training
- ◆ National 5 Graphic Communication course

GRAPHIC COMMUNICATION: NATIONAL 5

Aims of the course :

This course provides skills in, reading, interpreting, and creating graphic drawings and desktop publishing documents. Pupils will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Graphic Communication at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE CONTENT

2D graphic communication Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

3D and pictorial graphic communication Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

- ◆ **Assignment** : Produce a graphical response to an assignment brief using 2D and 3D graphics

Assessment

To achieve the National 5 Graphic Communication course, pupils must pass the assignment and the exam. The assignment is worth 40 marks and the exam is worth 80 marks. The assignment is externally assessed by the SQA. The exam will be sat during the exam diet.

PROGRESSION

This course or its units may provide progression to:

- ◆ Other qualifications in graphic Communication or other related areas
- ◆ Further study, employment or training in graphic communication related fields
- ◆ Higher Graphic Communication course

GRAPHIC COMMUNICATION: HIGHER

A one year course for students who wish to continue their study of Graphic Communication beyond National 5 level.

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

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol, where these are appropriate. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

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

- ◆ Skills in graphic communication techniques, including the use of equipment, graphics materials and software.
- ◆ Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose.
- ◆ Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose.
- ◆ An understanding of graphic communication standards protocols and conventions, where these apply.
- ◆ An understanding of the impact of graphic communication technologies on our environment and society.

ENTRY LEVEL RECOMMENDED

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 5 Graphic Communication Course
- ◆ National 5 Art and Design

The course comprises the following areas:

2D Graphic Communication

3D and Pictorial Graphic Communication

Course assessment

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

The Graphic Communication assignment adds value by introducing challenge and application.

Learners will draw on their range of skills, knowledge and understanding from the course in order to produce an effective overall response to the assignment brief. The brief for the project will be sufficiently open and flexible to allow for personalisation and choice.

PROGRESSION

- ◆ Advanced Higher Graphic communication
- ◆ National Certificate Group programme (e.g. engineering, construction or design)
- ◆ Degree, HND or HNC courses (e.g. engineering, architecture or graphic design)
- ◆ Other university or college courses
- ◆ Employment in a wide range of fields including engineering and construction

PRACTICAL METALWORKING: NATIONAL 4

The course is suitable for students interested in practical work or who are considering a career in the engineering or construction industry. The course is recommended to any student who wishes to gain experience and an appreciation of materials and useful craft skills.

The units studied for National 4 will be the same as national 5, the assessment evidence will determine the level of award.

Aims of the course:-

- ◆ Foster practical skills in the creation of artefacts
- ◆ Develop knowledge, understanding and skills of general aspects of practical engineering activity
- ◆ Encourage independence and the ability to make choices
- ◆ Highlight the importance of safety and encourage responsible attitudes in the workshop environment
- ◆ Contribute to personal development, in particular to practical capability

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE CONTENT

The course is divided into four areas of study which are mandatory:

- ◆ Bench Skills Metal
- ◆ Machine Processes Metal
- ◆ Fabrication and Welding
- ◆ Added Value unit: Final Project

Experiences and outcomes

- ◆ Preparation techniques and manufacturing processes
- ◆ Creativity and innovation
- ◆ Properties and functionality of materials and tools

Assessments

To gain the award for the course, the student must pass all the internal assessments, make a final product in metal within acceptable tolerances (added value unit) and follow all health and safety requirements. All units are internally assessed and externally moderated by the SQA

PROGRESSION

- ◆ A range of other practical technological subjects at National 4 or 5
- ◆ Exit to employment, craft, construction, manufacturing, engineering, theatre and visual arts
- ◆ Further Education, Modern Apprenticeships
- ◆ National certificate group awards (NCGAs)
- ◆ Skills for work and sector specific SQA qualifications

PRACTICAL METALWORKING: NATIONAL 5

The course is suitable for students interested in practical work or who are considering a career in the engineering or construction industry. The course is recommended to any student who wishes to gain experience and an appreciation of materials and useful craft skills.

The units studied for National 5 will be the same as national 4, the assessment evidence will determine the level of award.

Aims of the course:-

- ◆ Foster practical skills in the creation of artefacts
- ◆ Develop knowledge, understanding and skills of general aspects of practical engineering activity
- ◆ Encourage independence and the ability to make choices
- ◆ Highlight the importance of safety and encourage responsible attitudes in the workshop environment
- ◆ Contribute to personal development, in particular to practical capability

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Practical Metal Working at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

COURSE CONTENT

The course is divided into four areas of study which are mandatory:

- ◆ Bench Skills Metal
- ◆ Machine Processes Metal
- ◆ Fabrication and Welding
- ◆ Assignment: Final Project

Experiences and outcomes

- ◆ Preparation techniques and manufacturing processes
- ◆ Creativity and innovation
- ◆ Properties and functionality of materials and tools

Assessments

To gain the award for the course, the student must make a final product in metal within acceptable tolerances (Course assignment) and follow all health and safety requirements. This course is graded and externally moderated by the SQA

PROGRESSION

- ◆ A range of other practical technological subjects at National 5
- ◆ Exit to employment, craft, construction, manufacturing, engineering, theatre and visual arts
- ◆ Further Education, Modern Apprenticeships
- ◆ National certificate group awards (NCGAs)
- ◆ Skills for work and sector specific SQA qualifications

PRACTICAL WOODWORKING: NATIONAL 4

The course is suitable for students interested in practical work or who are considering a career in the engineering or construction industry. The course is recommended to any student who wishes to gain experience and an appreciation of materials and useful craft skills.

