



# Welcome to Wallace Hall 2-18 School

*Together we grow, learn and achieve*

Senior Phase Option Booklet  
2025 - 2026



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## Option Choice Booklet – Overview



Making the right choices in S4 and S5 is a very important part of your educational development. The choices that you make at this time should continue the learning pathways which started in S3 through to the senior phase of school and beyond school to your educational future and your possible career choices thereafter. It is vitally important, therefore, that you take the option choice process seriously, and that you give it your full attention and commitment.

Firstly, consider carefully what the right pathway is for you. For most learners, by the end of S4, they have chosen a balanced course choice from all curriculum areas ensuring a variety of pathways are available to follow in S5 and beyond. It is usually recommended that you continue to study subjects which you have taken in S4, but at a higher level or a related subject at a similar level. These should link into your career aspirations.

It is important that your choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. The information is provided by principal teachers and provides content and relevant information relating to each course. You should read it carefully. You should be clear about your best progression route in each subject based on **discussion with each of your class teachers**. You should also **discuss your course choices with your family** and friends as this will give you every opportunity to think through your decisions.

You will, of course, receive advice and support from Pupil Support staff in the school. You will have a formal options interview with your Pupil Support teacher and your parent; however, by this point you may more or less know what subjects you are planning to take. If you are unsure, you should **speak to your Pupil Support teacher and/or your subject teachers prior to your selection**. In addition to this, you will be able to receive help from the Careers Officer, Emma Wallace, by requesting an appointment via your Pupil Support teacher. It is essential that those of you who are considering further study at college or university check carefully which subjects are essential for your preferred courses. You will find this information by checking the prospectus or website of the college or university concerned. The admissions officers in each university are always willing to advise if you contact them directly. Again, speak to your Pupil Support teacher if you need help.

**There will be presentations on the option process for pupils during their Health and Wellbeing classes.**

Your options should be **realistic** and based on **your knowledge about your interests, effort, progress and performance to date**. This information will help you to decide the appropriate level of study for each subject you wish to pursue.

The choices you make are important to your future. Think carefully before you make any decisions and remember to seek advice if you are unsure.

Handwritten signature of John K Blair in blue ink.

Depute Head Teacher  
December 2024

# Mathematics



## National 4 Applications of Mathematics

### Aim

National 4 Applications of Mathematics aims to improve skills in terms of numeracy, geometry, measure finance and statistics. The course contains mostly practical elements of Maths.

### Recommended Entry Level

Students need to have demonstrated a good understanding of the work at National 3 both in class and assessments. A discussion will take place with the class teacher, Principal Teacher of Mathematics and parents to decide whether this is an appropriate course to undertake.

### Course Content

The National 4 course contains 3 Units:

- Unit 1: Numeracy – Whole Numbers, Decimals, Percentages, Fractions, Time/Distance/Speed, Area & Perimeter, Negative Numbers, Ratio, Converting Measure, Volume, Graphs and Probability
- Unit 2: Geometry & Measure – Gradients, perimeters, Area, Scale Drawings, Area, Volume, Pythagoras, Time, Formulae and Tolerance
- Unit 3: Finance & Statistics – Income, Foreign Exchange, Banking, Comparing Prices, Budgeting, Comparing Data, Graphs, Scattergraphs and Statistics

### Learning and Teaching Approaches

Whole class teaching is the approach used most often. Group work is used as an investigative/discovery tool at the introduction of a new topic. Scientific calculators are sometimes used, especially on topics such as finance and statistics.

Students are required to bring to class a pen, pencil, ruler and rubber. In addition, students will require a scientific calculator, which they are expected to bring to class at all times.

### Homework and Assignments

Homework will take place on a regular basis after each lesson. This will take the form of reading over notes given in class, finishing off exercises started in class and general consolidation of work covered. In addition, pupils will be expected to complete “hand in” homework.

### Assessment

The course is assessed by internal unit assessments set by the SQA and marked by teachers. There are 3 Internal unit assessments set by the SQA that pupils must pass in order to be able to sit the final added value unit assessment. This added value assessment is again assessed internally.

### Career Implications

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers:

Teaching	Nursing	Social Work
Midwifery	Garage Services	Manufacturing Industries
Financial Services	Police	

Further advice and information on these options is available from your subject teacher, PT Pupil Support and careers adviser.

# National 5 Application of Mathematics



## Aim

National 5 Applications of Mathematics aims to improve skills in terms of numeracy, geometry, measure finance and statistics. The course contains mostly practical elements of maths.

## Recommended Entry Level

Students need to have demonstrated an excellent understanding of the work at National 4 both in class and assessments. A discussion will take place with the class teacher, Principal Teacher of Mathematics and parents to decide whether this is an appropriate course to undertake.

## Course Content

The National 5 course contains 3 Units:

- Unit 1: Numeracy – Number Work, Decimals, Percentages, Fractions, Time/Distance/Speed, Area, Ratio, Volume, Graphs and Probability
- Unit 2: Geometry & Measure – Tolerance, Formulae, Scale Drawing, Time/Distance/Speed, Pythagoras, Gradients, Area and Volume
- Unit 3: Finance & Statistics – Income, Money Matters, Best Deals, Budgeting, Statistics, Scattergraphs and Risk

## Learning and Teaching Approaches

Whole class teaching is the approach used most often. Group work is used as an investigative/discovery tool at the introduction of a new topic. Scientific calculators are sometimes used, especially on topics such as finance and statistics.

Students are required to bring to class a pen, pencil, ruler and rubber. In addition, students will require a scientific calculator, which they are expected to bring to class at all times.

## Homework and Assignments

Homework will take place on a regular basis after each lesson. This will take the form of reading over notes given in class, finishing off exercises started in class and general consolidation of work covered. In addition, pupils will be expected to complete “hand in” homework.

## Assessment

The course is assessed by an external exam set and marked by the SQA.

The SQA external exam consists of 2 papers – one calculator, one non-calculator. A prelim – which is of the same form as the SQA external exam takes place under exam conditions after the Christmas holidays.

## Career Implications

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers:

Teaching	Nursing	Social Work
Midwifery	Garage Services	Manufacturing Industries
Financial Services	Police	

Further advice and information on these options is available from your subject teacher, PT Pupil Support and careers adviser.

## Higher Application of Mathematics

### Aim

The aim of this course is to build upon and extend students' mathematical learning in the areas of numeracy, geometry, measure finance and statistics. The course contains mostly practical elements of maths and is partially computer based.



### Recommended Entry Level

The entry requirement for Higher Applications of Mathematics is an A or B at National 5 Applications of Mathematics or equivalent.

### Course Content

The Higher course contains 5 Sections:

- Section 1: Statistics & Probability
- Section 2: Financial Skills
- Section 3: Mathematical Modelling
- Section 4: Planning & Decision Making
- Section 5: Statistics Project

### Learning and Teaching Approaches

Whole class teaching is the approach used most often. Group work is used as an investigative/discovery tool at the introduction of a new topic. Scientific calculators are sometimes used, especially on topics such as finance and statistics. Computers are used for practical projects.

Students are required to bring to class a pen, pencil, ruler and rubber. In addition, students will require a scientific calculator, which they are expected to bring to class at all times.

### Homework and Assignments

Homework will take place on a regular basis after each lesson. This will take the form of reading over notes given in class, finishing off exercises started in class and general consolidation of work covered. In addition, pupils will be expected to complete "hand in" homework.

### Assessment

The course is assessed by an external exam set and marked by the SQA. And a project completed in class time and sent away to be marked by the SQA.

### Career Implications

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers:

Teaching	Nursing	Social Work
Midwifery	Garage Services	Manufacturing Industries
Financial Services	Police	

Further advice and information on these options is available from your subject teacher, PT Pupil Support and careers adviser.

# Higher Mathematics

## Aim

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry and trigonometry and to introduce students to elementary calculus.

## Recommended Entry Level

The entry requirement for Higher Mathematics is an A or B at National 5 Mathematics.

## Course Content

The course is comprised of three units:

- Unit 1: The gradient and equation of the straight line, sketching and identifying related functions and graphs, composite functions, solution of trigonometric equations, basic differentiation and recurrence relationships
- Unit 2: Quadratic theory and the Remainder Theorem, basic integration, use of the addition formulae in trigonometry and the equation of a circle and tangency
- Unit 3: Vectors in three dimensions and the scalar product, further differentiation and integration, properties of exponential and logarithmic functions and further trigonometric relationships

These 3 units cover the 3 units at Higher Mathematics of Expression and Functions Relationships and Calculus and Applications

## Learning and Teaching

Whole class teaching is the approach used most often. Group work is sometimes used as an investigative/discovery tool at the introduction of a new topic. Scientific calculators or graphing packages are frequently used, especially on topics such as quadratics, recurrence relations, calculus, curve sketching and trigonometry.

## Homework and Assignments

Homework will take place on a regular basis after each lesson. This will take the form of reading over notes given in class, finishing off exercises started in class and general consideration of work covered. Formal homework exercises are set regularly to encourage pupils to revise.

## Assessment

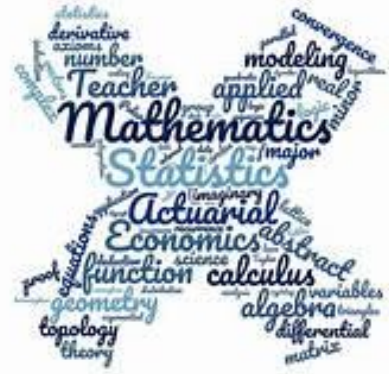
The course is assessed formally by an external exam set and marked by the SQA. The SQA external exam consists of 2 papers – one calculator, one non-calculator. (A prelim – which is of the same form as the SQA external exam takes place under exam conditions).

## Career Implications

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers:

Science and Mathematics	Computing and ICT	Construction	Teaching
Engineering	Manufacturing Industries	Manufacturing Industries	

Further advice and information on these options is available from your subject teacher, PT Pupil Support and careers adviser.



# Advanced Higher Mathematics



## Aim

The aim of Advanced Higher Mathematics is to extend further students' mathematical experience in pure maths, as well as providing an opportunity to study some applied maths.

## Recommended Entry Level

While entry is at the discretion of the centre, students would normally be expected to have gained a pass at Higher Mathematics at A or B.

## Course Content

- Unit 1: Methods in Algebra and calculus
- Unit 2: Geometry, Proof and systems of equations
- Unit 3: Applications of Algebra and calculus

## Learning and Teaching Approaches

Whole class teaching is the approach used most often. Group work is used as an investigative/discovery tool at the introduction of new topic. Pupils are provided with write-on course notes which provide an invaluable summary of the course for revision purposes.

## Homework and Assignments

Homework will take place on a regular basis after each lesson. This will take the form of reading over notes/examples given in class, finishing off exercises started in class and general consolidation of work covered. In addition, there will be 'hand-in' homework, which tends to be cumulative in nature. Pupils will also be expected to make full use of revision materials which are available through the class "Team".

## Assessment

The course is assessed by an external exam set and marked by the SQA.

The SQA external exam consists of 2 papers:

Non-calculator – 1 hour (35 marks). No calculators are allowed in this paper

Calculator – 2 hours 30 mins (80 marks). You may use a calculator in this paper

A prelim which is of the same form as the SQA exam will take place under exam conditions in January and a full prelim will take place once the course has been completed in April.

## Career Implications

Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers:

Science and Mathematics	Computing and ICT	Construction
Engineering	Manufacturing Industries	Accountancy

Further advice and information on these options is available from your subject teacher, PT Pupil Support and careers adviser.



# English

## National 5 English

### Aim

The aim of this course is to develop students' skills in listening, talking, reading and writing, with the emphasis on critical reading of literature and complex non-fiction texts.



### Recommended Entry Level

National 5 is suitable for students who have completed the work of the National 4 course in S4 to a high standard. Any student currently in S4 or S5 who is considering opting for this course should seek the advice of their English teacher or Mr McClair.

### Course Content

Students develop their ability to interpret complex non-fiction texts, and this is tested in the Reading for Understanding, Analysis and Evaluation paper. They also study a text or group of texts by one of the Scottish authors selected by the SQA; and at least one other major work of literature from a different genre. Each student creates a portfolio of two pieces of their own writing, done in school time. A spoken language assessment is also part of the course and assessed internally on a pass/fail basis.

### Learning and Teaching Approaches

Students are encouraged to work and think independently and to make active contributions. The course will be taught via a range of learning activities: teacher directed learning, group work and independent research/study.

### Homework and Assignments

National 5 English demands a sustained commitment from students in class and in their own time. Regular written homework and independent reading is essential for success in this course.

### Assessment during the course

Through the course, students sit several class tests/assessments which reflect the content and structure of the external exam. The results of these are used to check students' progress in their chosen course. The prelim exam is closely modelled on the final May exam. The Spoken Language assessment is a mandatory part of the course and is marked in class time on a pass/fail basis.

### Final Course Assessment

The course is externally assessed by two exam papers and a portfolio.  
Reading for Understanding, Analysis and Evaluation paper – 30%  
Critical Reading paper: Scottish Text – 20% and Critical Essay – 20%  
Portfolio of Writing – 30%

### Career Implications

English plays an important part in many occupations. It is particularly useful for anyone planning to study for an Arts or Social Sciences degree. Students passing National 5 may consider progressing to Higher English the following year.

## Higher English

### Aim

The aim of this course is to develop students' skills in listening, talking, reading and writing, with the emphasis on critical reading of literature and complex non-fiction texts.

### Recommended Entry Requirement

Students wishing to study English at Higher level must already have a pass in National 5 English, preferably with at least a B grade. Recent exam statistics suggest that those beginning Higher with only a C pass in National 5 are unlikely to pass Higher the following year.



### Course Content

Students develop their ability to interpret complex non-fiction texts, and this is tested in the Reading for Understanding, Analysis and Evaluation paper. They also study a text or group of texts by one of the Scottish authors selected by the SQA; and at least one other major work of literature from a different genre. Each student creates a portfolio of two pieces of their own writing, done in school time. A spoken language assessment is also part of the course and assessed internally on a pass/fail basis.

### Learning and Teaching Approaches

Students are encouraged to work and think independently and to make active contributions. The course will be taught via a range of learning activities; teacher directed learning, group and individual work and independent research/study.

### Homework and Assignments

Higher English demands a sustained commitment from students in class and in their own time. Regular written homework and independent reading is essential for success in this courses.

### Assessment

Each unit includes Unit Assessments which the student must pass. Students are notified well in advance of the dates for these.

Through the course, students sit several class tests which reflect the content and structure of the external exam. The results of these are used to check students' progress in their chosen course. The prelim exam is closely modelled on the final May exam. The Spoken Language assessment is a mandatory part of the course and is marked in class time on a pass/fail basis.

### Final Course Assessment

The course is externally assessed by two exam papers and a portfolio.

Reading for Understanding, Analysis and Evaluation paper– 30%

Critical Reading paper: Scottish Text – 20% and Critical Essay – 20%

Portfolio of Writing – 30%

### Career Implications

English plays an important part in many occupations. It is particularly useful for anyone planning to study for an Arts or Social Sciences degree.

## Advanced Higher English

### Aim

Advanced Higher English is a demanding course which aims to develop a student's existing knowledge of and interest in literature and creative writing. The course is for students who enjoy reading and analysing literature, and who wish to develop their critical, analytical and evaluative skills. The development of sophisticated writing skills is another key aim of the course.



### Recommended Entry Level

This course is best suited to students who have gained a good pass at Higher English, usually a grade B or A. This is a course for students with a love of reading and writing.

### Course Content

Through this course, students learn to read, understand and respond to texts of increasing sophistication; to analyse critically and to evaluate writers' use of language; and to write in different forms, including the production of a dissertation on a literary topic.

### Learning and Teaching Approaches

Class sizes mean that most lessons operate on a tutorial basis. Students are expected to contribute actively to the shape of lessons and will be asked to lead discussions on a number of occasions. This will involve independent research work on the part of the students.

### Homework and Assignments

A sustained commitment from pupils is required both at school and at home. Extended reading is central to the Analysis and Evaluation unit. Regular written homework is essential for success in all areas of the course. Students will be working with overlapping deadlines and will have to show commitment and self-discipline in this area.

### Assessment

Each of the course Units involves internal assessment of the work of the unit: Critical Essay writing; the dissertation; and the portfolio of writing.

### External Assessment

The dissertation and two pieces of writing from the portfolio are sent to SQA for external grading. There is also an external examination in which students will be asked to write a Critical Essay on a major literary text studied during the course, and to carry out a textual analysis question on a short unseen literary text.

### Career Implications

Because of the emphasis on independent study this course is particularly useful for anyone progressing to university, especially to study for an Arts or Social Sciences degree.



# Modern Languages

## National 4 and 5 French

### Aim

Learning a foreign language allows learners to build on any language-learning skills they have already acquired, to understand another culture, to communicate better with others, whether on holiday or on a business trip. As well as enjoying language learning, as someone with knowledge of more than one language, they will also improve their self-confidence, their employability skills and become an asset to any business.

The French course develops the skills of Listening, Talking, Reading and Writing. They are designed to allow learners to be creative and to personalise their learning according to their ability and their own interests. They are also designed to be enjoyable, practical and challenging,

### Contexts for Learning Language

Language skills will be developed through the understanding of texts relating to the learners' own current and future learning, employment opportunities and the world of work, society (film, television, leisure, healthy lifestyles), our learners' responsibilities as global citizens, and foreign cultures and traditions.

### National 4 and National 5

Both these courses develop the language skills of Listening, Reading, Talking and Writing. National 4 includes two mandatory Units: Understanding Language, and Using Language.

National 4 also has the Added Value Unit. In this unit the learners will bring together and apply all their language skills. They will plan and research a familiar topic of interest and present their findings in a short presentation in French.

To achieve a course award at National 4 learners must pass all three compulsory units. These units will be assessed internally as Pass or Fail. There will be no external exams.

National 5 does not have internal units to pass, but has an external examination in which Reading, Listening and Writing skills are tested. Talking is assessed within the school, with marks being forwarded to SQA as part of the overall award. Additionally, candidates send to SQA a piece of writing carried out under test conditions in school, which also contributes to their overall award.

### Career Implications

Language skills are most definitely an asset in the world of work. The following links will provide you with more detailed information:

[http://www.ucl.ac.uk/atlas/work\\_with\\_langs/job\\_examples.html](http://www.ucl.ac.uk/atlas/work_with_langs/job_examples.html)

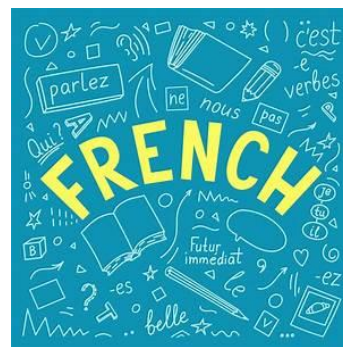
<http://www.open.ac.uk/careers/languages.php#l4>



## Higher French

### Aim

By the end of the Higher course learners will “feel they have acquired an initial capacity for international mobility that will enable them to think internationally when they consider how they wish to make the best of their careers. They will have the confidence to learn other languages as needs and opportunities arise”. (Citizens of a Multilingual World – Rationale).



### Contexts for Learning Language

The Higher French course offers learners the opportunity to develop detailed and complex language skills in the four meaningful real-life contexts of society, learning, employability and culture. It provides learners with the opportunity to build on skills and knowledge developed at National 5 level in Listening, Reading, Talking and Writing. Learners will also develop a more in-depth understanding of how language works and will use language to communicate ideas, opinions and information. The course will also enhance their enjoyment and understanding of their own and other cultures.

### Recommended Entry Level

National 5 Grade A-C

### Course Content

Learners develop their skills in reading, writing, talking and listening by studying the language in numerous contexts relating to real-life language use.

### Skills Development

Learners who decide to study Higher French will develop the following skills and be able to:

- Read more complex, detailed and unfamiliar French text independently by using a dictionary and applying knowledge of language
- Understand more challenging spoken French from a wide range of contexts
- Develop more fluency in oral communication skills in the form of presentations and conversations
- Develop more complex writing skills and be able to understand and incorporate more advanced grammar into their own work
- Demonstrate understanding of different cultures in the target language
- Translation skills

### Assessments

The external examination consists of two written papers, testing the skills of reading, writing and listening.

Students' proficiency in speaking French is tested in an oral exam conducted by their own teacher, the result of which is passed to the SQA for inclusion in their final award.

### Homework and Assignments

Homework will be set throughout the week from the following tasks as appropriate to the stage of the course: learning vocabulary and grammar notes, grammar exercises, reading comprehension, writing, preparing oral presentations and reading an extended text.

### Career Implications

Attainment of the award will allow learners to progress as follows:

- Advanced Higher course or units in the same language
- Higher education courses at appropriate levels, including HNC or HND or Degree
- Courses offered by foreign language agencies at appropriate levels
- Employment, possibly making use of foreign language competence

## Advanced Higher French



### Aim

Advanced Higher French has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different countries, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

### Contexts for Learning Language

Learners use language skills to communicate ideas and information in the contexts of society, learning, employability, and culture. They encounter a wide range of different types of texts in different media. Building on the four capacities, Advanced Higher French enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

### Recommended Entry Level

Grade A – Higher.

