WHICH COURSE?

SENIOR PHASE COURSES FOR S4, S5 AND S6 STUDENTS

KEMNAY ACADEMY

SESSION 2017-2018

LP/SE

February 2017

Dear Parents and Students

This booklet is designed to help you make decisions about course choices for session 2017-2018. It gives details of Higher and National courses for S4,S5 and S6 students. A separate booklet is available for Advanced Higher courses for S6 students only.

Your first decision is whether you return to Kemnay Academy or enter Further or Higher Education or employment. Before deciding to leave school, you should discuss this with your Guidance Teacher and the Careers Adviser.

If you decide to return to Kemnay Academy next session I hope this booklet will help you to choose the most appropriate courses for you. There is a wide range of subjects on offer, but you must understand that some courses will only run if there is sufficient demand from students.

Kemnay Academy aims to prepare you for life beyond school. As well as academic qualifications you will need to develop the skills and personal qualities for a rapidly changing world. Importantly you will require the ability and commitment to continue learning throughout your life.

Working hard within school, and achieving as much as you can from your studies, will be one of the best ways of preparing for your future.

I wish all of you every success in your studies next session.

Yours sincerely

Mrs Lizbeth Paul

RECTOR

End Of Fourth Year – What Next?

If you are approaching the end of your fourth year of secondary school you are nearing the end of compulsory education. You face some crucial decisions about your future.

A number of options are open to you.

1. Leave School And Get A Job

If you want to leave school and find a full time job you are free to do so, providing you are old enough. There are two school leaving dates each year. A pupil whose 16th birthday falls between 1st March and 30th September may leave school at the end of May of their S4 year in school. A pupil whose 16th birthday falls between 1st October and the end of February may leave school at the end of December. Pupils in this position MUST return to school until the Christmas of S5.

The Careers Adviser will help school leavers search for a job.

2. Attend Further Education College

Several Further Education colleges exist. Locally, the main one is North East College which offers a wide range of courses. Some college courses have minimum entrance qualifications, whilst others are open to all. Further Education courses frequently lead to vocational qualifications, which are certificated using National Qualifications courses and units from the Scottish Qualifications Authority.

Information on the many college courses can be found in the Careers Library or by writing or telephoning the colleges. The address and telephone numbers of local colleges are listed at the end of this booklet.

3. Attend Kemnay Academy As A Senior Student

Having completed the compulsory part of your education you could volunteer to return to Kemnay Academy for a fifth year to acquire some additional qualifications.

End Of Fifth Year. What Next?

If you are already in fifth year in Kemnay Academy you have several options:

1) Leave school and obtain a job.
2) Leave school and attend a Further Education College.
3) Leave school and enter Higher Education in a University or College, if you have the necessary qualifications.
4) Leave school for a 'Gap Year'.
5) Return to Kemnay Academy for a sixth year.

Types Of Courses Available In Kemnay Academy

All the courses on offer in the school are assessed and certificated by the Scottish Qualifications Authority (SQA). This body also certificates most vocational education and training throughout Scotland.

National Qualifications

Kemnay Academy, in common with all other secondary schools, will offer courses at National, Higher and Advanced Higher Levels. All of these courses are National Qualifications certificated by the SQA.

Higher Level Courses

For many years Higher courses have been the traditional course and examination for the academically able pupil in post compulsory education.

In session 2015-2016 Kemnay Academy will offer many Higher level courses.

Higher courses are assessed and certificated by the Scottish Qualifications Authority. Highers are the essential qualification for university entrance in Scotland and are accepted by universities in other parts of the United Kingdom.

Higher awards are graded as follows, based upon performance in examinations.

Awards in – Higher and National 5

Grade A 70% and over
Grade B 60 – 69%
Grade C 50 – 59%
Grade D 45 – 49%
Fail less than 45%

The general recommended entry requirement for a Higher course is a National 5 in that subject. The individual course descriptions in this booklet give the recommended entry requirement for each Higher

National 5 Level Courses

National 5 level courses are part of the National Qualifications framework of courses. They are less demanding than Higher courses being roughly equivalent to a Credit pass in Standard Grade.

Students may consider a National 5 course in S5, as a route to a Higher course in S6.

The general recommended entry requirement for National 5 courses National 4 or level 4.

National 4 Level Courses

National 4 level courses are also part of the National Qualifications framework of courses. They are less demanding than National 5 courses, being roughly equivalent to a General level pass at Standard Grade. Students may consider a National 4 course as a route to a National 5 level course in school or college the following year.

The general recommended entry requirement for National 4 courses is Level 3 pass gained at the end of S3.

Advanced Higher

Advanced Higher courses are offered by the SQA for those students with a good Higher grade (A or B) in a subject and who want to study it in greater depth. It is generally not an entrance qualification for University, but it can be influential for some universities and faculties. Some universities now also give exemptions to aspects of first year university courses where a student has passed an Advanced Higher. Advanced Higher courses place considerable emphasis on individual initiative and study with more limited periods of teacher tuition. It is a good introduction to the kind of study experienced at university.

Four grades of award are used from A to D.

A separate booklet with details of Advanced Higher courses available in Kemnay Academy has been printed.

National Qualifications

NATIONAL QUALIFICATIONS

ADVANCED HIGHER
HIGHER LEVEL
NATIONAL 5
NATIONAL 4
NATIONAL 3

National Qualifications
Framework of courses

How Many Subject Courses Will I Study In S5?