The units studied for National 4 will be the same as National 5, the assessment evidence will determine the level of award.

Aims of the course:-

- ◆ Foster practical skills in the creation of artefacts
- ◆ Develop knowledge, understanding and skills of general aspects of practical engineering activity
- ◆ Encourage independence and the ability to make choices
- ◆ Highlight the importance of safety and encourage responsible attitudes in the workshop environment
- ◆ Contribute to personal development, in particular to practical capability

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

Course Content

- ◆ Bench Skills 1 : Flat-Frame Construction
- ◆ Bench Skills 2 : Carcass Construction
- ◆ Maintenance and Finishing:
- ◆ Added value unit : Final project

Experiences and outcomes

- ◆ Preparation techniques and manufacturing processes
- ◆ Creativity and innovation
- ◆ Properties and functionality of materials and tools

Assessment

To gain the award for the course, the student must pass all assessments, make a final product in wood within acceptable tolerances (added value unit) and follow all health and safety requirements.

All units are internally assessed and externally moderated by the SQA

PROGRESSION

- ◆ A range of other practical technological subjects at National 4 or 5
- ◆ Exit to employment, craft, construction, manufacturing, engineering, theatre and visual arts
- ◆ Further Education, Modern Apprenticeships
- ◆ National certificate group awards (NCGAs)
- ◆ Skills for work and sector specific SQA qualifications

PRACTICAL WOODWORKING: NATIONAL 5

The course is suitable for students interested in practical work or who are considering a career in the engineering or construction industry. The course is recommended to any student who wishes to gain experience and an appreciation of materials and useful craft skills.

The units studied for National 5 will be the same as National 4, the assessment evidence will determine the level of award.

Aims of the course:-

- ◆ Foster practical skills in the creation of artefacts
- ◆ Develop knowledge, understanding and skills of general aspects of practical engineering activity
- ◆ Encourage independence and the ability to make choices
- ◆ Highlight the importance of safety and encourage responsible attitudes in the workshop environment
- ◆ Contribute to personal development, in particular to practical capability

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Practical Wood Working at National 4 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

Course Content

- ◆ Bench Skills 1 : Flat-Frame Construction
- ◆ Bench Skills 2 : Carcass Construction
- ◆ Maintenance and Finishing:
- ◆ Assignment : Final project

Experiences and outcomes

- ◆ Preparation techniques and manufacturing processes
- ◆ Properties and functionality of materials and tools

Assessment

To gain the award for the course, the student must pass all assessments, make a final product in wood within acceptable tolerances (Course assignment) and follow all health and safety requirements. This course is graded and externally moderated by the SQA.

They must also complete a logbook and pass the exam which is set and marked by the SQA.

PROGRESSION

- ◆ A range of other practical technological subjects at National 4 or 5
- ◆ Exit to employment, craft, construction, manufacturing, engineering, theatre and visual arts
- ◆ Further Education, Modern Apprenticeships
- ◆ National certificate group awards (NCGAs)
- ◆ Skills for work and sector specific SQA qualifications

PRACTICAL CRAFT SKILLS: NATIONAL 3

The course is suitable for students interested in practical work or who are considering a career in the engineering or construction industry. The course is recommended to any student who wishes to gain experience and an appreciation of materials and useful craft skills.

Aims of the course:-

- ◆ Foster practical skills in the creation of artefacts
- ◆ Develop knowledge, understanding and skills of general aspects of practical engineering activity
- ◆ Encourage independence and the ability to make choices
- ◆ Highlight the importance of safety and encourage responsible attitudes in the workshop environment
- ◆ Contribute to personal development, in particular to practical capability

ENTRY LEVEL RECOMMENDED

- ◆ Experience of Technical in S1 and S2.
- ◆ Experience of Technical in S3 would be advantageous but is not essential.
- ◆ Current S4 and S5 pupils must consult with departments for a recommended level of study.
- ◆ All forms must be signed by the Curricular or Subject Leader.