### Course Content

Advanced Higher French develops the skills of Reading and Listening in the four contexts of society, learning, employability and culture. The skills of Talking and Writing in French will also be developed, placing emphasis on discussion and presentation of ideas. Students will aim for increasing fluency and accuracy in their written and spoken French. Furthermore, each candidate writes a dissertation in English, in which the skills of critical reading and research are developed within a literary context.

### Homework and Assignments

Homework is set weekly from tasks appropriate to the stage of the course. Homework tasks may include: reading set texts, reading comprehension, essay writing, researching background topics and preparation for discussion of topics. In preparation for further studies learners are expected to show initiative and work independently.

### Assessments

There are two written question papers for Advanced Higher French.

The spoken performance is conducted by a visiting SQA examiner and is worth 25% of the total exam mark.

There is also a portfolio written in English, comprising the candidate's individual dissertation.

### Career Implications

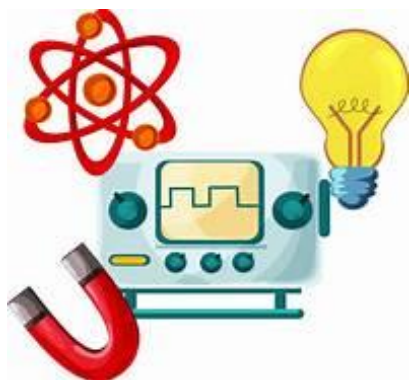
As it becomes increasingly important for firms to compete on a global scale, employers are placing more and more value on those who can offer an additional language. Language skills are needed at all levels:

- It is not just high fliers in international business who need language skills
- There is increasing demand for language skills in jobs involving all kinds of customer service
- The UK has a shortage of people who can combine language skills with other specialisms.

Opportunities for modern linguists include Receptionist; Cabin Crew; Hospitality Industry; Tourism Industry; Personal Assistant; Banking; Administration; Teaching; Translating; Interpreting; Engineering; Lecturing; and Researchers.

# Physics

## National 5 Physics



### Aim

Physics is a science that helps explain and develop the world around us. It is a cornerstone of many other subjects such as astronomy, engineering, medicine and electronics. In our teaching we aim to increase awareness and interest in Physics and its applications.

The course will be tailored to the needs of the pupils in the class with some being presented at National 5 level and some being presented for National 5 Unit passes depending on their progress through the course.

### Recommended Entry Level

- Completed S3 Physics  
or
- Pass in National 5 Biology, Chemistry or Maths

### Course Content

There are 3 units which make up the National 5 Physics course

- Dynamics and Space
- Electricity and Properties of Matter
- Waves and Radiations

### Learning and Teaching Approaches

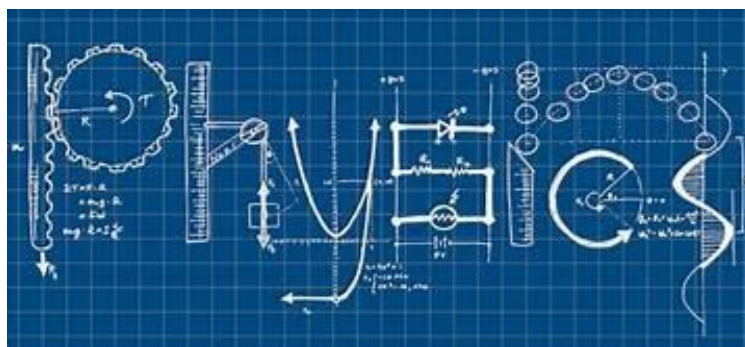
A wide range of methodologies are used in this course, the emphasis being on practical work and research to develop knowledge and understanding and problem solving skills. After school study support is also available on a weekly basis.

### Homework

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using experimental write ups and end of unit assessments. There will also be an assignment task which will count towards the final grade. There is a final exam for those pupils who sit National 5. There will also be a prelim to help prepare pupils for the final exam. Pupils completing Unit passes will be assessed internally.



### Career Implications

Physics is required or strongly recommended for most scientific or engineering careers. It is also a highly regarded qualification when applying for a wide range of other courses or jobs due to the problem solving and numeracy skills developed while learning Physics.

## Higher Physics

### Aim

Physics is a science that helps explain and develop the world around us. It is a cornerstone of many other subjects such as astronomy, engineering, medicine and electronics. In our teaching we aim to increase awareness and interest in Physics and its applications.

### Recommended Entry Level

- A or B in National 5 Physics  
or
- A or B in Higher Biology, Chemistry or Maths

### Course Content

There are 3 units which make up the Higher Physics course

- Our Dynamic Universe
- Particles and Waves
- Electricity

### Learning and Teaching Approaches

A wide range of methodologies are used in this course, the emphasis being on practical work and research to develop knowledge and understanding and problem solving skills.

### Homework

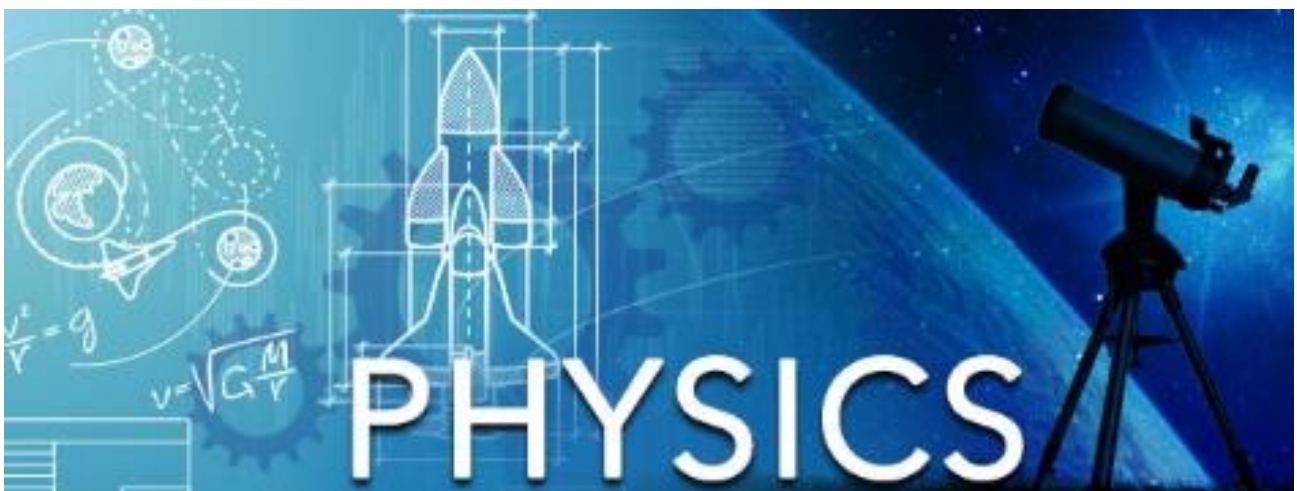
Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using end of unit assessments. There will also be an assignment task which will count towards the final grade. There is a final exam. There will also be a prelim to help prepare pupils for the final exam.

### Career Implications

Physics is required or strongly recommended for most scientific or engineering careers. In addition, it is a qualification which is highly regarded when applying for a wide range of other courses or careers.





## Advanced Higher Physics

### Aim

Physics is a science that helps explain and develop the world around us. It is a cornerstone of many other subjects such as astronomy, engineering, medicine and electronics. In our teaching we aim to increase awareness and interest in Physics and its applications. In Advanced Higher Physics we also aim to prepare students for university study by encouraging independent study and the opportunity to improve their lab based skills.

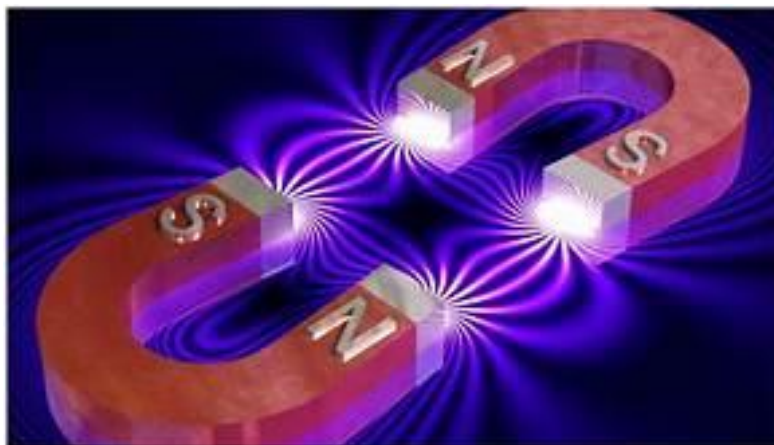
### Recommended Entry Level

- A or B in Higher Physics
- A or B in Higher Maths

### Course Content

There are 3 units which make up the Advanced Higher Physics course

- Rotational Motion and Astrophysics
- Electromagnetism
- Quanta and Waves



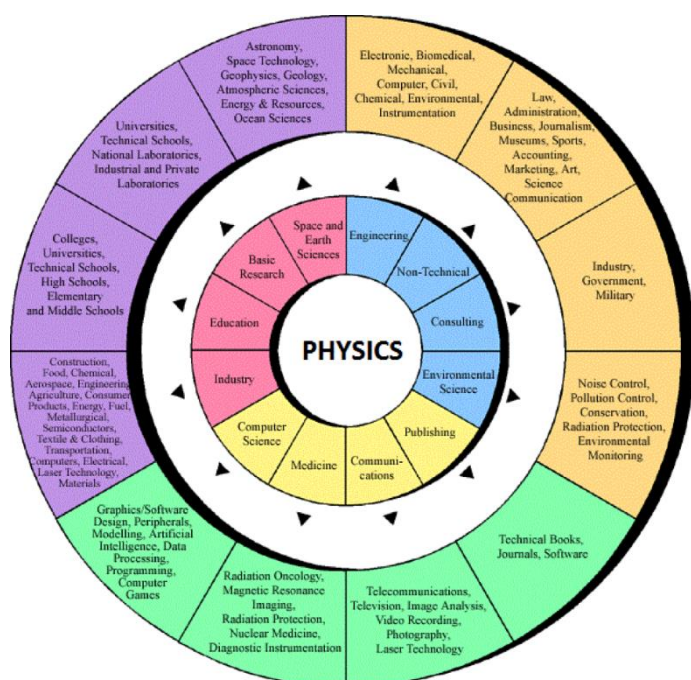
In addition to these 3 units pupils will have to write a project focusing on an area of the Advanced Higher course which is of particular interest to them.

### Learning and Teaching Approaches

A wide variety of methods are used. Direct teaching is very important when introducing key concepts to the pupils and is a style pupils will become familiar with during lectures at university. This is backed up by individual and small group tutorial activities.

### Homework and Assignments

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

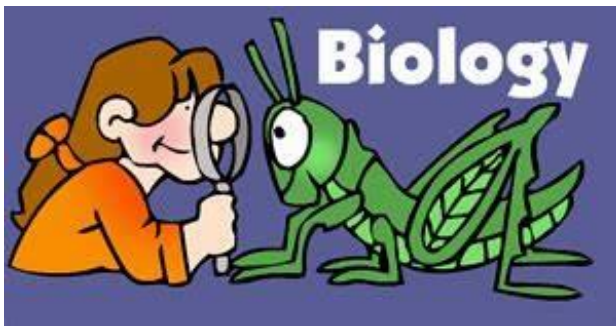


### Assessment

During the course pupils will be assessed using end of unit assessments. There will also be a project which will count towards the final grade. There is a final exam. There will also be a prelim to help prepare pupils for the final exam.

### Career Implications

Physics is required or strongly recommended for most scientific or engineering careers. In addition, it is a qualification which is highly regarded when applying for a wide range of other courses or careers.



## Biology

### National 5 Biology

#### Aim

This course emphasises the importance of Biology in everyday life and gives an insight into some of the issues which face our society and environment.

The course will be tailored to the needs of the pupils in the class with some being presented at National 5 level and some being presented for National 5 Unit passes depending on their progress through the course.

#### Recommended Entry Level

- Completed S3 Biology  
or
- Pass in National 5 Chemistry, Physics or Maths

#### Course Content

There are 3 units which make up the National 5 Biology course

- Cell Biology
- Multicellular Organisms
- Life on Earth



#### Learning and Teaching Approaches

A wide range of methodologies are used in this course, the emphasis being on research to develop knowledge and understanding and problem solving skills with some opportunities for practical application.

#### Homework

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help during class time, before the hand in date.

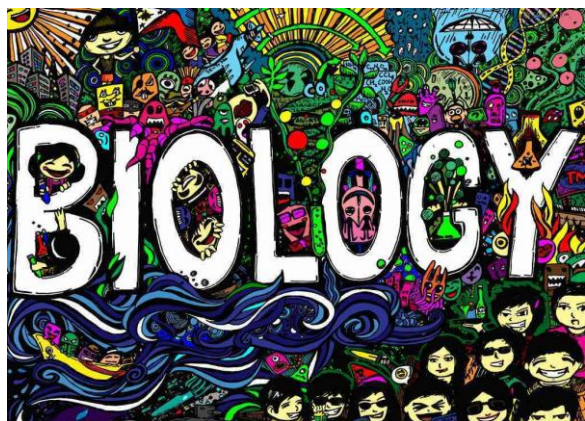
#### Assessment

During the course pupils will be assessed using experimental write ups and end of unit assessments. There will also be an assignment task which will count towards the final grade. There will be a final exam for pupils sitting National 5 Biology, assessing all three units. There will also be a prelim to help prepare pupils for the final exam. Pupils completing Unit passes will be assessed internally.



#### Career Implications

There is no such thing as a typical biologist. Entering a career in Biology could take you in almost any direction you can think of, and to anywhere in the world. Biology is an essential qualification for a wide range of careers in various fields such as: - medicine, veterinary, nursing, pharmacy, teaching, food industry, farming, forestry, beauty therapy, horticulture and many more.



## Higher Biology

### Aim

Studying Higher Biology can be challenging, interesting and rewarding. Studying Biology teaches us to ask questions, make observations, evaluate evidence, and solve problems. In Higher Biology students learn how living things work, how they interact with one another and how they evolve. They will study cells and genetics; the evolution and conservation of plants and animals; investigate the interactions of living organisms with their

environment and each other. Pupils will have the opportunity to have an increased understanding of the natural world in which they live and gain valuable insight into issues of personal well-being and worldwide concern. This includes topics such as environmental degradation, threats to human health, therapeutic uses of stem cells and maintaining viable and abundant food supplies.

### Recommended Entry Level

- A or B in National 5 Biology  
or
- A or B in Higher Chemistry, Physics or Maths

### Course Content

There are 3 units which make up the Higher Biology course

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence



### Learning and Teaching Approaches

A wide range of methodologies are used in this course, the emphasis being on research to develop knowledge and understanding and problem solving skills with some opportunities for practical application.

### Homework

Homework will be regularly set with several nights being allowed to complete tasks. There is always an opportunity for pupils to ask for help during this period, before the hand in date.

### Assessment

During the course pupils will be assessed using end of unit assessments provided by the SQA and experimental write ups. An assignment task will count towards the final grade alongside the final exam. There will also be a prelim to help prepare pupils for the final exam.



### Career Implications

Biology is an essential qualification for a wide range of careers in various fields such as: - medicine, veterinary, nursing, pharmacy, teaching, food industry, farming, forestry, beauty therapy, horticulture, conservation and many more.

## Advanced Higher Biology

### Aim

The study of Biology contributes to the general education of the student by acquiring relevant Biological knowledge and skills. The course emphasises the importance of Biology in everyday life and gives an insight into some of the issues which face our society and environment. In Advanced Higher Biology we also aim to prepare students for university study by encouraging them to self-study aspects of the course themselves.

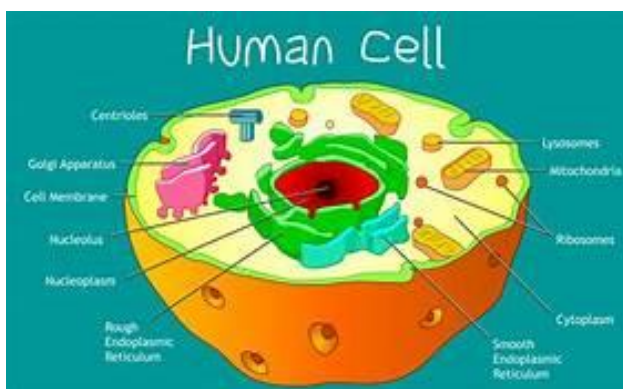
### Recommended Entry Level

- A or B in Higher Biology

### Course Content

There are 3 units which make up the Advanced Higher Biology course

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology



In addition to these 3 units pupils will have to write an investigation focusing on an area of the Advanced Higher course which is of particular interest to them.

### Learning and Teaching Approaches

A wide variety of methods are used. Direct teaching is very important when introducing key concepts to the pupils and is a style pupils will become familiar with during lectures at university. This is backed up by individual and small group tutorial activities. In preparation for university the pupils will also be expected to self-study portions of the course to develop independent learning skills.

### Homework and Assignments

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using check tests and end of unit assessments. There will also be an investigation which is required as part of their project and this counts towards the final grade. There will also be a prelim to help prepare pupils for the final exam.

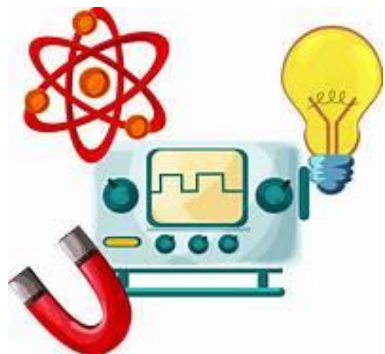


### Career Implications

Biology is an essential qualification for a wide range of careers in various fields such as: - medicine, veterinary, nursing, pharmacy, teaching, food industry, farming, forestry, beauty therapy, horticulture and many more.

# Biology/Physics

## National 4 Biology/Physics



### Aim

Science affects a number of aspects of our daily lives. From the transport we use, to our mobile phones and the food we eat, Science is all around us.

This course is suitable for pupils who are interested in pursuing Science in S4 but may not yet be ready to attempt Biology, Chemistry or Physics at National 5 Level.

### Recommended Entry Level

- Completed S3 Biology, Chemistry, Physics or Science

### Course Content

The content of the course will be tailored to the needs of the pupils in the course. It will build on the work they have done in S3 where they will already have covered some of the content required. All pupils will aim to pass at least one National 4 in Biology or Physics but will also have a chance to pass individual National 4 Units in the other Science. For some pupils it may even be possible to pass National 4 in Biology and Physics.

- Physics – Dynamics & Space, Waves & Radiations and Electricity & Energy
- Biology – Life on Earth, Cell Biology and Multicellular Organisms.

### Learning and Teaching Approaches

A wide range of methodologies are used in this course including practical work, group tasks and tasks based around literacy and numeracy.

### Homework

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using experimental write ups and end of unit assessments. There will also be an added value unit which will involve an experiment and research.

**There is no final exam.**

### Career Implications

Science qualifications are a highly regarded qualification when applying for a wide range of courses or jobs due to the problem solving and numeracy skills developed during the courses.



task

# Chemistry

## National 5 Chemistry

### Aim

We aim to give pupils an understanding of how Chemistry impacts upon and influences our everyday lives. In our teaching we aim to increase awareness and interest in Chemistry, its applications in society and impact on the environment.



The course will be tailored to the needs of the pupils in the class with some being presented at National 5 level and some being presented for National 5 Unit passes depending on their progress through the course.

### Recommended Entry Level

- Completed S3 Chemistry  
or
- Pass in National 5 Biology, Physics or Maths

### Course Content

There are 3 units which make up the National 5 Chemistry course

- Chemical Changes and Structure
- Chemistry in Society
- Nature's Chemistry

### Learning and Teaching Approaches

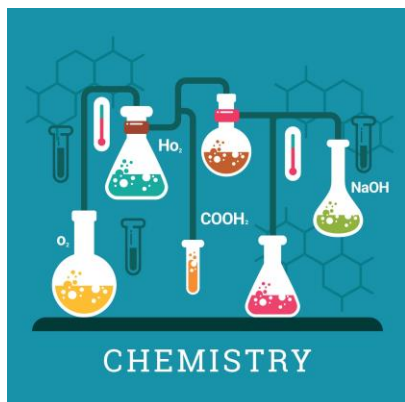
A wide range of methodologies are used in this course, the emphasis being on practical work and research to develop knowledge and understanding and problem solving skills. After school study support is also available on a weekly basis.

### Homework

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using experimental write ups and end of unit assessments provided by the SQA. There will also be an assignment task which will count towards the final grade. There is a final exam for those pupils who sit National 5. There will also be a prelim to help prepare pupils for the final exam. Pupils completing Unit passes will be assessed internally.



### Career Implications

Chemistry is an essential qualification for a wide range of careers in various fields such as: - medicine, veterinary medicine, dentistry, forensic science, pharmacology, chemical engineering, nursing, teaching, food industry, farming, forestry, beauty therapy, horticulture and many more. It should also be noted that Chemistry is often a mandatory qualification for many biologically based courses at University, such as marine science, environmental science, biomedical science and many more

## Higher Chemistry

### Aim

We aim to give pupils an understanding of how Chemistry impacts upon and influences our everyday lives. In our teaching we aim to increase awareness and interest in Chemistry, its applications in society and impact on the environment.



### Recommended Entry Level

- A or B in National 5 Chemistry
- or
- A or B in Higher Biology, Physics or Maths

### Course Content

There are 3 units which make up the Higher Chemistry course

- Chemistry in Society
- Nature's Chemistry
- Chemical Changes and Structure

### Learning and Teaching Approaches

A wide range of methodologies are used in this course, the emphasis being on practical work and research to develop knowledge and understanding and problem solving skills.

### Homework

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using end of unit assessments provided by the SQA and experimental write ups. There will also be an assignment task which will count towards the final grade. There is a final exam. There will also be a prelim to help prepare pupils for the final exam.

### Career Implications

Chemistry is an essential qualification for a wide range of careers in various fields such as: - medicine, veterinary medicine, dentistry, forensic science, pharmacology, chemical engineering, nursing, teaching, food industry, farming, forestry, beauty therapy, horticulture and many more. It should also be noted that Chemistry is often a mandatory qualification for many biologically based courses at University, such as marine science, environmental science, biomedical science and many more.



## Advanced Higher Chemistry

### Aim

We aim to give pupils an understanding of how Chemistry impacts upon and influences our everyday lives. Chemistry is a cornerstone of many other subjects such as forensic science, pharmacology, medicine and veterinary medicine. In our teaching we aim to increase awareness and interest in Chemistry and its applications. In Advanced Higher Chemistry we also aim to prepare students for university study by encouraging independent study and the opportunity to improve their lab based skills.

### Recommended Entry Level

- A or B in Higher Chemistry

### Course Content

There are 3 units which make up the Advanced Higher Chemistry course

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

In addition to these 3 units pupils will have to write an investigation focusing on an area of the Advanced Higher course which is of particular interest to them.

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### Learning and Teaching Approaches

A wide variety of methods are used. Direct teaching is very important when introducing key concepts to the pupils and is a style pupils will become familiar with during lectures at university. This is backed up by individual and small group tutorial activities. In preparation for university the pupils will also be expected to self-study portions of the course to develop independent learning skills.

### Homework and Assignments

Homework will be regularly set with several nights being allowed to complete the task. There is always an opportunity for pupils to ask for help the period before the handing in date.

### Assessment

During the course pupils will be assessed using end of unit assessments provided by the SQA and experimental write ups. There will also be an investigation which will count towards the final grade. There is a final exam. There will also be a prelim to help prepare pupils for the final exam.



### Career Implications

Chemistry is required or strongly recommended for most scientific, pharmacological or medical careers. It is also a highly regarded qualification when applying for a wide range of other courses or jobs such as textiles or nursing due to the transferable skills developed while learning Chemistry.



# Practical Cookery

## National 4 and 5 Practical Cookery



### The course aims are:

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes.
- Select and use ingredients to produce and garnish or decorate dishes.
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability.
- Develop an understanding of current dietary advice relating to the use of ingredients.
- Plan and produce meals and present them appropriately.
- Work safely and hygienically.

### Recommended Entry Level

Suitable for all pupils who have an interest in food preparation.

### National 4 Course Content

The National 4 course consists of the same 3 units as the national 5 course. In addition, there is also an Added Value Unit: Producing a Meal.

This Unit aims to enable learners to draw on the knowledge, understanding and skills developed in the other three Units. Learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.

All Units at National 4 are internally assessed against the SQA requirements.

### National 5 Course Content

The course consists of 3 units:

1. Cookery skills, food preparation techniques.  
This provides pupils with the ability to follow cookery processes in the context of producing dishes.
2. Knowledge and understanding of ingredients.  
This topic teaches candidates about ingredients and their characteristics. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.
3. Planning, organisational and time management skills.  
Students knowledge is developed through following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

## Learning and Teaching Approaches

The emphasis at all times is on practical experience. Practical skills are taught by demonstration in a whole-class situation, and are developed by individual practical work. Individual teaching is used regularly and students will be encouraged to do research using a variety of resources. On average, three dishes will be prepared each week.

## Homework and Assignments

Some aspects of research may be carried out as homework. Short homework exercises and planning tasks (approx. 20-30 minutes) will be set at regular intervals. Assignments are carried out in class time.

## National 5 Assessment

### Question Paper

The question paper is out of 30 marks and it assesses the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate.

### Assignment

This involves pupils providing approximate timings for carrying out all tasks, listing the equipment required to produce the specified dishes, stating the service times and details and explaining when and how safety and hygiene will be observed during the practical exam. The assignment is out of 18 marks.

### Practical Exam

This involves the planning and manufacture of a three course meal for four people within 2½ hours and is out of 82 marks.

This practical activity will give students an opportunity to demonstrate the following skills, knowledge and understanding in the context of producing and serving the meal:

- planning, organisational and time management skills
- applying food preparation techniques and cookery processes according to a given brief
- preparing and using ingredients according to the given brief
- presenting and serving each dish appropriately
- demonstrating the importance of food safety and hygiene and working safely and hygienically.

## Career Implications

Successful completion of this course will provide a very useful qualification for those planning a career within the food industry or a university or college course in Catering or Hospitality.

Note: Due to Scottish Government funding there will now be no cost attached to this course.



# Geography

## National 4 and 5 Geography

### Aim

The course will study people and the environment. The aim of the course is to investigate human interaction with the physical environment.

### Course Content

The course will cover three areas - Physical Environments, Human Environments and Global Issues. It will build on the work covered in the BGE and develop new case studies. The National 5 Geography course is an ideal next step for National 4 pupils who wish to continue with Geography or senior pupils who have not taken a certificate exam in Geography previously.



### Learning and Teaching Approaches

Fieldwork trips to Glacial and Coastal Environments reinforce Physical Geography topics and a fieldwork trip to Glasgow helps develop an understanding of Urban Geography. Geography resources are shared with pupils on Microsoft TEAMS at the start of the course. Classwork, assignments and homework are uploaded to Satchel One. Knowledge and Understanding skills are developed using maps, PowerPoint presentations, computer software and the internet. Investigations are carried out throughout the course to teach Fieldwork Skills.

### Homework and Assignments

Homework tasks are uploaded on Satchel One throughout each topic to help pupils' understanding of coursework. Access to the Internet can be found in the school library and can be useful resource for background reading and revision.

### Assessments

#### Component 1

- The question paper will have an emphasis on the assessment of knowledge and understanding with 60% of the marks allocated to knowledge and understanding. The other marks will be awarded for the demonstration of skills.
- The question paper will have 80 marks (80% of the total mark).
- The external assessment will last 2 hours 20 mins.

#### Component 2

This assignment will give students the opportunity to demonstrate research skills, processing techniques, show knowledge and understanding and present a well-reasoned conclusion about a geographic or environmental topic.

- The assignment will have 20 marks (20% of the total mark).
- The assignment component of the course will have a greater emphasis on the assessment of skills than the question paper, with approximately 15 marks being allocated to skills.

### Career Implications

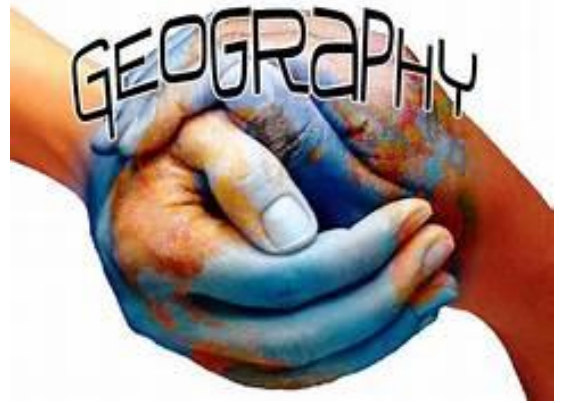
Geography is useful in many careers such as Town Planning, Surveying, the Armed Forces, Forestry, Geology, Meteorology, Water Management, the Oil Industry, Tourism and Conservation. Geography makes a contribution to activities such as Orienteering, Hill Walking and Mountaineering.

At college and university Geography is a useful subject to put in your application form. It appears in Arts and Science courses and is often part of Environmental Studies and Earth Science courses too.

## Higher Geography

### Aim

The purpose of this course is to add breadth and depth to the understanding of physical and human environments and their interrelationships. It also extends evaluative skills and the range of geographical methods and techniques familiar to students.



### Recommended Entry Level

Pupils should have achieved a National 5 A or B pass.

### Course Content

The course comprises of three units; Physical Environments, Human Environments and Global Issues.

- Physical Environments – Atmosphere, Hydrosphere, Lithosphere and Biosphere Human Environments – Urban Change and Management, Rural Land Degradation and Management and Population

These units build on key ideas relating to the Physical and Human Environment and International Issues developed at earlier stages in the BGE and National 5 Geography.

- Global Issues – In this unit emphasis is placed on providing students with the opportunity to develop aspects of physical and human geography. Two interactions are studied River Basin Management and Development and Health.
- Applications of Geographical skills - The skills assessed in the question paper will include mapping skills and the use of numerical/graphical information. These skills will be developed in throughout the year by carrying out geographical questions.

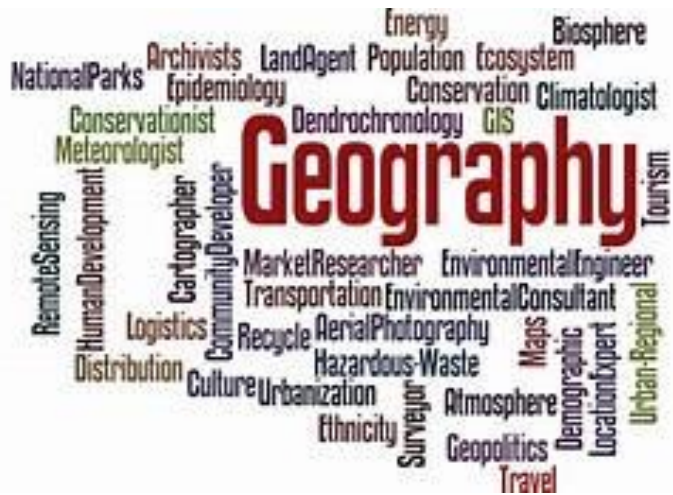
### Learning and Teaching Approaches

Geography resources are shared with pupils on Microsoft TEAMS at the start of the course. Classwork, assignments and homework are uploaded to TEAMS and pupils are encouraged to post their own comments and questions.

Knowledge and Understanding skills are developed using maps, PowerPoint presentations, computer software and the internet. Investigations are carried out throughout the course to teach Fieldwork Skills. Fieldwork trips to Glacial and Coastal Environments reinforce Physical Geography topics and a fieldwork trip to Glasgow helps develop an understanding of Urban Geography.

## Homework and Assignments

Homework tasks are uploaded on Microsoft TEAMS throughout each topic to help pupils' understanding of coursework. Access to the Internet can be found in the school library and can be useful resource for background reading and revision.



## Assessments

### Component 1

The question paper is split into two parts.

- Paper 1 (1 hour 50 minutes) is worth 100 marks and assesses the physical and human environments units.
- Paper 2 (50 minutes) is worth 40 marks and assesses the global issues unit and geographical skills.

### Component 2

This assignment will give students the opportunity to demonstrate research skills, processing techniques, show knowledge and understanding and present a well-reasoned conclusion about a geographic or environmental topic.

The assignment is worth 30 marks and is completed in 1 hour 30 minutes under exam conditions in school.

The assignment component of the course will have a greater emphasis on the assessment of skills than the question paper, with approximately 15 marks being allocated to skills.



## Course Enhancement

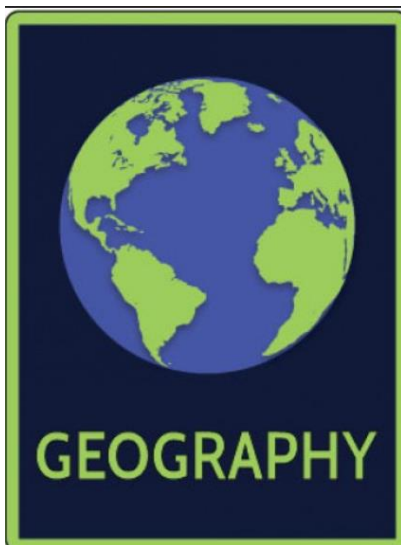
Pupils will have the opportunity to use Geographical Information Systems (GIS) to investigate a variety of issues facing the World. This will involve data collection and handling in addition to providing an introduction to the computer packages used in industry and universities. Pupils will also investigate modern housing, town planning and energy generation with a view to examine sustainable approaches and their impact on the environment. Case studies will include wind farm issues, along with Eco buildings for the Future.

Planned fieldtrips include visits to various sites around the local area and to Glasgow. These trips will help to reinforce the case studies that are already covered in the Higher course.

## Career Implications

Geography in Higher Education can be studied in either of two faculties, namely, Arts and Science, thus widening options, and ultimately career opportunities. Geography is useful in careers in Planning, Surveying, Engineering, Armed Forces, Forestry, Meteorology, Earth Science, Tourism and Conservation as well as Teaching.

At college and university Geography is a useful subject to put in an application form. It appears in Arts and Science courses, and is sometimes part of Environmental Studies and Earth Science courses.

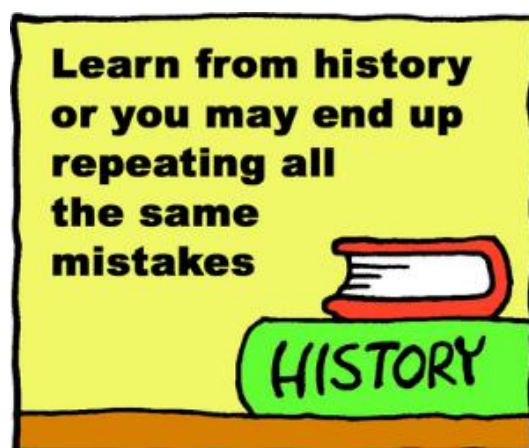


# History

## National 3, 4 and 5 History

### Aim

History is the study of people and events in the past. The aim of these courses is to develop an interest in the subject and to help pupils think critically about how events in the past have shaped the world they live in today. Key skills include demonstrating knowledge and understanding of the topics studied and the ability to use a range of enquiry skills to research topics and evaluate sources from the time.



### Course Content

These courses consist of three units:

- Migration and Empire
- Changing Britain 1760-1900 OR The Atlantic Slave Trade 1770-1807
- Hitler and Nazi Germany 1919-1939

### Learning and Teaching Approaches

The Courses involves the pupil in a variety of individual and group activities which develop a sound knowledge and understanding of the past. The nature of the work encourages the development of enquiry skills and pupils will make use of primary source material from the time of topic studied. There will also be opportunities for independent learning through research tasks which are built in to the courses. Pupils will be given access to a wide range of materials including books, newspapers articles, videos and computer software. Literacy is also addressed through the study of history.

### Homework and Assignments

Each topic contains a range of homework tasks.

### Assessments

Homework will regularly be given in the subject. This may involve completing revision notes or completing formal SQA exam questions. At the end of each unit of work pupils will sit an assessment to assess understanding and skill; however, the format of these may vary in nature. At National 5 level pupils will complete an external SQA exam at the end of the course that is worth 80% of their grade. This is graded A-D. Pupils also complete an assignment in class which is be worth 20% of their overall mark. At National 3 and National 4 level work is internally assessed. At National 4 level pupils are required to complete an Added Value Unit.



### Career Implications

A qualification in History has always been viewed favourably by colleges and universities as well as by employers. The study of History and the skills developed are a basis for a career in a wide range of areas including law, research, the media and business.

## Higher History



### Aim

Students of this course will develop knowledge and understanding of the topics studied. They will also develop their source based and investigating skills.

### Recommended Entry Level

Students would normally be expected to have attained National 5 History at grade A – C. Pupils who have not studied History before should have achieved a pass at National 5 English.

### Course Content

The course is divided into 3 units:

- **Unit 1: Migration & Empire**

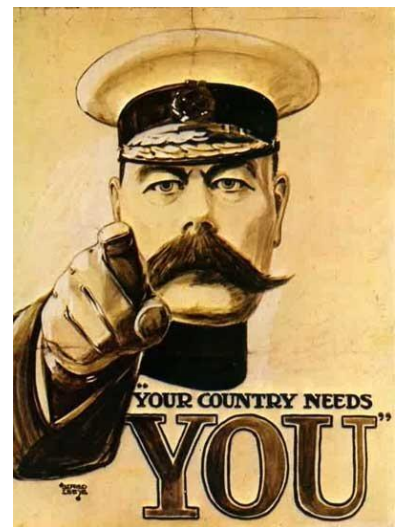
This unit examines the impact the British Empire had on Scotland both economically and socially. We will also look at immigration to Scotland in the 1800's as well as charting the stories of famous Scots who emigrated abroad during this time.

- **Unit 2: Britain 1850-1951**

A study of the changes in Britain between 1850 and 1951 that saw the emergence of a modern Britain. We look at changes in society which led to a more democratic and fairer country by 1951 including looking at the introduction of the National Health Service (NHS) in 1948.

- **Unit 3: USA & The Cold War (1918-1990)**

This unit examines the history of the USA as well as its involvement in the Cold War from spanning from the end of WW1 in 1918 to the end of the Cold War in 1990. The topic studies the impact of changing attitudes to immigration in the USA. The course also considers the Cuban missile crisis, the war in Vietnam and finishing with a look at either the struggle for civil rights in the 1920s or the reasons why the Cold War finished in 1990.



### Learning and Teaching Approaches

Teaching methods used within this course include class teaching, group work and individual tasks.

Online resources are also used to reinforce class work. We make full use of interactive resources such as a class blog and Microsoft Teams.



### Homework and Assignments

Homework is an integral feature of this course and may take many forms, for example, completion of notes, essay writing and source-based questions. Homework is given frequently but main pieces of homework, which are formally marked, are essays and source-based questions.





### **Assessment**

There are regular end of topic tests and timed essays. In addition, students must complete an assignment before Easter. This is based on a topic of their own choice, which is researched, planned and produced in class under exam conditions. This piece of work is assessed externally by the SQA and is worth 30 marks. To gain a Higher award students must pass the external exam, which is split into two parts. Paper one tests pupils essay writing skills and is worth 44 marks. Paper two assesses source skills and is worth 36 marks. Both papers in the final exam last for 1 hour 30 mins.

### **Enhancement**

The study of Higher History will also provide opportunities for pupils to work in teams, develop critical thinking skills and improve oral communication via class presentations and debate. Time spent on study skills will develop essay writing skills, research skills and source handling. A key part of this course will aim to develop a sense of citizenship with pupils. Historical topics will be used to stimulate debate and discussion about current issues in Scotland, Britain and the world

### **Career Implications**

A qualification in History is useful training for many courses and careers, including courses in Arts and Social Sciences and careers in law, the media, teaching, business, local and national government and international relations.





## Modern Studies

### National 4 and National 5 Modern Studies

#### Aim

The aim of this course is to develop and apply knowledge and understanding and enquiry skills across political, social and international topics.

#### Recommended Entry Level

For National 4 - Completion of Modern Studies Course in S3.

For National 5 - Pass at National 4 Modern Studies. English at National 5 Level and/or another social subject at National 5 Level.

#### Course Content

The Course is divided into 3 units:

- **Unit 1 – Democracy in the United Kingdom**

Pupils will explore in depth the issues surrounding politics and democracy in the United Kingdom. We will study the ways topics such as political participation, representation, voting systems and pressure groups. Pupils will develop an informed knowledge of the influences affecting decision making in the UK.

- **Unit 2 – Social Issues in the United Kingdom: Crime and Law**

Topics to be covered in this unit include the extent of crime in Scotland and the UK, the causes of crime, the emotional, social and political impact of crime in society and responses to law and order issues by all areas of the Criminal Justice System.

- **Unit 3 – International Issues**

In this unit pupils will explore Terrorism as a world issue. Topics to be covered include the causes of terrorism and the consequences/impact of Terrorism for the UK. Pupils will also learn about the UK government's response to Terrorism, and the international response to the continuing terror threat.



#### Assessment

Homework will regularly be given in the subject. This may involve completing revision notes or completing formal SQA exam questions. At the end of each unit of work pupils will sit an assessment to assess understanding and skill. At National 5 level pupils will complete an external SQA exam at the end of the course (lasting 2 hours 20 mins), which is worth 80 marks and is graded A-D. Pupils also complete an assignment in class which is worth 20 marks. This is an independent research project based on a topic of the pupil's choice and written up under exam conditions in 1 hour. This is externally marked by the SQA. At National 4 level pupils will complete an Added Value Unit.

#### Career Opportunities

Journalism, Law, Teaching, Politics, the NHS, the Police and Business are just some of the strong links that Modern Studies has with further education and employment opportunities.



## Higher Modern Studies

### Aim

The aim this course is to develop knowledge and understanding of current political, social and international issues. The course gives an exciting opportunity for pupils to analyse the major topical areas of debate.

### Recommended Entry Level

English at National 5 level

National 5 History, Modern Studies or Geography.



### Course Content

The course is divided into UK, Social and International Issues:

- **Unit 1 – Political issues in the United Kingdom**  
Students will study decision making in Central Government and electoral systems, voting and political attitudes, the role of the media and the role of pressure groups in affecting decisions made
- **Unit 2 – Social Issues in the UK**  
Students will investigate health and wealth inequalities in the UK today and the impact they have on UK society.
- **Unit 3 – International Issues**  
Politics of Development – this unit explores the barriers to development in African countries and the responses to these by international organisations and NGO's.



### Learning and Teaching Approaches

Learning and Teaching methods used in this course include class teaching, group work and individual tasks. Discussions, ICT and TV programmes are also used to reinforce class work as are research tasks. Websites such as BBC News will always prove extremely helpful for higher pupils to keep up to date with topical issues.