Course Content

- ◆ Bench Skills 1 : Flat-Frame Construction
- ◆ Bench Skills 2 : Carcass Construction
- ◆ Maintenance and Finishing:
- ◆ Final project

Experiences and outcomes

- ◆ Preparation techniques and manufacturing processes
- ◆ Creativity and innovation
- ◆ Properties and functionality of materials and tools

Assessment

To gain the award for the course, the student must pass all assessments, make a final product in metal or wood within acceptable tolerances and follow all health and safety requirements.

All units are internally assessed and externally moderated by the SQA

PROGRESSION

- ◆ A range of other practical technological subjects at National 4 or 5
- ◆ Exit to employment, craft, construction, manufacturing, engineering, theatre and visual arts
- ◆ Further Education, Modern Apprenticeships
- ◆ National certificate group awards (NCGAs)
- ◆ Skills for work and sector specific SQA qualifications

SQA LEADERSHIP AWARD – SCQF LEVEL 6

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. The Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them.

The Leadership Award is jointly certificated by SQA and the Chartered Management Institute.

COURSE CONTENT

The SQA Leadership Award consists of two units: -

- * Leadership an Introduction
- * Leadership in Practice

The aim of the course is to develop knowledge of:

- Leadership principles, styles, skills and qualities
- Effective Leaders
- Self (own skills, qualities and experience related to leadership)

Pupils doing the leadership award will be expected to lead a variety of activities eg Fund Raising, Year Book etc.

ENTRY LEVEL RECOMMENDATION

Pupils must be in S6 but there are no specific knowledge is required to embark on this award. Learners may come to this award from circumstances in which they have had little or no experience of undertaking leading roles. At this level it is likely that they will already have demonstrated leadership skills in a variety of contexts but may not have had these recognised as SQA qualifications.

ASSESSMENT

There is no exam as the course consists of two units which are assessed internally. Assessment evidence will be in the form of – written records, blogs, review sheets, log book, videos, photographs etc.,

PROGRESSION

Learners who undertake this Award could expect:

- increased employment opportunities following on from the transferable skills and knowledge developed within this Award
- further education or training

WIDER ACHIEVEMENT - MENTAL HEALTH & WELLBEING AWARD

(SQCF LEVEL 4 - 6)

The Awards in Mental Health and Wellbeing at SCQF levels 4 and 5 aim to:

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

RECOMMENDED LEVEL

There are no set pre-entry requirements for this award. Entry to this award is at the discretion of the Curriculum Area (Health and Wellbeing).

COURSE CONTENT

The award has been designed to enable you to acquire and develop understanding and skills around mental health and wellbeing. You do not need any prior qualifications to begin this award. You will be required to complete all three mandatory units. The mandatory units are designed in order to ensure that you focus on the following areas:

Understanding Mental Health Issues

- ◆ Explaining what is meant by the terms 'mental health' and 'wellbeing' for individuals and wider society
- ◆ Explaining a range of mental health issues
- ◆ Describing the role of the brain in relation to mental health and wellbeing

Influences on Mental Health and Wellbeing

- ◆ Describing factors that may influence mental health and wellbeing
- ◆ Describing the influence of technology and social media on mental health and wellbeing

Coping Strategies and Building Resilience

- ◆ Exploring helpful and unhelpful coping strategies
- ◆ Explaining how to promote good mental health and wellbeing in self and others
- ◆ Explaining different types of support and ways to address barriers to support mental health and wellbeing

ASSESSMENT

Assessment may include practical work, written work and discussion. By completing this award you will gain awareness and understanding of mental health and wellbeing. Successfully completing the award in Mental Health and Wellbeing may help you to progress towards employment, training or further qualifications.

PROGRESSION

The level 5 award could provide progression to:

- a range of college courses such as an NC in Health and Social Care
- an SVQ 2/Modern Apprenticeship in Social Services and Healthcare
- employment in the care sector

These Awards provide opportunities to develop:

- Core Skills (which underpin all National Certificates)
- transferable skills

MODERN LANGUAGES FOR LIFE & WORK AWARD (Level 3 & 4)

The main purpose of this award is to study one or two modern languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills.

ENTRY LEVEL RECOMMENDED

- ◆ Experience of a Modern Language in S1 and S2.
- ◆ Experience of a Modern Language in S3 would be advantageous but is not essential.

COURSE CONTENT

This award is worth 15 SCQF points at SCQF level 3 or SCQF level 4. The course is made up of 3 units;

- ◆ Unit 1 - Modern Languages for Work Purposes
- ◆ Unit 2 - Building Own Employability Skills
- ◆ Unit 3 - Modern Languages for Life

Unit 1 → pupils will develop their skills in talking and listening which are needed to communicate in any vocational context.

Unit 2 → pupils will have the opportunity to acquire the skills needed in order to gain employment – finding out about job opportunities & the skills needed to successfully apply for a job.

Unit 3 → pupils will develop their skills in talking and listening in practical and relevant contexts, incorporating everyday life and culture.

Units 1 & 3 will be completed in either French or Spanish.

Unit 2 will be completed in English.