### Homework and Assignments

Regular homework will be given in the form of essays, enquiry skills exercises and larger specific assignments which will include ICT and media research.

### Assessment

Pupils will complete two exam papers. Paper 1 is comprised of two 20 mark essays and a 12-mark essay. In paper 2 pupils will complete three enquiry skill questions using sources. In addition, pupils will also complete a Higher Assignment. This is an independent research project on a topic of the pupil's choice which is written up under exam conditions and externally marked by the SQA. This is worth 27% of their overall grade.

### Career Implications

Journalism, party political research, teaching, law, NHS, civil service, business, economic research, aid agencies, local Government, working with the media and advertising amongst many others.





## People in Society

### National 4

#### Aim

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas

#### Recommended Entry Level

For National 4 - Completion of Modern Studies Course in S3.

#### Course Content

This Course is flexible and is designed to be appropriate and relevant to learners' needs. It offers significant opportunities for personalisation and choice. The approach taken and themes chosen for study in this Course can be drawn from a range of social subject/social science disciplines.

The course is divided into 3 units, with pupils completing a different project for each one:

#### Investigating Skills

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

#### Comparing and Contrasting

In this Unit, learners will develop straightforward skills of using information to compare and contrast. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

#### Making Decisions

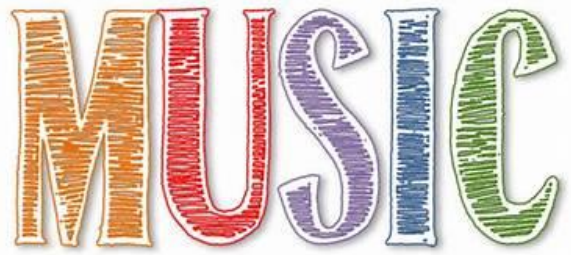
In this Unit, learners will develop straightforward skills of using information to make decisions. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

#### Assessment

To achieve the National 4 People and Society Course, learners must pass all of the required units. These will be internally assessed and moderated. Pupils must meet all SQA outcomes for each unit with the work they submit.

# Music

## National 4 Music



### Aims

- To enhance performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- To create original music using straightforward compositional methods and music concepts when composing, arranging or improvising
- To understand the social and cultural factors influencing music
- To understanding music and musical literacy by listening to music
- To identify level-specific annotated music signs, symbols, concepts and styles
- To understand the creative process and expressing him or herself through music

### Course Content

There are 3 main units - Performing, Composing & Understanding Music



#### Performing (2 Instruments, 8 mins total time)

- A minimum of 2 pieces per instrument/voice.
- All pieces must be recorded as they are completed.
- Live performance of all pieces
- A performing progress diary should be maintained.
- Regular practice on both instruments is essential for this course unit.

#### Composing

- Several short inventions and ideas. Basic music theory will be covered here.

#### Understanding Music

- Familiarity of a range of music from early to modern.
- A knowledge of musical concepts and contexts (Styles)
- Internally marked exam paper.

#### Learning and Teaching Approaches

Active and independent learning through self and peer evaluations

- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: learners may choose research and presentation methods, musical pieces, composition style
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.



## Homework and Assignments

Many students will have an instrument at home and would be expected to spend half an hour each night practising. The Department is always available for pupils to practice at lunch/after school. Students have weekly preparation for their other areas of study (Understanding/Literacy and Creating Music).



## Assessment

To gain National 4, learners must pass all Units

- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or may be gathered through video or audio recordings, presentations, podcasts, answers to questions and may be stored in an e-portfolio

The Added Value Unit (Performance) will require learners to prepare and perform a programme of music.



## National 5 Music



### Aims

- Performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- Create original music using compositional methods and music concepts when Composing, Arranging or Improvising
- To understand the social and cultural factors influencing music
- To understand music and musical literacy by listening to music
- To identify level-specific annotated music signs, symbols, concepts and styles
- To understand the creative process and self-expression through music

### Course Content

There are 3 main units - Performing, Composing & Understanding Music

#### Performing (2 Instruments, 8 mins total time)

- A minimum of 2 pieces per instrument/voice.
- All pieces must be recorded as they are completed.
- Live performance of all pieces
- A performing progress diary should be maintained.
- Regular practice on both instruments is essential for this course unit
- Both instruments are heard live by the visiting examiner.

#### Composing

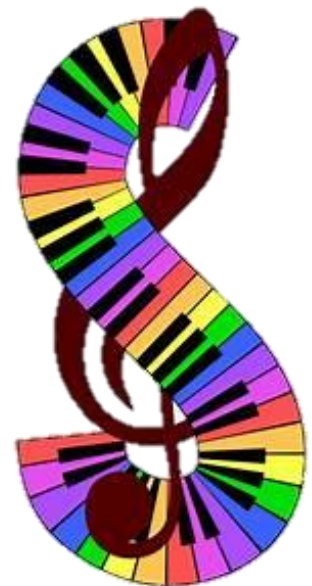
- Several short inventions and ideas. Basic music theory will be covered here.

#### Understanding Music

- Familiarity of a range of music from early to modern.
- A knowledge of musical concepts and contexts (Styles)
- Question paper containing multi-choice, literacy and musical analysis.

#### Learning and Teaching Approaches

- Active and independent learning through self and peer evaluations, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: in research methodology, choice of pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.





## Homework and Assignments

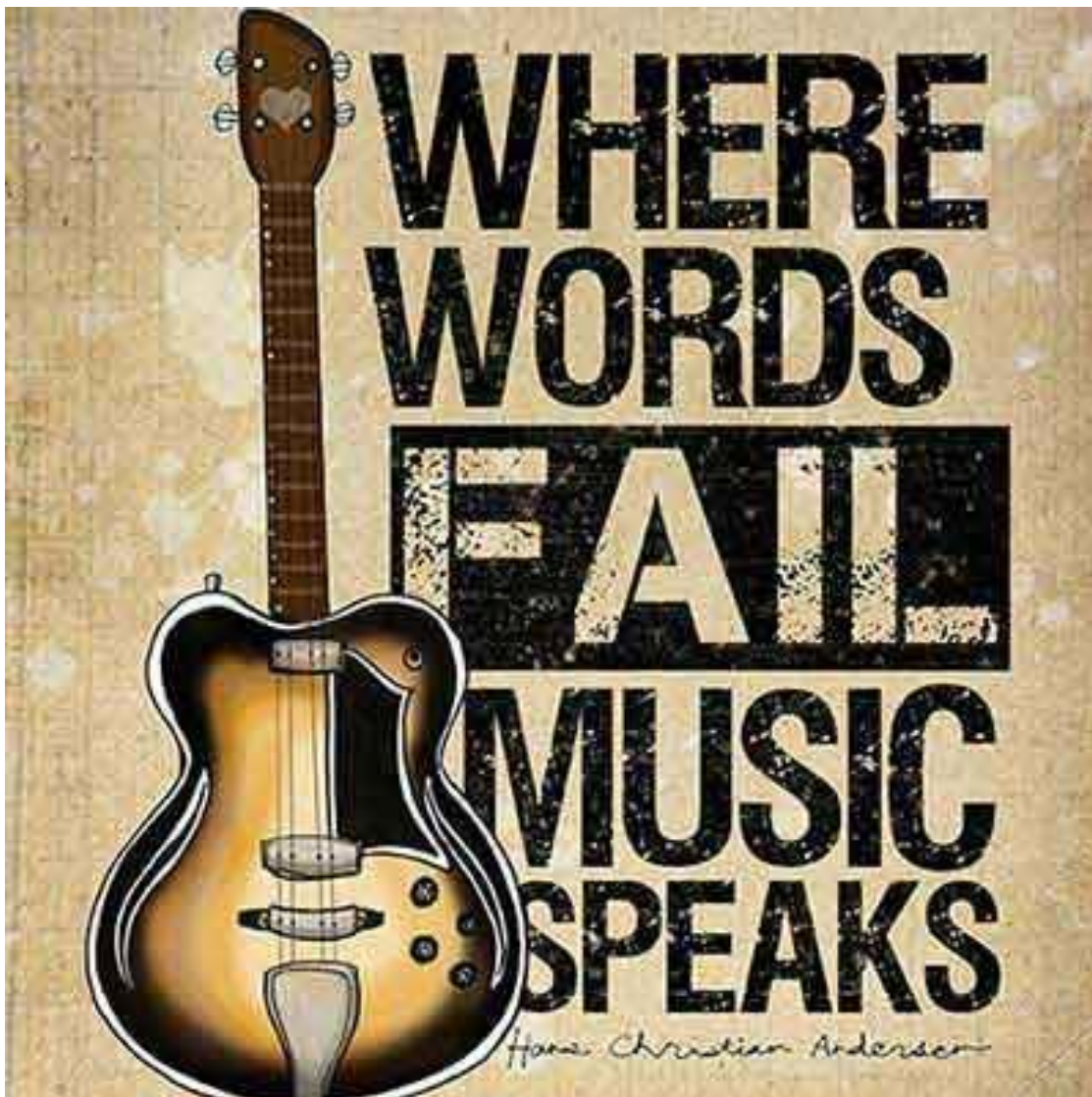
Many students will have an instrument at home and would be expected to spend half an hour each night practising. The Department is always available for pupil to practice at lunch/after school. Students have weekly preparation for their other areas of study (Understanding/Literacy and Creating Music).

## Assessment

To gain National 5, learners must pass the Course Assessment.

The Course Assessment consists of a

- **Question Paper** (35%) consisting of a listening paper
- **Performance** (50%) consisting of an 8 minute programme of music with two instruments or instrument and voice.
- **Assignment** (15%) consisting of a short composition and a review of the composition.



## Higher Music

### Aim

- To develop autonomy and independent thinking skills
- To develop creativity through performing
- To develop self-expression when creating original music
- To develop advanced skills in musical analysis and aural discrimination
- To develop knowledge of music and musical literacy through in-depth study and analysis
- To evaluate pupils' own work and that of others



### Recommended Entry Level

A or B pass at National 5 Music

### Course Content

There are 3 main units -

#### Performing Skills

Pupils develop a range of advanced performing skills applied sensitively and creatively. This will be demonstrated by performing a variety of musically and technically challenging music, on two selected instruments, or on one instrument and voice. This also involves pupils critically reflecting and evaluating the quality and accuracy of their performing skills.



#### Composing Skills

Pupils analyse the impact of composers' creative choices and the contexts which have influenced their work and musical approach. Pupils follow this by developing and reflecting on a range of their own compositional ideas.

#### Understanding and Analysing Music

Pupils will develop a breadth of knowledge and understanding of music, music concepts and musical literacy. This will be done by analysing sections of musical movements or works and demonstrating detailed understanding of the music. This also involves demonstrating the ability to analyse the impact of social and cultural influences on selected music.

#### Learning and Teaching Approaches

Active and independent learning through self and peer evaluations

- A blend of classroom approaches including practical and experiential learning using music technology such as audio recordings and computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration
- Space for personalisation and choice in instruments, musical pieces and composition style

## Homework and Assignments

Most students at this level will have an instrument at home and would be expected to spend half an hour each night practising. In addition to this, students would have weekly preparation for their other areas of study (Understanding Music and Composing).

## Assessment

To gain Higher Music, learners must pass the Course Assessment.

The Course Assessment consists of a:

- **Question Paper** (35%) consisting of a listening paper
- **Performance** (50%) consisting of a 12 minute programme of music with two instruments or instrument and voice.
- **Assignment** (15%) consisting of a short composition and a review of the composition.



## Career Implications

Higher Courses in Music exist as an extension for all pupils who have completed the National 5 Music course. However, they can also be focused towards specific career intentions. Almost all University faculties accept certificate music courses, and Degrees in both General Arts and Primary Teaching often contain Music.

Some possible careers in music include:

- Teaching
- Instrumental Instruction
- Performer
- Band/Orchestral Player
- Music Management
- Composing/Arrangement
- Music Retail
- Music Librarian
- Sound Engineering/Recording
- Music Theatre
- Music Therapy
- Media
- Music Journalism
- Live Event Production

**GOOD MUSIC IS  
GOOD NO MATTER  
WHAT KIND OF  
MUSIC IT IS**

MILES DAVIS

## Advanced Higher

### Aim

- To develop autonomy and independent thinking skills
- To develop creativity through performing
- To develop self-expression when creating original music
- To develop advanced skills in musical analysis and aural discrimination
- To develop knowledge of music and musical literacy through in-depth study and analysis
- To evaluate pupils' own work and that of others



### Recommended Entry Level

Pass at Higher Music and in consultation with subject staff.

### Course Content

There are 3 main units -

#### Performing Skills

Pupils develop a range of advanced performing skills applied sensitively and creatively. This will be demonstrated by performing a variety of musically and technically challenging music, on two selected instruments, or on one instrument and voice. This also involves pupils critically reflecting and evaluating the quality and accuracy of their performing skills.

#### Composing Skills

Pupils analyse the impact of composers' creative choices and the contexts which have influenced their work and musical approach. Pupils follow this by developing and reflecting on a range of their own compositional ideas.

#### Understanding and Analysing Music

Pupils will develop a breadth of knowledge and understanding of music, music concepts and musical literacy. This will be done by analysing sections of musical movements or works and demonstrating detailed understanding of the music. This also involves demonstrating the ability to analyse the impact of social and cultural influences on selected music.

#### Learning and Teaching Approaches

- Active and independent learning through self and peer evaluations
- A blend of classroom approaches including practical and experiential learning using music technology such as audio recordings and computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration
- Space for personalisation and choice in instruments, musical pieces and composition style

#### Homework and Assignments

Most students at this level will have an instrument at home and would be expected to spend half an hour each night practising. In addition to this, students would have weekly preparation for their other areas of study (Understanding Music and Composing).

## Assessment

To gain Advanced Higher Music, learners must pass the Course Assessment.

The Course Assessment consists of a

- **Question Paper** (35%) consisting of a listening paper
- **Performance** (50%) consisting of an 18 minute programme of music with two instruments or instrument and voice.
- **Assignment** (15%) consisting of an analysis of a musical composition, a musical composition, and a review of the composition.



## Career Implications

Advanced Higher Courses in Music exist as an extension for all pupils who have completed the Higher Music course. However, they can also be focused towards specific career intentions. Almost all University faculties accept certificate music courses, and Degrees in both General Arts and Primary Teaching often contain Music.

Some possible careers in music include

- Teaching
- Instrumental Instruction
- Performer
- Band/Orchestral Player
- Music Management
- Composing/Arrangement
- Music Retail
- Music Librarian
- Sound Engineering/Recording
- Music Theatre
- Music Therapy
- Media
- Music Journalism
- Live Event Production



# Administration and IT

## National 4 and National 5 Administration and IT

### Aim

The key purpose of this course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective running of organisation in administrative positions.



The course will enable learners to:

- develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

### Recommended Entry Level

For National 4 – completion of S3 Administration and IT

For National 5 – pass at National 4 or completion of S3 Administration and IT to a high standard

### Course Content

There are three mandatory units. An extra Added Value unit is also included in the National 4 course.

IT Solutions for Administrators	Communication in Administration	Administrative Practices
<p>This unit will enable learners to:</p> <ul style="list-style-type: none"><li>• Use a spreadsheet program to present and analyse numerical data</li><li>• Use a database program to store, organise and search for information</li><li>• Use a word processing program to create professionally presented business documents</li></ul>	<p>This unit will enable learners to:</p> <ul style="list-style-type: none"><li>• Use electronic sources to search for information and analyse its reliability</li><li>• Use presentation and desk top publishing programs to present information in a format which is suitable for the intended audience</li><li>• Communicate information via electronic methods</li></ul>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"><li>• The tasks, skills and qualities of an Administrative Assistant</li><li>• Key features of customer care</li><li>• Organisational responsibilities in terms of health and safety</li><li>• Organisational responsibilities in terms of the security of people, property and information</li><li>• Administrative tasks in relation to the organisation and carrying out of an event</li></ul>

### Administration in Action (Added Value Unit – National 4 only)

This unit will require learners to apply their IT skills in the context of supporting the organisation of a small-scale event. Learners will be provided with a clear brief to enable them to carry out this task to the required standard.

## Learning and Teaching Approaches

Units will be taught in an integrated manner to mirror the reality of working in an Administrative position. A range of learning and teaching techniques will be employed. Pupils will be expected to be able to work independently and use their initiative to solve problems.



## Homework

Homework will be of both a practical and theoretical nature. Pupils will be asked to consolidate their learning with regular use of ICT software to complete practical tasks and will be required to complete extended response questions where appropriate.

## Assessment

At National 4 learners will be required to pass unit assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways.

At National 5 learners will be required to pass unit assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways. There are also two end of course assessments for National 5. These will take the form of an assignment set by the SQA to be completed over three hours usually in March, and a two-hour question paper in the exam diet in May. This will require learners to draw on their knowledge and IT skills developed throughout the entire course.



## Career Implications

Following successful completion of the National 4/5 course learners may choose to progress to National 5/Higher Administration and IT. Administration skills are highly valuable in any career or further education that pupils choose to enter post-school.

## Higher Administration and IT



### Aim

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The course will enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

### Recommended Entry Level

National 5 Administration and IT Course or relevant component Units.

### Course Content

There are three mandatory units.

<b>IT Solutions for Administrators</b>	<b>Communication in Administration</b>	<b>Administrative Theory and Practice</b>
<p>The purpose of this Unit is to develop learners' skills in IT, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.</p>	<p>The purpose of this Unit is to 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. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This will enable learners to communicate information, taking account of the needs of the audience.</p>	<p>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.</p>

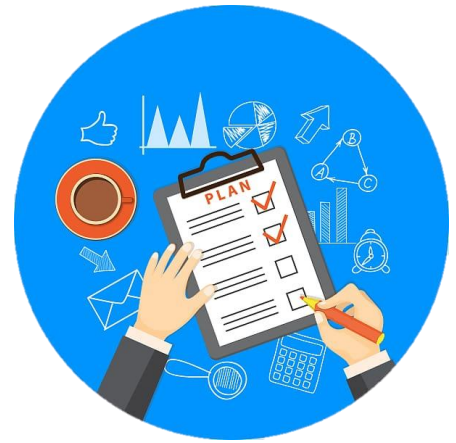


## Learning and Teaching Approaches

Units will be taught in an integrated manner to mirror the reality of working in an Administrative position. A range of learning and teaching techniques will be employed. Learners will be expected to be able to work independently and use their initiative to solve problems.

## Homework

Homework will be of both a practical and theoretical nature. Learners will be asked to consolidate their learning with regular use of ICT software to complete practical tasks and will be required to complete extended response questions where appropriate.



## Assessment

Learners will be required to pass unit assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways. There are also end of course assessments at Higher level. These will take the form of an Assignment set by the SQA to be completed over two hours, and a 90-minute theory exam. These will require learners to draw on their knowledge and IT skills developed throughout the entire course.

## Career Implications

Administration skills are highly valuable in most career areas or further education that pupils choose to enter post-school.



# Business

## National 4 Business

### Aim

The course aims to enable learners to develop:

- Knowledge and understanding of business concepts in a range of contexts
- Awareness of the processes and procedures business use to ensure customers' needs are met
- Enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- Financial awareness through a business context
- An insight into the impact of the economy on business and our daily lives



### Recommended Entry Level

Completion of S3 Business course

### Course Content

There are two mandatory units. An extra Added Value unit is also included in the National 4 course.

<b>Business In Action</b>	<b>Influences in Business</b>
<p>This unit covers:</p> <ul style="list-style-type: none"><li>• Reasons for Setting up Businesses</li><li>• Qualities and the Role of the Entrepreneur</li><li>• Features of a Small Business</li><li>• Sources of Finance and Advice</li><li>• Benefits of Satisfying Customers</li><li>• Market Research</li><li>• Quality Measures</li><li>• Marketing Mix</li><li>• Functional departments and Functional Activities</li></ul>	<p>This unit covers:</p> <ul style="list-style-type: none"><li>• Interest and Influence of Stakeholders</li><li>• Cash Budget and Break Even Chart</li><li>• Interpretation</li><li>• Job Costing Statement and Interpretation</li><li>• Benefits and Types of Training</li><li>• Employee Motivation and Morale</li><li>• Analysing the Impact of External Factors on Businesses</li></ul>

### Learning and Teaching Approaches

Learners will experience a variety of approaches in this subject, including whole class teaching as well as group work. They will be given the opportunity to be involved in learning activities which are challenging, motivating and inspiring. Up-to-date programmes are used throughout to emphasise the dynamic nature of the business world. PowerPoints are used in addition to course notes and textbooks in order to enhance teaching and learning. Students will have the opportunity to study the work of real life business through case studies, websites and quality newspapers. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of small organisations, their functions and their decision-making processes.

### Homework and Assignments

There will be regular homework exercises often based on business case studies and extended responses which reflect assessments at this level. These will generally be marked and graded as per SQA guidelines.

## Assessment

At National 4 learners will be undertake assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways.



## Business Assignment (Added Value Unit)

This unit will require learners to prepare a simple business proposal for an aspect of a new small business, making use of appropriate technology. The assignment will assess learners' skills in gathering, choosing, evaluating, and presenting appropriate information in the form of a plan that will assist the development of a new small business.

## Career Implications

Following successful completion of the National 4 course learners may choose to progress to National 5 Business Management. The skills and knowledge gained will be useful in any working environment.

**THERE IS NO  
ELEVATOR  
TO SUCCESS.  
YOU HAVE TO  
TAKE THE  
STAIRS**

# Business Management

## National 5 Business Management

### Aim

The course aims to enable learners to develop:

- Knowledge and understanding of business concepts in a range of contexts
- Awareness of the processes and procedures business use to ensure customers' needs are met
- Enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- Financial awareness through a business context
- An insight into the impact of the economy on business and our daily lives, thus gaining economic awareness



### Recommended Entry Level

Pass at National 4 level or completion of S3 Business course to a high standard.

### Course Content

Understanding Business	Management of Marketing and Operations	Management of People and Finance
<ul style="list-style-type: none"><li>• Role of Business in Society</li><li>• Customer Service</li><li>• Sectors of Industry and the Economy</li><li>• Types or Organisations</li><li>• Business Aims and Objectives</li><li>• Internal and External Factors affecting the operation of business</li><li>• Interest and Influence of Stakeholders</li></ul>	<ul style="list-style-type: none"><li>• Role of Marketing</li><li>• Market Research</li><li>• Marketing Mix</li><li>• Use of ICT in Marketing</li><li>• Methods of Production</li><li>• Quality Measures</li><li>• Choosing a Supplier</li><li>• Stock Management Control</li><li>• Ethical Operations and Environmental Responsibility</li><li>• Use of ICT in Production</li></ul>	<ul style="list-style-type: none"><li>• Recruitment and Selection</li><li>• Methods, costs and benefits of Training</li><li>• Motivating and Retaining Employees</li><li>• Employment Legislation</li><li>• Use of ICT in Human Resource Management</li><li>• Sources of Finance</li><li>• Break-even Analysis</li><li>• Cash Budgeting</li><li>• Profit Statement</li><li>• Use of ICT in Financial Management</li></ul>

## Learning and Teaching Approaches

Learners will experience a variety of approaches in this subject, including whole class teaching as well as group work. They will be given the opportunity to be involved in learning activities which are challenging, motivating and inspiring. Up-to-date programmes are used throughout to emphasise the dynamic nature of the business world. PowerPoints are used in addition to course notes and textbooks in order to enhance teaching and learning. Students will have the opportunity to study the work of real life business through case studies, websites and quality newspapers. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of medium-sized organisations, their functions and their decision-making processes.

## Homework

There will be regular homework exercises often based on business case studies and exemplar style exam and assessment questions. These will be extended response questions and will generally be marked and graded as per SQA guidelines.

## Assessment

At National 5 learners will be required to undertake assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways.

There is also an end of course assessment for National 5. This will take the form of:

- A Question Paper which is made up to 2 sections, both of which are compulsory – two short pieces of stimulus material will be read before answering questions relating to it and 4 extended response questions worth 10 marks each. (70% of overall marks)
- An Assignment which will focus on researching and analysing data before preparing a short business report. (30% of overall marks)

## Career Implications

Following successful completion of the National 5 course learners may choose to progress to Higher Business Management. The skills and knowledge gained will be useful in any working environment.



## Higher Business Management

### Aim

The course aims to enable learners to develop:

- Knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- An understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- An insight into enterprising skills and attributes by providing opportunities to study relatively complex business issues
- An awareness of business-related financial matters
- An understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- An understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- Knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations



### Recommended Entry Level

A or B pass at National 5 Business Management. Higher English or another Higher in a social subject such as Modern Studies/History/Geography is an advantage.



### Course Content

Understanding Business	Management of Marketing and Operations	Management of People and Finance
<ul style="list-style-type: none"> <li>• Role of Business in Society</li> <li>• Sectors of Industry and the Economy</li> <li>• Types of Organisations</li> <li>• Business Aims and Objectives</li> <li>• Methods of Growth available to a business</li> <li>• Internal and External factors affecting the operation of business</li> <li>• Business Structures</li> <li>• Interest and Influence of Stakeholders</li> <li>• Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer Behaviour</li> <li>• Role of Marketing</li> <li>• Market Research</li> <li>• Marketing Mix – 7 P's</li> <li>• Use of ICT in Marketing</li> <li>• Methods of Production</li> <li>• Quality Measures</li> <li>• Choosing a Supplier</li> <li>• Inventory Management</li> <li>• Ethical Operations and Environmental Responsibility</li> <li>• Use of ICT in Production</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce Planning</li> <li>• Recruitment and Selection</li> <li>• Training and Development</li> <li>• Motivating and Leadership</li> <li>• Employee Relations</li> <li>• Legislation in the workplace</li> <li>• Use of ICT in Human Resource Management</li> <li>• Sources of Finance</li> <li>• Cash Budgets and Cash Flow</li> <li>• Financial Statements</li> <li>• Ratio Analysis</li> <li>• Use of ICT in Financial Management</li> </ul>

## Learning and Teaching Approaches

Learners will experience a variety of approaches in this subject, including whole class teaching as well as group work. They will be given the opportunity to be involved in learning activities which are challenging, motivating and inspiring. Up-to-date programmes are used throughout to emphasise the dynamic nature of the business world. PowerPoints are used in addition to course notes and textbooks in order to enhance teaching and learning. Students will have the opportunity to study the work of real life business through case studies, websites and quality newspapers. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of 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.

## Homework and Assignments

There will be regular homework often based on business case studies and past paper questions. These will be in the style of extended response questions and will generally be marked as per SQA guidelines.

## Assessment

At Higher, learners will complete unit assessments for each of the topic areas in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways.

The final course assessment consists of two parts:

- A Question Paper which is made up to 2 sections, both of which are compulsory – a Case Study where students read a short piece of stimulus material and answer questions relating to it and 4 extended response questions worth 15 marks each. (75% of overall mark)
- An assignment which will involve research, analysis and the construction of a business report. (25% of overall mark)



## Career Implications

Further education – HNC/D or Degree course in Business or a Business related subject.

Employment in a variety of working environments including Sales and Retail, Marketing, Human Resource Management.

# Computing Technology

## Level 4, 5 and 6 NPA Computing Technology



### Aim

The course enables candidates to:

- apply computational-thinking skills across a range of contemporary contexts
- apply knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behavior clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

### Recommended Entry Level

For Level 4 – completion of S3 Computing

For Level 5 – pass at Level 4 or completion of S3 Computing to a high standard

For Level 6 – pass at Level 5

### Course Content

The course has four areas of study: Computing Foundations, Computer Programming, Computer Games Development & Artificial Intelligence. A practical Computing Project is used as the final course assessment after successful completion of the units.

### Learning and Teaching Approaches

Units will be taught in an integrated manner to mirror the reality of working in a Computing position. A range of learning and teaching techniques will be employed. Pupils will be expected to be able to work independently and use their initiative to solve problems.

### Homework

Homework will be of both a practical and theoretical nature. Pupils will be asked to consolidate their learning with regular use of ICT software to complete practical tasks and will be required to complete extended response questions where appropriate.

### Assessment

At Level 4, 5 and 6 Computing Technology students will be required to pass a unit assessment for each of the individual units, these will consist of a practical task and theory questions where appropriate. There is also a final Computing Project that will be the final assessment.



### Career Implications

Following successful completion of the Level 4/5 course learners may choose to progress to Level 5/6 Computing Technology. Computing skills are highly valuable in any career or further education that pupils choose to enter post-school.



## Computing Science

### Higher Computing Science



#### Aim

The course enables candidates to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

#### Recommended Entry Level

For Higher – pass at National 5 Computing Science

#### Course Content

The course has four areas of study: Software Design & Development, Computer Systems, Database Design & Development, Web Design & Development.

#### Learning and Teaching Approaches

Units will be taught in an integrated manner to mirror the reality of working in a Computing position. A range of learning and teaching techniques will be employed. Pupils will be expected to be able to work independently and use their initiative to solve problems.

#### Homework

Homework will be of both a practical and theoretical nature. Pupils will be asked to consolidate their learning with regular use of ICT software to complete practical tasks and will be required to complete extended response questions where appropriate.

#### Assessment

At Higher learners will be required to pass unit assessments for each of the learning outcomes in the course. A range of assessment formats will be used to allow learners to display their skills and knowledge in a number of ways. There are also two end of course assessments for Higher. These will take the form of an assignment set by the SQA to be completed over eight hours usually in February, and a two-hour thirty minute question paper in the exam diet in May. This will require learners to draw on their knowledge and Computing skills developed throughout the entire course.

#### VARIOUS FIELDS



Artificial Intelligence (AI)    Computer Security    Software Engineering    Computer Network

#### Career Implications

Following successful completion of the Higher course learners may choose to progress to Advanced Higher Computing Science. Computing skills are highly valuable in any career or further education that pupils choose to enter post-school.

# Art and Design

## National 5 Art and Design

### Aim

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course.

Learners develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for learners to be inspired and creatively challenged through their work.

### Recommended Entry Level

Entry to this Course is at the discretion of the Centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience - National 4 Art and Design Course or relevant component Units. It is suitable for learners with an interest in art and design, and for those who would like to progress onto higher levels of study. It allows learners to consolidate and extend their art and design skills. The course is learner-centered and includes investigative and practical learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts. This makes it highly accessible to all.



### Course content and Assessment

In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises two areas of study:

#### Expressive

This part of the course helps pupils plan, research and develop creative expressive work in response to a theme/stimulus. Learners develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Learners reflect on and evaluate their creative process and the visual qualities of their work.

#### Design

This part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.



## Course assessment structure

**Expressive Activity Folio:** 100 marks. The expressive portfolio has 100 marks (40% of the total mark).

**Design Activity Folio:** 100 marks. The Design portfolio has 100 marks (40% of the total marks)

**The question paper:** 50 marks (20% of the total mark) and has two sections which are equally weighted.

## Learning and Teaching Approaches

The vast majority of the course is practical. Art and Design studies are partly taught through whole class lectures but are mostly based on individual research and investigation.

## Homework and Assignments

Some form of homework will be issued weekly taking up to one hour (max) per week. This will mainly comprise of written tasks that allow the students to best prepare for the exam.



## Higher Art and Design

### Aim

The course provides a broad, investigative and practical experience of art and design. Creativity is the key focus. Learners develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.



### Recommended Entry Level

Entry to this Course is at the discretion of the Centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 5 Art and Design

### Course content and Assessment

The course has two areas of study:

#### Expressive

This part of the course helps learners to plan, research and develop creative expressive work in response to a theme or stimulus. Pupils develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Learners also reflect on and evaluate their creative process and the visual qualities of their work.

#### Design

This part of the course helps pupils to plan, research and develop creative design work in response to a design brief. Learners develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Students also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.



## Course assessment structure

**Expressive Activity Folio:** 100 marks. The expressive portfolio has a total mark allocation of 100 marks. This is 38.5% of the overall marks for the course assessment.

**Design Activity Folio:** 100 marks. The design portfolio has a total mark allocation of 100 marks. This is 38.5% of the overall marks for the course assessment.

**The Question paper:** 60 marks and has two sections which are equally weighted. The question paper assesses candidates' knowledge and understanding of the work and practice of artists and designers, and how social and cultural contexts impact on art and design works. Learners have 2 hours to complete the question paper.



### Learning and Teaching Approaches

The vast majority of the course is practical. Art and Design studies are partly taught through whole class lectures but are mostly based on individual research and investigation.

### Homework and Assignments

Some form of homework will be issued weekly taking up to one hour (max) per week. This will mainly comprise of written tasks that allow the students to best prepare for the exam.

## Advanced Higher Art and Design

### Aim

The Course provides opportunities for learners to develop their creativity and to apply their understanding of design practice, function and aesthetics or expressive work. This will involve exploring and researching challenging contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources. This depth of personalised study into a selected area of design or expressive affords learners a unique opportunity to intellectually engage with the process and to focus on how to creatively respond to challenging issues and opportunities.



### Recommended Entry Level

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

### Course content and Assessment

#### **Art and Design (Design): Design Enquiry (Advanced Higher) with Design Study**

Learners plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Learners will use their understanding of design practice to inspire and influence their own design approach and creative choices.

They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats.

#### **Art and Design (Expressive): Expressive Enquiry (Advanced Higher) with Visual Study Report**

Learners work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Learners' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.



## **Course assessment structure**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

In the Advanced Higher Art and Design (Expressive) Course, added value will focus on challenge and application.

Component 1 — Component 1 — portfolio 100 marks

60 marks will be awarded for practical work, 30 marks for the critical analysis and 10 marks for evaluation.

## **Learning and Teaching Approaches**

The vast majority of the course is practical. Art and Design studies are partly taught through whole class lectures but are mostly based on individual research and investigation.

## **Homework and Assignments**

Various practical and critical homework will be expected at this level.



# Photography

## NPA Level 4/5 Photography

### Aim

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. An integrated approach to learning means pupils plan, develop and produce creative and technically proficient photographs. Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them. The aims of the course are for candidates to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop planning and organizational skills.
- become critically self-reflective autonomous learners

### Recommended Entry Level

Entry to this Course is at the discretion of the Centre. The course is suitable for all pupils with an interest in photography. It is suitable for students wanting to progress to Higher Photography.

### Course Content

The course consists of 4 units:

- Understanding Photography
- Photographing Places
- Photography People
- Working with Photographs

Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and learn to discuss creative and technical details of their work. They use this understanding of photographers and their work when developing their own personal approaches to photography. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work. Candidates will be using their own smart phones and/or tablet cameras to do this course. It is essential that Candidates, have a smart phone that works and is fully charged for each lesson. Candidates will use their phone apps to manipulate photographs.



### Learning and Teaching Approaches

The class is initially taught as a whole class teaching group, whereby they will gain their understanding of the course requirements and how to meet these. Learners will then be expected to work independently on their own projects to produce images and work from photoshoots and develop their skills with assistance from the teacher.

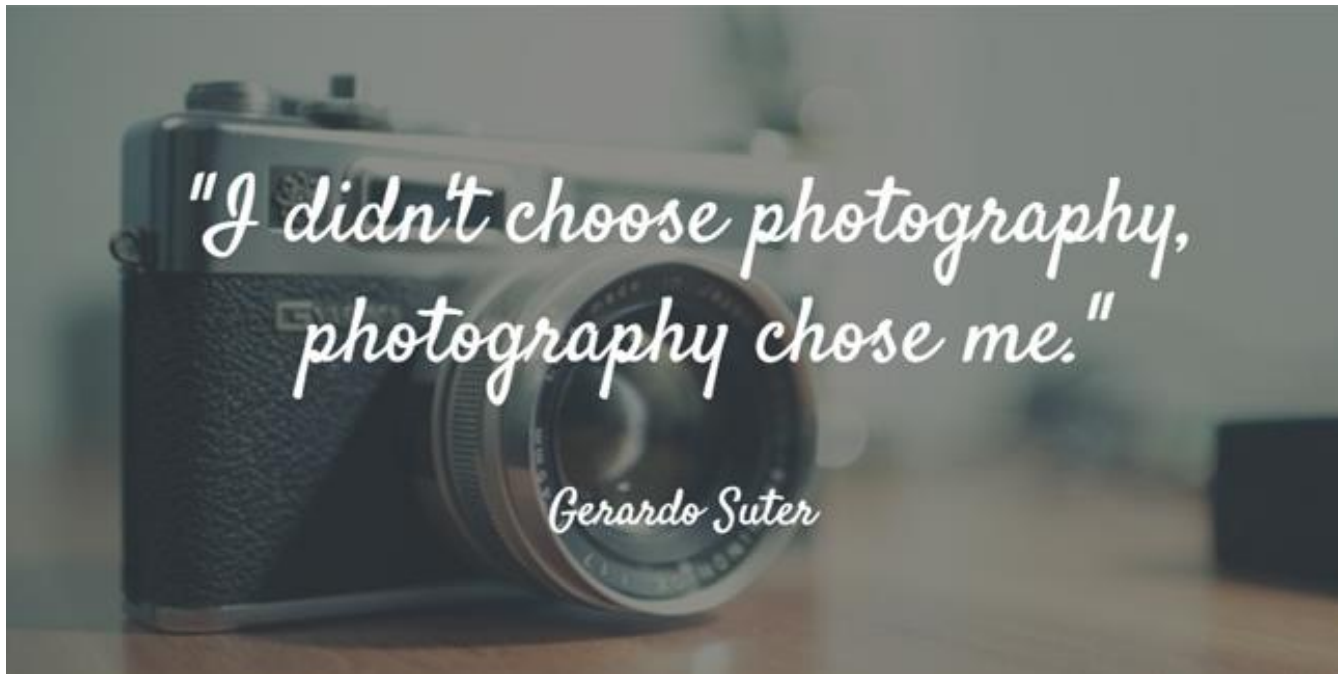




## Homework and Assignments

Homework will be required from learners with regards to being able to produce images and continually develop and evaluate their work throughout the course.

Images will be collated together in order to produce displays, whereby pupils will showcase their work.



## Assessment

To gain the award of the Course, candidates must generate evidence required in relation to all Outcomes and Performance Criteria for each of the four units below.

- Understanding Photography
- Photographing Places
- Photographing People
- Working with Photographs

## Career Implications

This will be desirable for pupils looking to work in design processes, whether it be graphic or product. Additionally, it will help those who wish to seek a career revolving around photography.

## Higher Photography

### Aim

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. An integrated approach to learning means pupils plan, develop and produce creative and technically proficient photographs. Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them. The aims of the course are for candidates to:

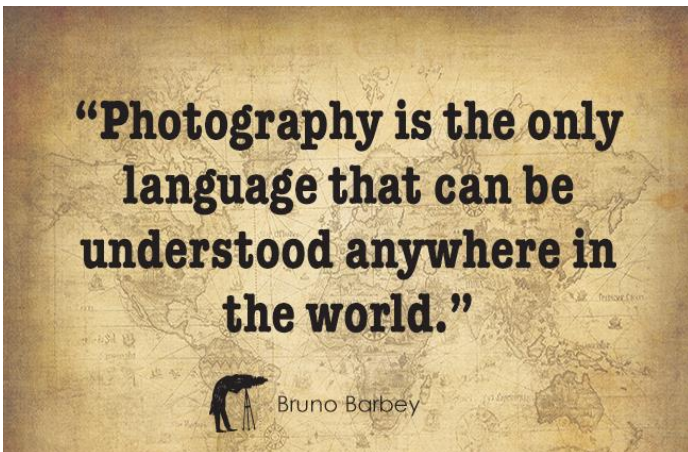


- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers' work and practice
- become critically self-reflective autonomous learners

### Recommended Entry Level

The course is suitable for all pupils with an interest in photography. It is suitable for students with a general interest in the subject and for those wanting to progress to higher levels of study. This qualification will allow candidates to consolidate and extend creative skills developed through, for example, the National 5 Art and Design course.

### Course Content



Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

### Learning and Teaching Approaches

The class is initially taught as a whole class teaching group, whereby they will gain their understanding of the course requirements and how to meet these. Learners will then be expected to work independently on their own projects to produce images and work from photoshoots and develop their skills with assistance from the teacher.

## Homework and Assignments

Homework will be required from learners with regards to being able to produce images and continually develop their portfolio throughout the course. This is a folio based course that requires candidates to dedicate time after school, weekends and holidays in order to fully achieve this course award.

Images will be collated together in order to produce displays, whereby pupils will showcase their work.

Assessment

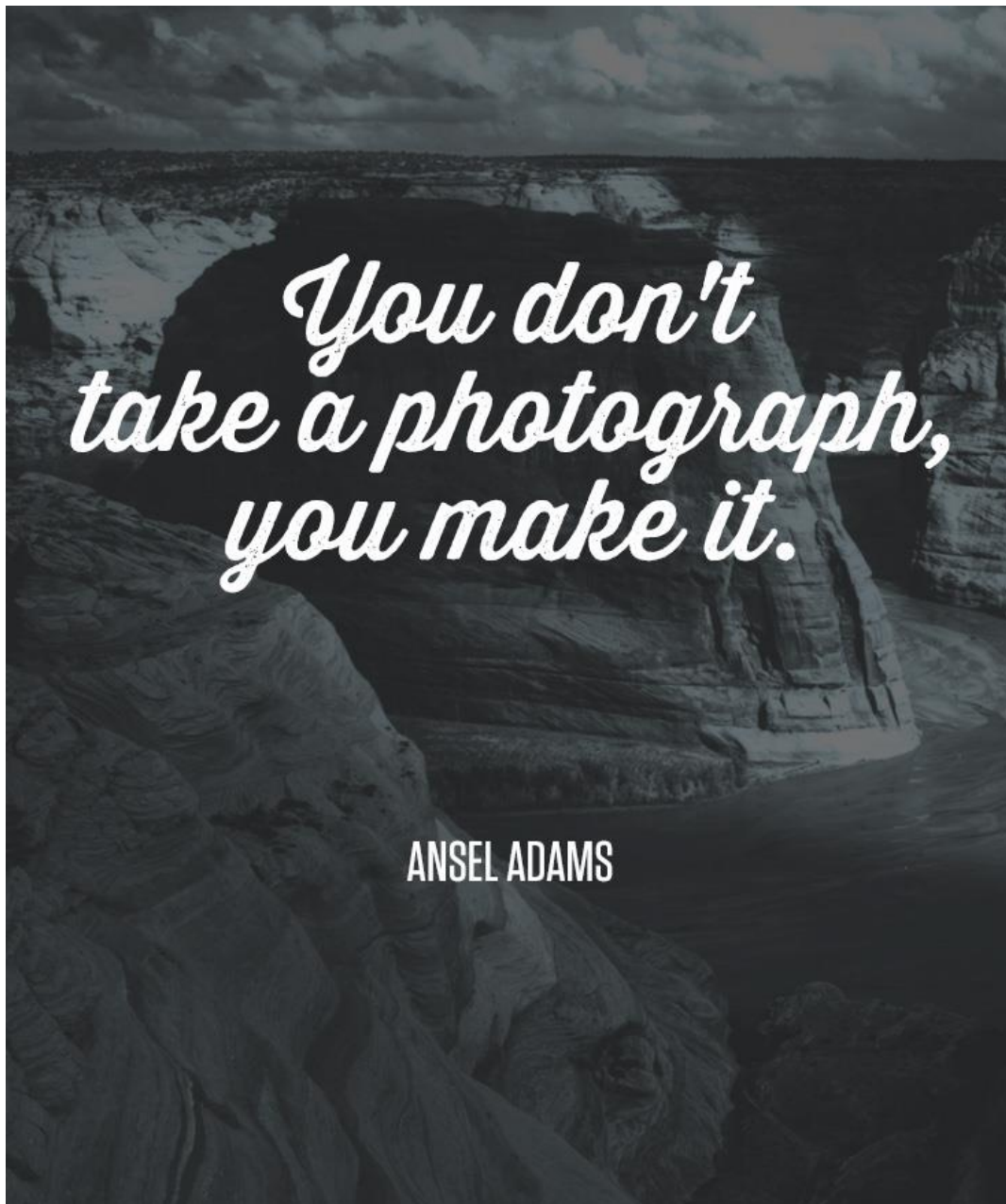
The course has two components:

Component 1: Question paper: 30 marks (1 hour)

Component 2: Project: 100 marks

## Career Implications

This will be desirable for pupils looking to work in design processes, whether it be graphic or product. Additionally, it will help those who wish to seek a career revolving around photography.



# Physical Education

## Higher Physical Education



### Aim

Higher Physical Education provides essential skills and knowledge necessary for:

- A high level of practical performance across a range of sporting contexts.
- Understanding of the variety of factors that impact on performance.

### Recommended Entry Level

Students should normally have obtained:

- National 5 PE at grade A-B
- English at National 5

### Course Content

The course is divided into 2 aspects and includes the content listed:

1. **Performance Skills** – Pupils will take part and develop performance in at least three practical activities.
2. **Factors Impacting on Performance (FIP)** – Pupils investigate and analyse the range of physical, mental, social and emotional factors that impact on performance.

### Learning and Teaching Approaches

The course is led by performance and learning will be experiential in nature. They will be required to analyse their own performance and subsequently plan, implement and monitor a personal improvement programme for each factor and each activity.

### Homework

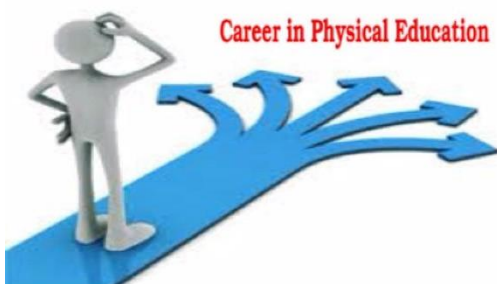
Homework is a mandatory part of the Higher PE course and is essential for consolidation of concepts covered in class. Students are also expected to study at home regularly and are responsible for catching up on any class work missed. Pupils should spend approximately 60 minutes per week achieving the above at home.

### Assessment

- **Performance skills - 60 marks in total.**  
60 Marks are given for practical performance in two different activities and this will be assessed in a single, one-off performance in each activity.
- **Factors Impacting on Performance – 60 marks.**  
This will be assessed by an exam marked by the SQA. The exam will be 2 hour 30 minutes long and will require students to demonstrate learned knowledge and apply this knowledge through scenario questions.

### Career Implications

- Desirable for pupils looking to further their studies in a range of sport related areas including: Sports Science, Sports Studies, Sports Coaching and Physical Education.
- Qualifications in PE are also highly regarded by the Armed Forces and Emergency Services.



## Advanced Higher Physical Education

### Aim

Advanced Higher Physical Education provides essential skills and knowledge necessary for:

- A high level of practical performance across a range of sporting contexts.
- Developed understanding of the variety of factors that impact on performance and the ways in which they are linked
- Provides students the opportunity to develop key skills for moving forward to University in carrying out research and essay writing.

### Recommended Entry Level

Students should normally have obtained:

- Higher PE at grade A-B
- English at Higher level.

### Course Content

The course is divided into 2 aspects and includes the content listed:

- Performance Skills – Pupils will have limited time on performance but will be assessed on an activity of their choosing
- Factors Impacting on Performance (FIP) – Pupils will complete a Project Report which forms 70% of the course assessment. Within this Project Report pupils are required to:
  1. Investigate Factors Impacting on personal Performance
  2. Conduct a review of relevant literature surrounding their research focus
  3. Plan and implement a personal development plan (PDP)
  4. Review success of PDP and identify future development needs.

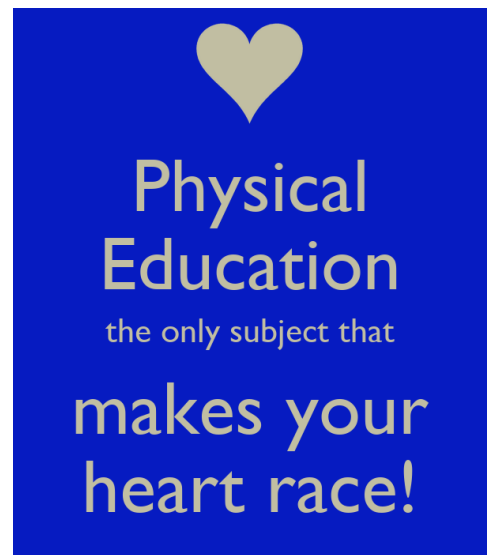
### Learning and Teaching Approaches

The course is designed to be largely self-study in nature. Teaching will consist of looking at research techniques and advising pupils about how best to carry out their research and write it up effectively. Pupils will have weekly review meetings with staff to set goals and give feedback and support. There will be limited practical classes although pupils may use class time to carry out their PDP at certain points in the year.



### Homework

Homework is a mandatory part of the Higher PE course and is essential for consolidation of concepts covered in class. Students are also expected to study at home regularly and are responsible for catching up on any class work missed. Pupils should spend approximately 60 minutes per week achieving the above at home.



## Assessment

### Performance skills - 30 marks

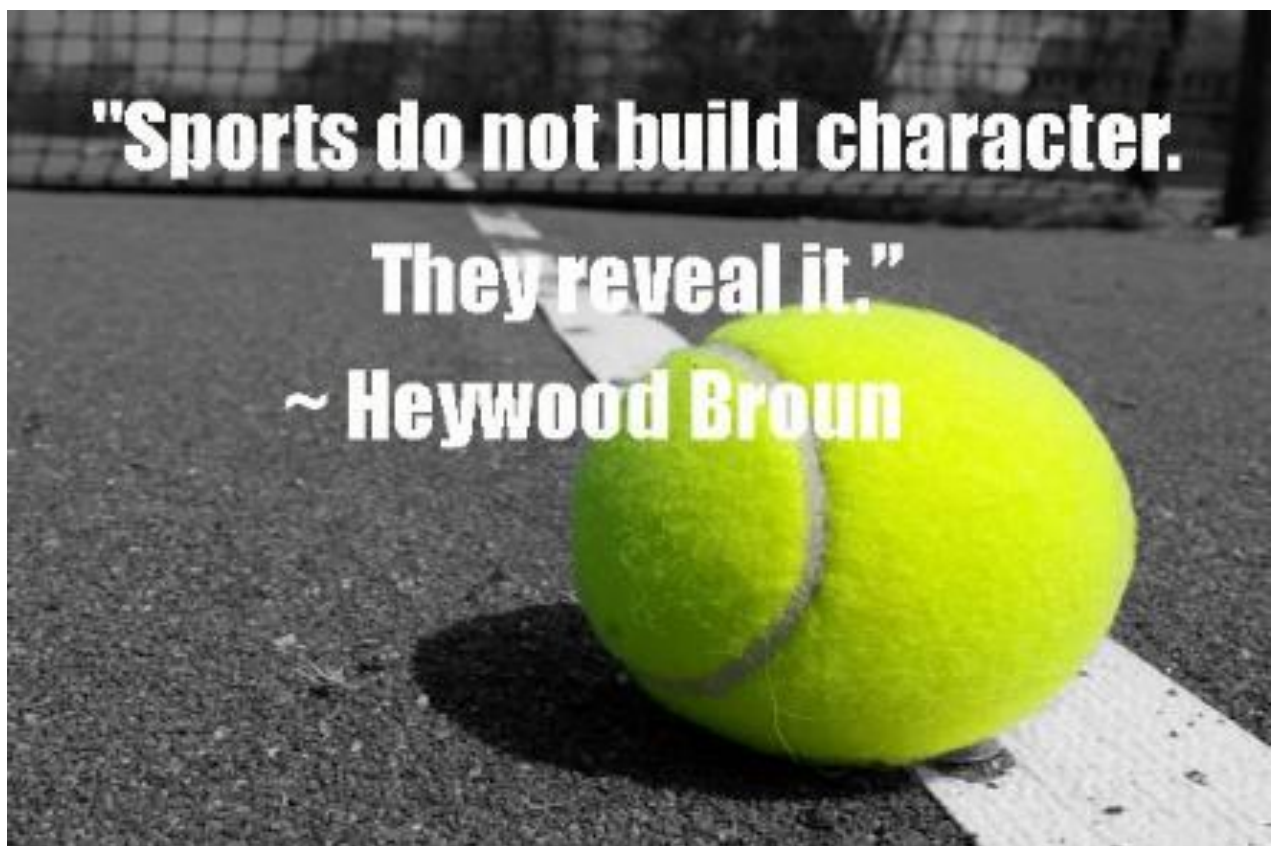
30 Marks are given for practical performance in one activity and this will be assessed in a single, one-off performance.

### Project Report – 70 marks

This is a 5000-word dissertation that requires students to investigate, analyse and develop factors that impact on their own personal performance. This will require students to demonstrate learned knowledge and apply this knowledge.

### Career Implications

- Desirable for pupils looking to further their studies in a range of sport related areas including: Sports Science, Sports Studies, Sports Coaching and Physical Education.
- Qualifications in PE are also highly regarded by the Armed Forces and Emergency Services.
- AH PE provides a very solid grounding for most University Courses due to the nature of the assessment in the Project Report. Many key essay writing and research skills are learned which will benefit pupils for most degree courses.



## Sport and Fitness

### Aim

This course aims to offer students progression in learning within Physical Education. It would be suitable for students that have done N5 PE but are perhaps not ready for Higher. Alternatively, it would suit pupils are interested in a career in sport or education. The development of 'skills for life, learning and work' is integral to the course delivery, in particular Leadership and Communication.



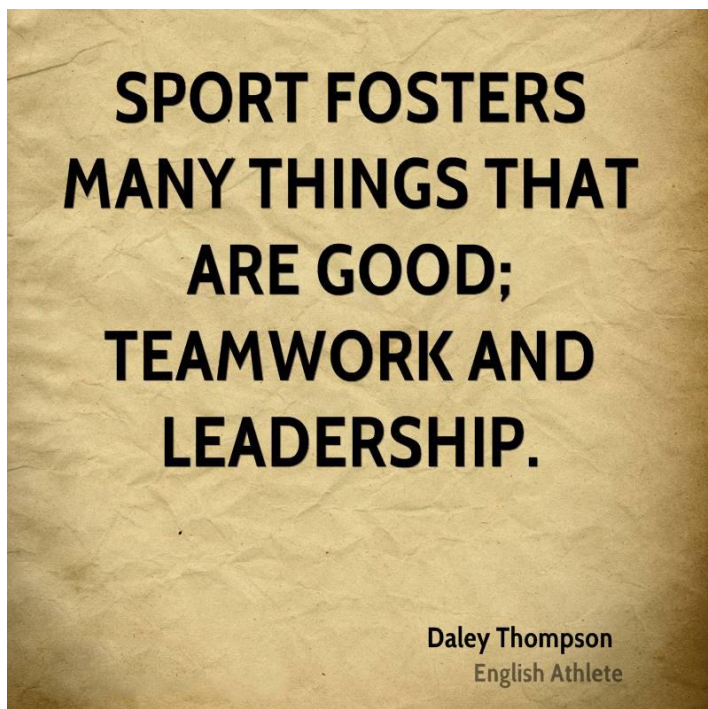
Students considering this course should:

- have a strong interest in sport
- actively involve themselves in sport through, for example, participation, coaching or officiating
- due to the practical nature of the course, be physically fit to participate in a range of physical activities, for example Table Tennis, Swimming, Basketball, etc.
- hold National 4 English, equivalent or better

### Course Content

A key aspect of this course is delivery to Primary school pupils. Pupils will plan, deliver and evaluate activity sessions to primary pupils of all ages. This will allow students to develop communication, leadership and confidence.

The only certification this course has is the SQA Leadership Unit (Level 5 or 6). This will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings.



### Assessment

Although this course does not have a final exam, pupils will be able to gain SQA units and boost their CV and/or personal statement.

### Skills for Life, Learning and Work

This course would benefit all pupils who would be interested in increasing their confidence and leadership skills through sport. Candidates do not need to be high level performers but must be enthusiastic, motivated and interested in a wide range of sporting activities. The Sports Leader Award is well recognised and would be ideal for any pupil looking to pursue a sports related career.



## Graphic Communication

### National 4 & National 5 Graphic Communication

#### Aim

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
- Extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment
- and science

Learners will be able to apply their skills in order to produce graphics that require visual impact and graphics that transmit information

#### Course Content

The course is divided into three areas:

- **2D Graphic Communication**  
This part helps learners to 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. In addition, this allows learners to develop their skills in some less familiar or new contexts.
- **3D and Pictorial Graphic Communication**  
Here we use a 3D graphic communication context, usually on computer. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward, familiar and less familiar contexts. Learners will develop 3D spatial awareness.
- **Graphic Communication Assignment**  
The purpose of the assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course to produce a graphic communication evidence folio in response to a project brief. The projects are sufficiently open and flexible to allow for personalisation and choice. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics.



## Learning and Teaching Approaches

Learning will take place in the Graphic Communication class, which is equipped with drawing equipment and a compliment of 20 computers running software for specific projects.

Learning will be carried out in 3 main areas:

- Drawing board learning, where skills and awareness of geometric and engineering drawings are developed by producing accurate graphics using drawing equipment.
- Computer graphics learning, where industry and standard 2D and 3D modelling packages are used to create graphics for construction or promotional purposes.
- Developing and understanding of the theory behind graphic techniques, such as colour theory and the principles underpinning publishing design.

Course activities also provide opportunities to build self-confidence and enhance generic and transferable skills in numeracy, researching, ICT, planning and organising work tasks, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer- evaluation.

## Homework

Homework will be expected throughout the course, although its nature will vary depending on the part of the course being studied. It may be preparation or research tasks, or could involve drawing tasks.



## Assessment

Students will be assessed externally using 2 main components:

- **Component 1** – question paper
- **Component 2** – assignment, involving preparing a collection of drawings in response to a given brief. The question paper will carry approximately two thirds of the total mark, with the remainder through the assignment.

## Career Implications

Traditionally, Graphic Communication has pointed learners towards design based careers in Architecture and Engineering, and more recently computer based industries such as web design, gaming, animation and graphic design. However, the Course provides skills that are valuable for learners in the other areas of study and are complementary to other curricular areas, such as expressive arts, sciences and mathematics.



## Higher Graphic Communication

### Aim

Communication through Graphics is present through all aspects of life whether it is in Education, Industry, Commerce or Consumer Industry (leisure pursuits). The aim of this is to further develop skills already learned by the students in order that she/he can offer a positive contribution to the Technological Society.

### Recommended Entry Level

Graphic Communication at National 5 level.

### Course Content

- **2D Graphic Communication (Higher)**

This area helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

- **3D and Pictorial Graphic Communication (Higher)**

This area helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

- **Graphic Communication Assignment**

The Graphic Communication assignment adds value by introducing challenge and application. Learners will draw on their range of skills, knowledge and understanding from the Units 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.



### Learning and Teaching Approaches

The class is initially taught as a whole class teaching group, then students are taught individually or in small groups. This often depends on the unit or topic being taught or the medium being used. Pupils learning needs are evaluated throughout the course so their individual needs can then be catered for.

## Homework and Assignments

Homeworks are given throughout of each topic and may vary depending on the type of work covered in the unit. Time spent on completing homework should be no longer than 40 min/item.

## Assessment

To gain the award of the Course, the learner must gain a sufficient overall mark from an external exam and a final assignment. The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed externally through a combination of the assignment (one third of the marks available) and a question paper (two thirds).

## Career Implications

Amongst many other design related fields, a qualification in Graphic Communications has assisted our pupils in further study in Civil, Mechanical and Production Engineering, Architecture and Product Design.

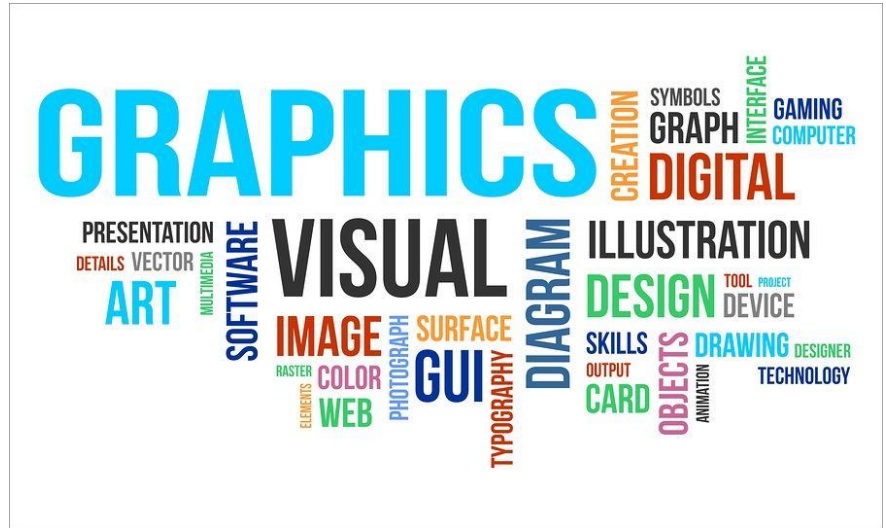


## Advanced Higher Graphic Communication

### Aim

The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed

by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. The Course provides opportunities to study a diverse range of graphic applications which might include, business, industrial and the built environment, computer-aided work, publishing and animated graphic media.



### Recommended Entry Level

Higher Graphic Communication at A or B.

### Course Content

The Course consists of two Units, in which there are options, and Course assessment. The Course assessment will consist of a question paper and a project.

- **Technical Graphics (Advanced Higher)**

This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic- based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

- **Commercial and Visual Media Graphics (Advanced Higher)**

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic based learning and advertising. Graphic design work will involve review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience.

## Learning and Teaching Approaches

It is envisaged that most of the teaching at Advanced Higher will be: one to one, teaching in small class groups, and periods of self-study.

## Homework and Assignments

It can be seen from the course content that a large portion of it is computer related. This could prove difficult if not impossible for continuing work at home. However, this may be overcome by the use of study time that is allocated to 6th year pupils.

## Assessment

The assessment of the Units in this Course will be carried out in school. The successful completion of units will allow students to gain the course award, which is graded through a combination of a project and a question paper.

The Graphic Communication project adds value by requiring challenge and application. Learners will apply knowledge and skills from the Units to implement and evaluate a solution to a challenging graphic communication problem.

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.



## Career Implications

The qualification in Graphic Communication has assisted our pupils in further study in Civil, Mechanical and Production Engineering, Architecture and Product Design.

# Design and Manufacture

## National 4 and National 5 Design and Manufacture

### Aim

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

- Skills in designing and manufacturing 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.



Learners develop creative and practical skills by designing and making solutions to real problems. In addition, they gain an understanding of the impact of design and manufacture on everyday life.

### Course Content

The course comprises two areas of study:

- **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.
- **Manufacture**  
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.



## Learning and Teaching Approaches

Learning will take place in both the Design and Manufacture class or the workshop, both of which are well equipped with ICT access and necessary machinery to complete the course and allow learners to be creative with their design folios and projects.

Learning will be carried out in 3 main areas:

- Design – Learners will look at design factors and how these have had an influence in common everyday products.
- Materials – Learners will look at both materials that everyday products are made from and the three common material types; Wood, Metal and Plastic which they can make their projects out of.
- Manufacturing Processes – A focus on both manufacturing processes that are used in the workshop and commercial manufacturing processes

Course activities will involve pupils creating design folios to suit a number of different briefs, planning and manufacturing prototypes of their designs in the workshop, modelling components and investigating design factors and how they affect everyday products.

## Homework

Homework will be expected throughout the course, although its nature will vary depending on the part of the course being studied. It may be preparation or research tasks, or could involve designing tasks.

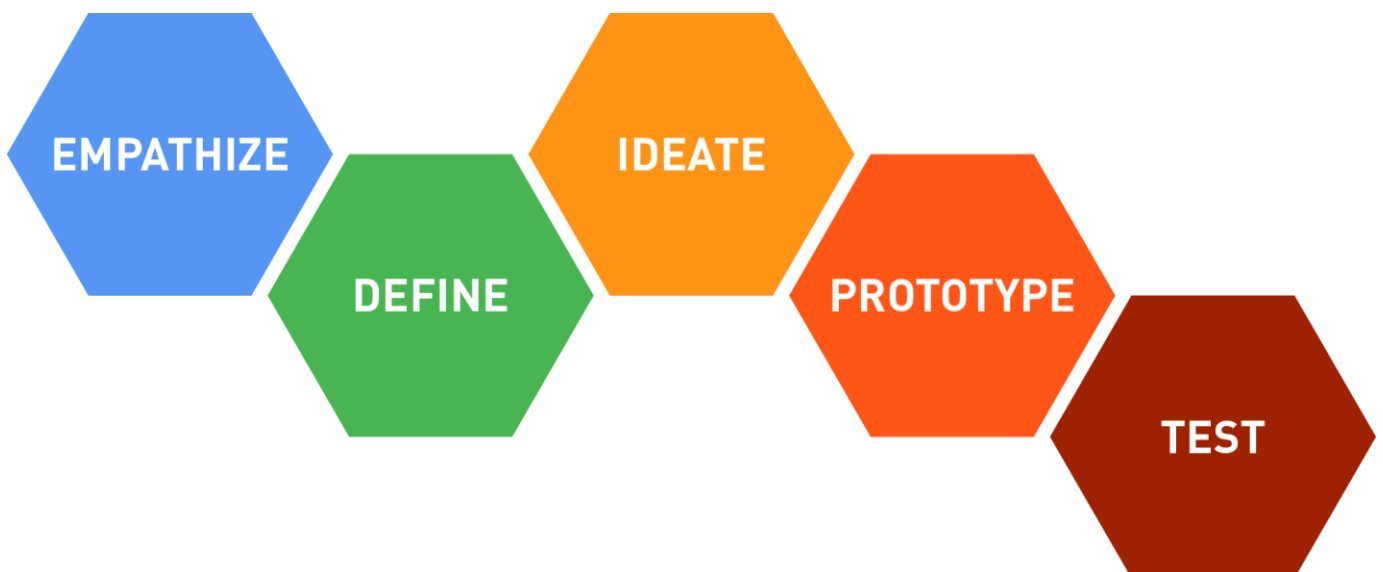
## Assessment

The course assessment contains a question paper and an assignment. The assignment is split into two sections: Design and Practical. This is where learners will create a design folio to suit a given design brief before manufacturing their design in the workshop. These two sections are worth 60% of the overall course grade.

The question paper allows learners to use their knowledge of design, materials and manufacturing processes to answer a range of different questions. This will be worth 40% of the overall grade.

## Career Implications

A course in design may lead to progression in areas such as Product Design, Engineering, Interior Design and Construction and similar.



## Higher Design and Manufacture



### Aim

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The aim is to provide opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

### Recommended Entry Level

English National 5 or good National 4

Preferred - National 5 Design and Manufacture, Graphic Communication, Art and Design

### Course Content

To gain the award of the Course, the learner must pass the Course assessment focusing on two areas.

- **Design and Manufacture: Design (Higher)**

This topic covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

- **Design and Manufacture: Materials and Manufacturing (Higher)**

This topic covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

### Learning and Teaching Approaches

The Higher Design and Manufacture Course differs in purpose and aim from the equivalent Courses at National 4 and National 5. It does so most obviously by requiring learners to give greater priority to evaluating design proposals and arriving at a resolved design. This will reduce time spent on crafting quality prototypes.

The course uses a wide range of teaching and learning approaches. Candidates are encouraged to adopt a broad view of the process of design and manufacture, take responsibility for their own actions and decisions, devise plans and procedures, develop and organise ideas and solve problems, make effective use of new and existing knowledge and justify their design decisions.



## Homework and Assignments

Homework is given out to help reinforce work done in class. No set time is allocated per week and it is issued when it is thought necessary to reinforce work. It is also used as a revision when coming up to exam time.

## Assessment

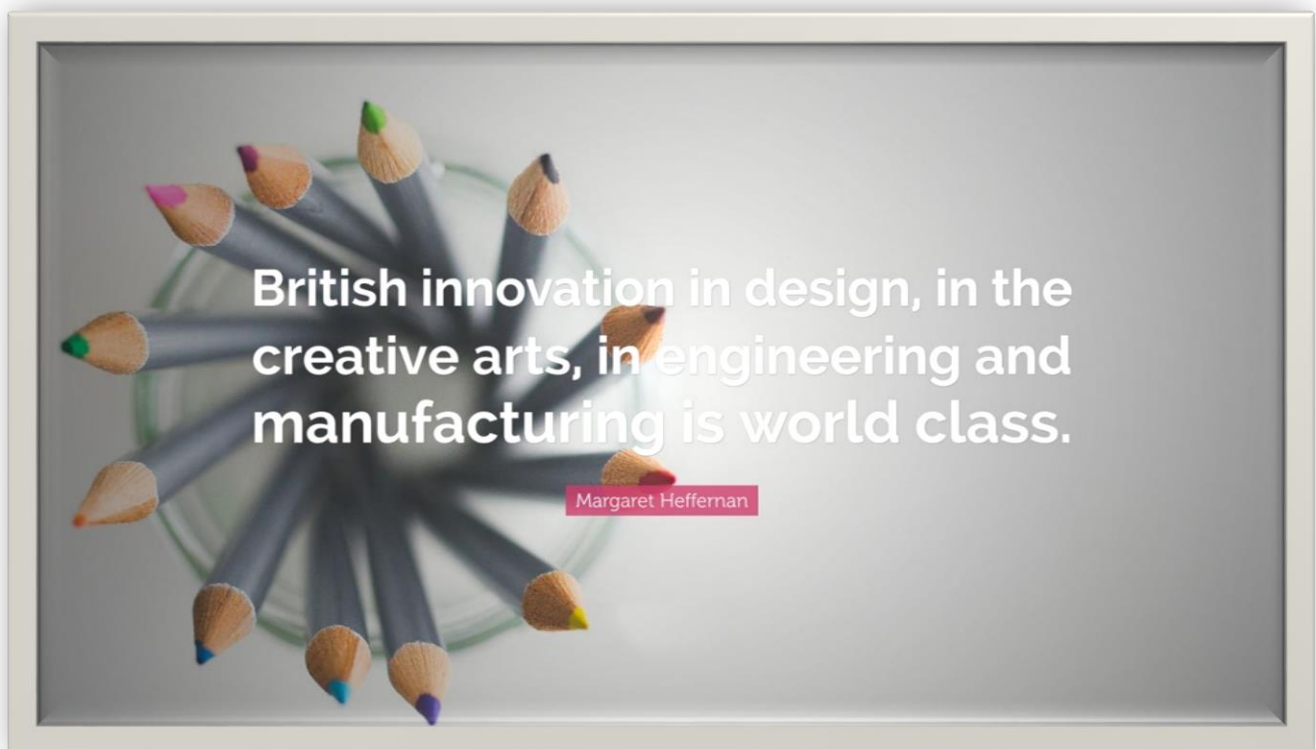
**Design Assignment:** A task set by SQA, conducted internally and externally marked by SQA.

**External exam:** An exam set by SQA and marked by SQA.

## Career Implications

Achievement at Higher Design & Manufacture might enable progress to:

- A Degree, HND or HNC course in areas such as Product Design, Engineering and Interior Design
- Other University or Art College courses
- Employment in a wide range of occupations: Fields such as Engineering, Construction and Design.



## Advanced Higher Design and Manufacture

### Aim

The course allows learners to explore the multi-faceted world of product design and manufacturing in an increasingly commercial and industrialized context. The course focuses on creativity and innovation in the contexts of product design and manufacture.

The aims of the course are to enable learners to develop understanding and skills in the processes of designing for the manufacture of products in commercial and industrial contexts whilst developing economic, social and environmental awareness of the implications of a product's design through its life cycle.

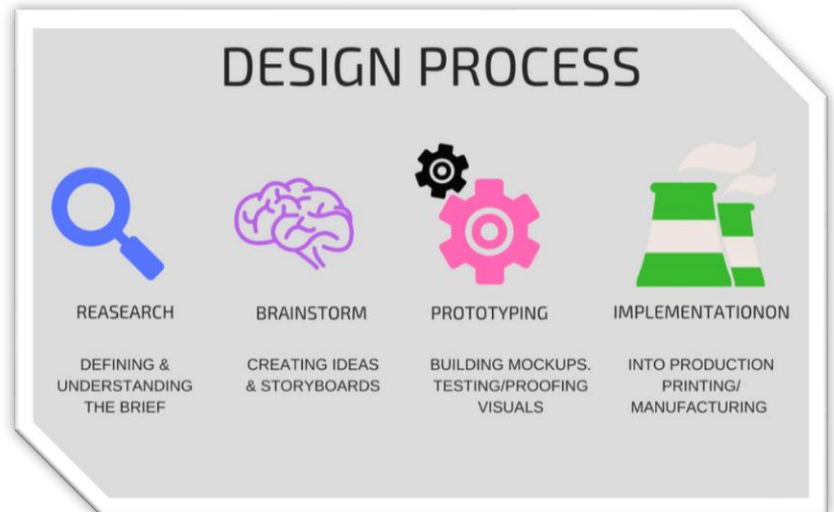
### Recommended Entry Level

English National 5 or good National 4  
Higher Design and Manufacture at A or B

### Course Content

To gain the award of the Course, the learner must pass the Course assessment and question paper whilst looking at three areas of study.

- **Design and Manufacture: Product Analysis (Advanced Higher)**  
This topic will require learners to carry out an analysis of the performance and production of a product or suitable item. Learners should consider the design and record its functional requirements, operation and use. Learners will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, learners will explore the materials, manufacturing techniques and assembly procedures.
- **Design and Manufacture: Product Development (Advanced Higher)**  
This topic allows learners to critically explore and consider design and manufacturing aspects of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements — thus identifying a design opportunity. Through research and development, and visualization activities, learners will present their ideas.
- **Design and Manufacture: Product Evolution (Advanced Higher)**  
The topic allows learners to explore the historical factors which have influenced the design, development and manufacture of a commercial product in terms of the influences of technology, materials, trend, and policy, considering how these have directed and influenced its evolution. It is a study over a product's development history and possible future evolution, through the application or influences of new and emerging technologies. Learners will identify and consider the key and critical stages of the product's development and the historical influences on which design decisions have been made. This Unit requires learners to develop a strong skills set for enquiry and use of evidence.



## Learning and Teaching Approaches

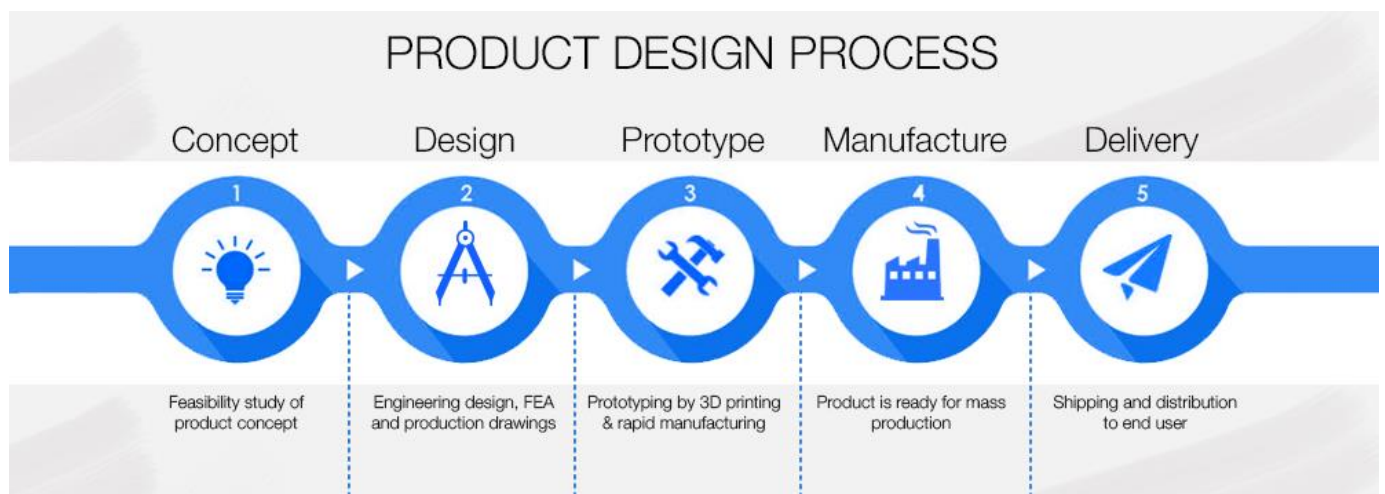
It is envisaged that most of the teaching at Advanced Higher will be: one to one, teaching in small class groups, and periods of self-study.

## Homework and Assignments

The course assignment will be worth 60% of the overall grade and therefore a majority of the homework in the second half of the course will be focused on this. The question paper is theory based and asks candidates to draw on knowledge of design, materials and manufacturing processes with regular homework set to cover this.

## Assessment

The assessment of the Units in this Course will be carried out in school. The successful completion of units will allow students to gain the course award, which is graded through a combination of a project and a question paper.



# Engineering Science

## National 4 and National 5 Engineering Science

### Aim

The course is carried out in the Design and Technology department and helps candidates to develop an understanding of the far-reaching impact of engineering on our society. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems.



Candidates develop the ability to:

Apply knowledge and understanding of key engineering facts and ideas.

- Understand the relationships between engineering, mathematics and science.
- Apply skills in analysis, design, construction and evaluation to a range of engineering problems.
- Communicate engineering concepts clearly and concisely, using appropriate terminology.
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

### Recommended Entry Level

Maths National 5 or good National 4

### Course Content

The course develops skills in three main areas. Candidates are able to apply these skills through a range of contexts, within the broad discipline of engineering.

- **Engineering contexts and challenges**  
Candidates develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This allows them to explore some existing and emerging technologies and challenges and to consider the implications relating to the environment, sustainable development and economic and social issues.
- **Electronics and control**  
Candidates explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.
- **Mechanisms and structures**  
Candidates develop an understanding of mechanisms and structures. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

### Learning and Teaching Approaches

Learning will take place in the Design and Technology classroom with a wide range of methodologies being used. Direct teaching, researching, problem solving, practical application and computer simulation are the main ways in which the course is delivered depending on the engineering area of focus.

## Homework

Homework will be expected throughout the course, although its nature will vary depending on the part of the course being studied. It may be presentation or research tasks, or could involve problem solving questions.

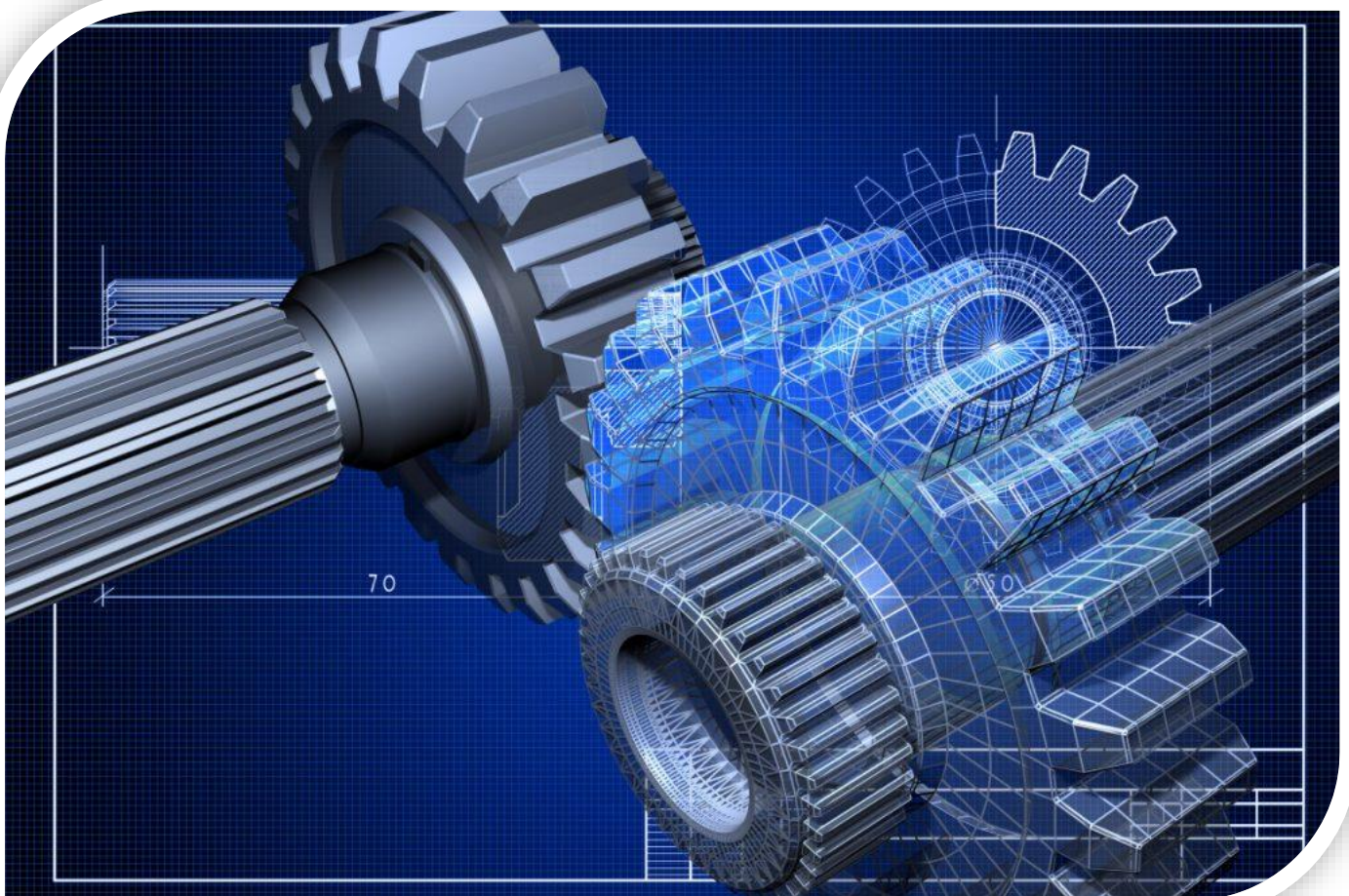
## Assessment

The course is assessed through a course assignment and a question paper.

The assessment will involve learners designing and constructing a solution to a given engineering problem and they are able to show this through a number of ways. The question paper will be conducted by the SQA and will involve calculating problem solving questions in relation to the areas of engineering.

## Career Implications

Progression may lead to an engineering course or degree at college or university and also as a starting level for an apprenticeship in engineering. The course looks at the key areas of engineering and therefore allows learners to get a taste of each area for careers such as Electrical Engineer, Chemical Engineer, Mechanical Engineer, Structural Engineer and similar, such as Engineering, Construction and Design.



# Engineering Science



## Higher Engineering Science

### Aim

The course is carried out in the Design and Technology department and helps candidates to develop an understanding of the far-reaching impact of engineering on our society. It aims to build on the taster of different engineering disciplines taught at National 5 and provides a deeper insight into the main areas of engineering. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems.

Candidates develop the ability to:

- Apply knowledge and understanding of key engineering facts and ideas.
- Understand the relationships between engineering, mathematics and science.
- Apply skills in analysis, design, construction and evaluation to a range of engineering problems.
- Communicate engineering concepts clearly and concisely, using appropriate terminology.
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

### Recommended Entry Level

Engineering Science National 5

### Course Content

The course develops skills in three areas:

- **Engineering contexts and challenges**  
Candidates develop a deep understanding of engineering concepts by exploring and analysing a range of complex engineered objects, engineering problems and their solutions. You will investigate existing and emerging technologies and engineering challenges, and consider any implications that will arise from the solutions.
- **Electronics and control**  
Candidates will study several key concepts and devices used within electronic control systems. These will include analogue, digital and programmable electronics. Skills in problem-solving and evaluating will be developed further, through simulation and/or practical projects, and you will explore several different engineering problems and solutions in a range of different contexts.
- **Mechanisms and structures**  
Candidates develop a deep understanding of mechanisms and structures. Areas of this section may also be done through simulation and or/practical projects. Your problem-solving and evaluation skills will be strengthened through several different practical, simulated and investigative tasks.

## Learning and Teaching Approaches

Learning will take place in the Design and Technology classroom with a wide range of methodologies being used. Direct teaching, researching, problem solving, practical application and computer simulation are the main ways in which the course is delivered depending on the engineering area of focus.

## Homework

Homework will be expected throughout the course, although its nature will vary depending on the part of the course being studied. It may be presentation or research tasks, or could involve problem solving questions.

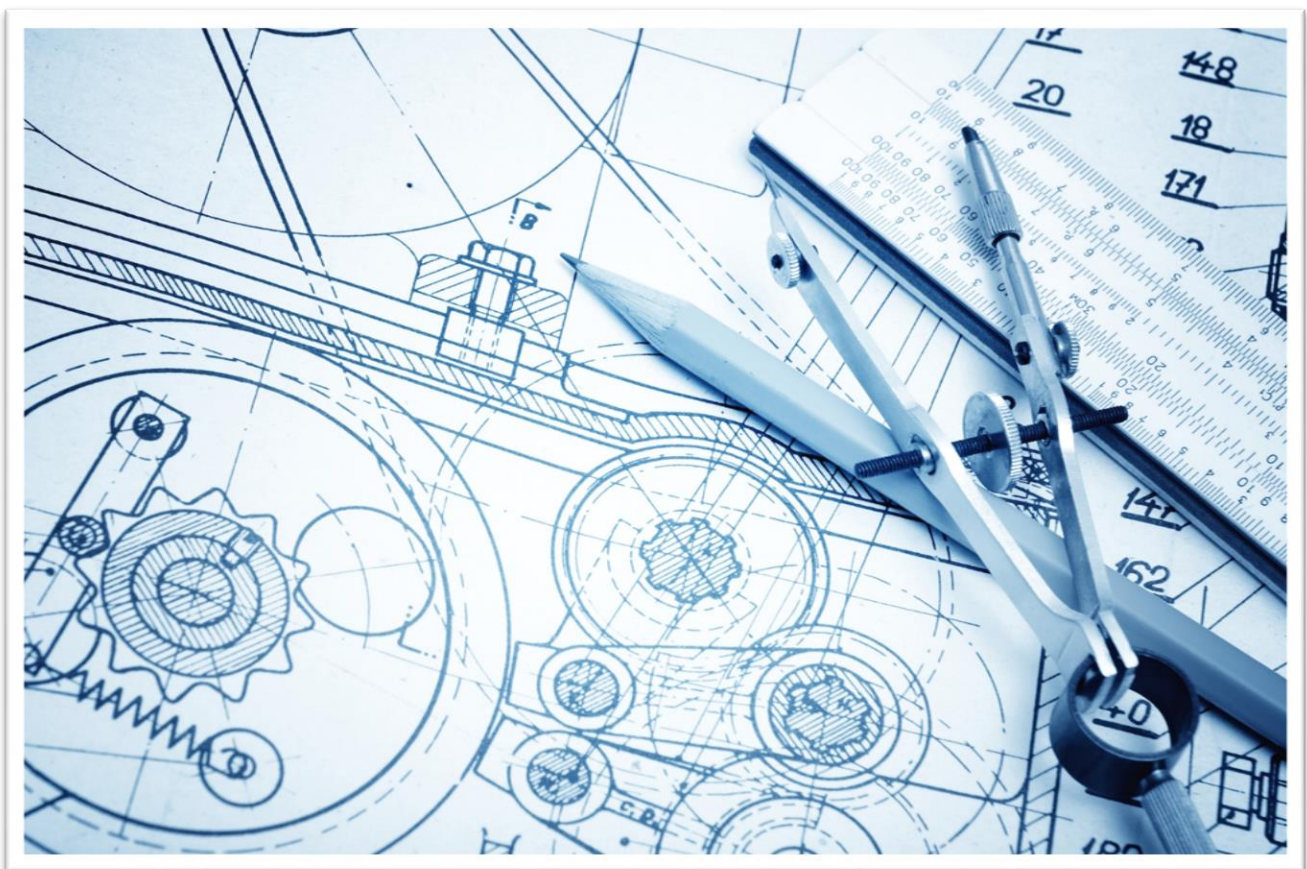
## Assessment

The course is assessed through a course assignment and a question paper.

The assessment is designed so that learners can demonstrate aspects of challenge and application in a practical context. You will apply knowledge and skills you have gained from completing this course to solve a challenging practical engineering problem. The question paper will be conducted by the SQA and will involve calculating problem solving questions in relation to the areas of engineering.

## Career Implications

Progression may lead to an engineering course or degree at college or university and also as a starting level for an apprenticeship in engineering. The course looks at the key areas of engineering and therefore allows learners to get a taste of each area for careers such as Electrical Engineer, Chemical Engineer, Mechanical Engineer, Structural Engineer and similar, such as Engineering, Construction and Design.



# Practical Woodworking

## National 4 and National 5 Practical Woodworking

### Aim

The course provides opportunities for learners to gain a range of practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

### Course Content

Through this, they develop skills, knowledge and understanding of:

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



### Course Assessment

To gain the award of the Course, the candidate must demonstrate the following:

- Application of skills, knowledge and understanding developed in order to manufacture a finished product in wood to a given standard
- Use of practical creativity and problem-solving during the manufacturing process
- Application of skills, knowledge and understanding to unfamiliar practical woodworking situations

These will be assessed through both a final written exam and the production of a final product.



### Learning and Teaching Approaches

The course is “hands on” with students being given a variety of items to be constructed within a given time. Instruction will be given by demonstration and on a one to one basis.

### Career Implications

Craft Apprenticeship courses either at a further education centre, or through apprenticeship programs with employers.





# Drama

## National 4 and National 5 Drama



### Aim

The aims of the course are to enable learners to:

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of the complex social and cultural influences in drama
- Develop complex skills in presenting drama
- Develop knowledge and understanding of complex production skills when presenting drama
- Explore form, structure and style
- Develop problem solving skills
- Be able to work in a creative, collaborative and independent manner

### Course Content

There are two units which make up the course:

- Drama Skills
- Drama: Production Skills

**Drama Skills:** candidates are required respond to text and a variety of stimuli in order to create and present Drama. They will explore the social and cultural influences on drama and use complex drama skills to portray character.

**Drama: Production Skills:** candidates are required to respond to their chosen text(s) through an exploration of a variety of production roles: Acting, Lighting designer, Sound designer, Set designer, Costume designer, Make-up designer, Props master, Stage Manager.

### Learning and Teaching Approaches

The course involves a great deal of collaborative work as well as individual tasks and assignments. Candidates will participate in a mixture of whole class, group, pair and individual tasks and experience a range of activities including practical workshops, whole class and group teaching and research and presentation projects.

### Homework/Assignments

These will vary in intensity throughout the course and will be made up from a variety of tasks including research, note taking, learning lines, design projects and evaluations.

### Course Skills & Enhancement

The skills developed in the National Drama course are applicable to a wide variety of careers and jobs. Candidates are required to work in a collaborative and cooperative manner as well as independently on both written and practical assignments. The projects that are undertaken will enhance the skills required for the world of work beyond school.

### Career Implications

As a National qualification, National 4 and 5 Drama enables candidates to respond practically and creatively as well as hone their social and communication skills. Careers in Medicine, Law, Education, the Media and Journalism are just some that see the value of the course and appreciate that it helps to equip candidates with relevant and useful skills for both work and life.

## Assessment

Each of the two units mentioned above will culminate in a performance. Assessment is on-going throughout the units and is on a Pass/Fail basis. The National 4 candidates will complete an added value unit which will mirror the National 5 practical/performance exam and culminate in a performance.

<b>The final exam – National 5</b>	
<b>Practical/Performance exam – 60% of total mark</b>	<b>Written Paper – 40% of total mark</b>
<p>The performance has two sections.</p> <ol style="list-style-type: none"> <li><b>1. 50 marks – for the chosen role of acting or design</b> <ul style="list-style-type: none"> <li>• Actors – 1 role will be prepared and performed</li> <li>• Designers – will be required to complete and apply the design for one text which will be performed. They will choose from one of the following: props, set, costume, make-up and hair, lighting, sound for 50 marks</li> </ul> </li> <li><b>2. 10 marks – for the support log/preparation for performance</b></li> </ol>	<p>The question paper has two sections.</p> <ol style="list-style-type: none"> <li><b>1. (20 marks)</b> – This section assesses the candidate’s ability to evaluate their own work and the work of others.           <p style="margin-left: 20px;">The questions require candidates to give a personal evaluative response (not from a group perspective) of self and of others on a piece of work that they have been involved with or seen during the course, either as an actor or in one of the production roles.</p> </li> <li><b>2. (40 marks)</b> – This section assesses the candidate’s ability to respond to stimuli and create their own piece of drama suitable for performance. Candidates are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout.</li> </ol>



## Higher Drama

### Aim

The aims of the course are to enable learners to:

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of the complex social and cultural influences in drama
- Develop complex skills in presenting drama
- Develop knowledge and understanding of complex production skills when presenting drama
- Explore form, structure and style
- Develop problem solving skills
- Be able to work in a creative, collaborative and independent manner



### Course Content

The course focuses on the in-depth exploration of a set text, analysing live performance and exploring a wide variety of texts which will consequently be used in practical exams. The course encourages all pupils to gain experience as an actor, director and a designer before choosing their preferred role. Candidates will attend at least one live theatre performance which they will then write about in their exam.

The candidates are required respond to text and a variety of stimuli in order to create and present Drama. They will explore the social and cultural influences on drama and use complex drama skills to portray character. Candidates will also be required to respond to their chosen text(s) through an exploration of a variety of production roles: Acting, Lighting designer, Sound designer, Set designer, Costume designer, Make-up designer, Props master, Stage Manager.

### Learning and Teaching Approaches

The course involves a great deal of collaborative work as well as individual tasks and assignments. Candidates will participate in a mixture of whole class, group, pair and individual tasks and experience a range of activities including practical workshops, live theatre performances, whole class and group teaching and research and presentation projects.

### Homework/Assignments

These will vary in intensity throughout the course and will be made up from a variety of tasks including essay writing, research, note taking, learning lines, design projects and performance analysis.

### Course Skills & Enhancement

The skills developed in the Higher Drama course are applicable to a wide variety of careers and jobs. Candidates are required to digest and interpret information gathered from texts and performances and be able to critically analyse and compare their style, content, themes and issues. They need to work in a collaborative and cooperative manner as well as independently on both written and practical assignments. The projects that are undertaken will enhance the skills required for the world of work beyond school.

## Career Implications

As a Higher qualification, Higher Drama offers candidates the opportunity to show that they have the ability to work to high academic standard, are able to assimilate, understand and interpret a large amount of information (presented in

both written and practical ways), can respond practically and creatively as well as hone their social and communication skills. Careers in Medicine, Law, Education, the Media, Journalism and many aspects of the Theatre world including acting and design are just some that see the value of the course and appreciate that it helps to equip candidates with relevant and useful skills for both work and life.



## Assessment

<b>The final exam</b>	
<b>Practical/Performance exam – 60% of total mark</b>	<b>Written Paper – 40% of total mark</b>
<p>The performance has two sections.</p> <p><b>1. 50 marks – for the chosen role of acting, directing or design</b></p> <ul style="list-style-type: none"> <li>• Actors – 2 contrasting roles will be prepared and performed</li> <li>• Directors – working from a text, they will be expected to direct rehearsal lasting approx. 20 minutes</li> <li>• Designers – will be required to design a set for 30 marks and one other design element from the following: props and set dressings, costume, make-up and hair, lighting, sound for 20 marks</li> </ul> <p><b>2. 10 marks – for the support log/preparation for performance</b></p>	<p>The question paper has three sections.</p> <p><b>1. 20 marks Section 1</b> – this section will deal with comment on the social, historical and/or theatrical contexts of the studied prescribed text. Questions will be asked from the perspective of a director or actor or designer.</p> <p><b>2. 10 marks Section 2</b> – this section will ask questions that allow the candidate to answer from the perspective of a director and designer preparing for an intended production of their selected text.</p> <p><b>3. 20 marks Section 3</b> – this section will take the form of a written analysis of a live performance that the candidate has seen. Areas considered may include: genre, theme, social, historical and/or theatrical context, performing company, performance space, director’s intentions, acting and character development, design concepts.</p>

## Advanced Higher Drama

### Aim

- The aims of the Course are to enable learners to:
- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of 20th-century theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama



### Course Content

The course will focus on learners developing their knowledge of methodologies, theatre practices and texts to progress their devising, directing and performing skills. Their knowledge and skills will be informed by the work of two key theatre practitioners.

They will explore the evolution of the role and craft of the actor, director, and designer.

They will independently create a devised drama production, using their dramatic interpretation of complex texts. Learners will focus on a study of two key theatre practitioners, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation.

A presentation slide with a dark red background. The title "So, why study drama?" is at the top. Below it is a list of reasons. A small icon of a lit lightbulb with the word "IDEA" inside is positioned to the right of the list.

**So, why study drama?**

- Drama is a part of the language arts world.
- Studying drama is important because:
  - It makes you more creative
  - Improves public speaking skills
  - Improves listening skills
  - Helps in problem solving.
  - Builds trust, communication, teamwork, patience, participation, and cooperation
  - It's fun!

### Learning and Teaching Approaches

The course involves a combination of teacher-led activities, group or pair work, particularly in relation to the practical elements, as well as a substantial amount of student-led investigation, research and practical workshops.

### Homework/Assignments

These will be regular throughout the course and will involve both practical and theoretical research, individual research projects, background and play text reading and written assignments.

### Course Skills & Enhancement

The skills developed in the Advanced Higher Drama course are applicable to a wide variety of careers and jobs. Candidates are required to digest, analyse and interpret a great deal of information gathered from a wide variety of sources including texts, performances and research and then be able to critically analyse, compare and discuss their style, content, themes and issues. They need to work in a collaborative and cooperative manner as well as independently on both written and practical assignments. Candidates are also required to experience as much live performance as is possible.

## Assessment

The final assessment	
Component	Marks
Component 1 — practical assessment (50 marks for practical assessment event, 10 marks for support log/ preparation for performance)	60 marks
Component 2 — project/dissertation	40 marks
Total	100 marks

### Component 1 - Practical assessment (60% of total mark)

**Option A - Acting:** candidates will be required to perform two contrasting acting roles, one of which may be a monologue. Candidates are required to perform their acting roles from the prescribed list and the report should be generated from their main interactive acting role.

**Option B - Directing:** candidates will be required to have prepared a key scene from their chosen prescribed text. On the day of the examination, the examiner will interview the candidate through a viva voce before the delivery of the directing assessment. Each candidate must be involved in a total time of 30 minutes of directing and approximately 10 minutes for the viva voce.

**Option C - Design:** Candidates will select a text from the prescribed list, for which they will produce a set design for a play, which must allow for one significant set change. A full description of and justification for the design concepts will be recorded. Candidates will prepare for and produce a scale model set for the play. The set will be related to an identified acting space. The two other areas of design may be chosen from lighting, sound, costume, make-up and props.

### Component 2 — Project/Dissertation (40% of total mark)

The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence. The topic may come from the work of a current theatre director, company, playwright or designer. The total word count of the project should not exceed 3,000 words.



### Career Implications

As an Advanced Higher qualification, AH Drama offers candidates the opportunity to show that they have the ability to work to a very high academic and analytical standard, are able to assimilate, understand and interpret a large amount of written information as well relate all their findings to a practical purpose. Careers in Medicine, Law, Education, the Media, Journalism and many aspects of the Theatre world including acting and design are just some that see the value of the course and appreciate that it helps to equip candidates with relevant and useful skills for both work and life.

# Rural Skills Agriculture

## National 5 Rural Skills National Progressions Award: Agriculture

### Aim

The Rural Skills NPA at National 5 course will provide a mainly practical approach to land industries based around the farming industry. It will foster an interest in outdoor careers particularly in crop or livestock production while preparing individuals for employment in the farming sector. Rural Skills NPA is aimed at candidates with some previous knowledge of agriculture, but who want to further develop their knowledge of crop and livestock production systems and practices.

### Course Content

The Rural Skills NPA course is divided into 3 main topic areas:

- Crop Production
- Livestock Production
- Rural Business Investigation

### Learning and Teaching Approaches

The course will continue to develop the practical and presentation skills of the pupils. A range of methodologies will be used including:

- Practical activities on local farms at least once a week. Working with local farmers gives ample scope for hands on experiences.
- DVD
- Research and presentation of farm diversification options.
- Use of ICT including the virtual learning platform wiki spaces.
- Cooperative group-work activities



### Assignments

Students will complete a Rural Business Investigation on a local rural business.

### Assessment

Assessment of each unit and the Rural Business Investigation will be internally marked SQA assessment

items and external verification.

### Career Implications

Rural Skills impacts on many careers. A Rural Skills NPA qualification allows progression into land based careers and particularly impacts on work related to livestock production, crop production, agricultural engineering and all aspects of agriculture.





# Skills for Work

## Skills for Work: National 4 Early Education and Childcare

### Aim

Entry is at the discretion of the centre. However, applicants should note that this Course is at National 4 which is equivalent to Intermediate 1 or Standard Grade, General level and therefore all pupils should be able to work at this level.

The Early Education and Childcare National 4 has been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and

Development, and also for Play work. The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. This is particularly evident in areas such as 'Help to keep children safe', 'Support children's development', 'Use support to develop own practice in children's care, learning and development'.



### Course Content

This programme comprises units in Child Development 1: Working in Early Education and Childcare: Play in Early Education and Care of Children to achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Learning and Teaching Approaches

The course will be delivered by a college lecturer with expertise in this area on a Thursday afternoon from 1.30pm until 4pm. Pupils will be bussed to the college but will require to make their own travel arrangements home.

### Career Progression/Outcomes

This Course or its Units may provide progression to Early Education and Childcare Course at National 5 or other Courses and Units in Care at National 5 or SCQF 5. The completion of this Course does not allow the candidate to register as an early education and childcare worker with the Scottish Social Services Council. However, progression onto the National 5 full time programme at college in play work and childcare will support registration with the SSSC



## Skills for Work: National 5 Early Education and Childcare



### Aim

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

Early Education and Childcare National 4 Course or its Unit(s) and must be capable of working at a national 5 level

The Early Education and Childcare National 5 has been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and Development, and also for Play work. The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. This is particularly evident in areas such as 'Help to keep children safe', 'Support children's development', 'Use support to develop own practice in children's care, learning and development'.

### Course Content

This programme comprises units in Child Development 1: Working in Early Education and Childcare: Play in Early Education and Care of Children to achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### Learning and Teaching Approaches

The course will be delivered by a college lecturer with expertise in this area on a Thursday afternoon from 1.30pm until 4pm. Pupils will be bussed to the college but will require to make their own travel arrangements home.

### Career Progression/Outcomes

This Course or its Units may provide progression to Full time Courses in Care at National 5 or SCQF 5 The completion of this Course does not allow the candidate to register as an early education and childcare worker with the Scottish Social Services Council. However, progression onto the National 5 full time programme at college in play work and childcare will support registration with the SSSC. Progression may also be supported for Courses in Care at Higher: National Certificate in Early Education and Childcare (Higher): Scottish Vocational Qualification in Childcare: further education: training/employment.



# Engineering Foundation Apprenticeship

## What is a foundation apprenticeship?

A foundation apprenticeship is an industry recognised qualification that students can study whilst still attending school. It will be started in S5 and completed in S6 providing a route into employment or higher level study, there are a number of companies directly involved as part of the partnership who are looking to recruit directly from the apprenticeship. On completion of the course, students will gain a Level 6 SCQF Engineering National Certificate, which is the equivalent level to a Higher.

## Who is the course for?

This is a two year programme designed for students who are interested in developing a career in the engineering industry.

## Entry Requirements

Students will need to be on target to achieve National 5 in Maths, Physics and English at C grade or above; they will also need to take an engineering comprehension and aptitude test, as well as a face to face interview, during the selection process.

## Who is running the course?

Dumfries and Galloway College working in partnership with Secondary Schools in Dumfries and Galloway, Dumfries and Galloway Council, Skills Development Scotland (SDS) and local Engineering companies, will ensure students have the best learning opportunity and job prospects.

## Typical engineering careers that the course may prepare students for?

**Manufacturing Engineering:** design, research and development, component /whole goods manufacture, aerospace, fabrication, structural engineering, civil engineering, CAD engineers, production management.

**Maintenance Engineering:** installation, factory maintenance, petro-chemical onshore and offshore, wind turbines, logistics, process engineers, commercial heating & plumbing, technical support.

**Electrical Engineering:** inspection and testing, electrical installation, electrical control, electronic systems and software.

**Energy:** power generation, supply and distribution, wind turbine technician, hydro energy, biomass energy, project engineers.

The course embeds key employability values and provides students with a practical skill set highly valued by employers; this is a true foundation for students to develop their career blending underpinning knowledge with practical skills.



## What will it be like to study on a foundation apprenticeship?

The first year will focus mainly on developing the practical skills along with some underpinning knowledge; students will also be involved in some visits to local companies, learn about their business and see “Engineering in Action”. The employers will also set an “Engineering Challenge” which is a project where students will need to use the skills they have developed while working as part of the team, this will be set and assessed by industry. The year will be demanding and students need to have real determination to make a success of it.

The second year provides the opportunity to gain work experience where students will “clock in” and spend time with an employer, this is the opportunity for students to put their employability and technical skills to good use. During this year students will also undertake a Level 6 SCQF Engineering National Certificate (NC) which is more of a theoretical qualification, there is however a practical element to it and there will be opportunities to consolidate the skills students have learned on year one; the split is approximately 60% theory, 40% practical. This year will be very challenging, for students to achieve the NC they will need to pass 12 Units. There will be directed study included in each of the years, which means students will be given aspects of the course to study independently, this is something students may opt to do in their own time or during free periods in school.

Employers will be involved in benchmarking the standards students are working to and they will be high, this is a chance for students to prove their ability and work readiness to develop a career in Engineering.

### Progression routes for successful candidates

- Employment as a Modern Apprentice
- Employment as a Technician Apprentice
- Employment as a Graduate Apprentice
- HNC Mechanical / Electrical Engineering
- Engineering Degree