The option choice sheet from which subjects are chosen has 6 columns and most S5 students will choose one subject from 5 columns plus study. Each subject will have 6 periods per week which means that all S5 students will be fully class committed. All subjects are studied for the entire session.

All S5 students will have one period of Personal and Social Education with their Guidance Teacher, one period of R.M.P.S and two periods of P.E.

If you plan to complete a fifth and sixth year, it is worth thinking about a two year plan of action by choosing subjects for the next 2 years.

How Many Subject Courses Will I Study In S6?

All S6 students must study 4 "courses". Each Higher and National 5 represents one course and an Advanced Higher counts as 1½ of a course. University units count as 1½ of a course.

Students who expect to pass 4 or 5 Highers in S5 should seriously consider studying several Advanced Higher courses as these provide the challenge required by able students. Advanced Highers and University units also help develop the independence of study required in Higher Education.

GUIDANCE ON MAKING SUBJECT CHOICES

Clear Idea of Future Career

If you have a clear idea of your future career you should check which subjects you must study. Certain careers require you to have studied particular subjects in school, college or university. It is vital you use the careers library and Careers Adviser to check before you choose subjects for S5 and S6.

If you have achieved a good grade in a subject in S5 and you want to study that subject at college or university you are strongly advised to study the Advanced Higher course in S6.

Uncertain Of Post-School Destination?

It is common for pupils at the end of S4 to have no definite career or college/university course in mind for when they leave school. If you are in this position, you are advised to keep open as many options as possible by choosing subjects to give you a broad curriculum. In choosing subjects consider two points –

1. Do you like a subject and do you want to study it for another year?

2. Are you good at a subject? You are not advised to choose a subject you performed poorly in at Standard Grade, unless you need it for entry to a career or Higher Education course.

Recommended Entry Requirements

Carefully study the recommended entry requirements given for each course. These are often expressed as Broad General Education Level results in a subject. It would be unwise to study a course for which you don't have the recommended entry qualifications, as you are unlikely to be successful in passing the examinations at the end of the course. If you are uncertain whether you will be permitted to study a course, discuss the matter with the subject teacher concerned.

Problems Choosing Subjects?

If you experience problems choosing courses your Guidance Teacher will be able to help you. They will assist you in deciding the level of course you should study – i.e. Higher, National 5, National 4 or National 3 level course.
Every student must discuss subject choice with his/her Guidance Teacher.

General Advice

- Keep as many career options open as possible. You may still change your mind several times before leaving school and university / college.
- Don't choose a subject just because your friends have taken it. You may need a subject for your chosen career and this will be more important in the long run than being in the same class as your friends.
- As many employers value English and Mathematics you are strongly advised to consider continuing with these in S5.
- If you have a particular career, Further or Higher Education course in mind you must check the entry qualifications before choosing subjects. The careers library, Careers Adviser and Guidance Teachers will help you investigate entry requirements.
- Don't be put off a subject just because other people are better at it than you. If you are genuinely interested in a subject, or need the subject for your career, then you ought to consider choosing it regardless of how well others do in that subject.
- Unfortunately, in the past, some pupils have limited their choice as they have thought some subjects are

only for boys and others for girls. Don't limit your choice by this type of thinking.

- As university and college entry requirements have become more complicated, it is essential that you check with your chosen university the entry requirements for the course you are interested in. University applicants may have to satisfy both general entry requirements and faculty or departmental requirements. These are too numerous to list but information is usually available in school. For some courses and universities a Standard Grade in a foreign language is required.

  Students aiming for university should check the "Going Rates" on the number and level of Higher Grades required for courses. These can be found in the Scottish Universities Entrance Guide.

"Free" Time For Sixth Year Students

Sixth year students may have times when they are not timetabled for classes. Some, such as those studying many Higher or National courses, have very little or no "free" time. Others who may be studying three Advanced Higher courses have a great deal.

This "free" time gives students responsibility for planning the use of their time. Through this responsibility students can learn to cope with it whilst drawing on the support and advice of teachers.

All sixth year students must attend morning registration each day and are obliged to remain in school until 11.00am. In addition, all S6 must attend the weekly S6 Assembly after registration on Wednesdays. After 11.00am sixth year students can leave the school building when not timetabled for classes. It is essential that anyone leaving the building "signs out" in the signing out book at the school reception. Should they return to school later in the day they must "sign in" at reception.

Senior Student Agreement

All fifth and sixth year agree and sign the Senior Student Agreement or "contract" between the school and the student. This clearly sets out the requirements and expectations of the school and the student.

LIST OF HIGHER AND NATIONAL COURSES AVAILABLE
SESSION 2017-2018

Accounting & Finance, National 5/4
Accounting & Finance, Higher
Administration, National 5/4
Administration, Higher
Art and Design, National 5/4
Art and Design, Higher
Biology, National 5/4
Biology, Higher
Business Management, National 5
Business Management, Higher
Chemistry, National 5/4
Chemistry, Higher
Computing Science, National 5/4 & Higher
Drama, National 5/4 & Higher
English and Communication, National 5/4/3 & Higher
Environmental Science, National 5/4 & Higher
Geography, National 5/4
Geography, Higher
Graphic Communications, National 5/4
Graphic Communications, Higher
Health & Food Technology, National 5/4 & Higher
History, National 5/4
History, Higher
Italian, Higher
Mathematics, National 4
Mathematics, National 5
Mathematics, Higher
Modern Languages, French, National 5/4
Modern Languages, French, Higher
Modern Studies, National 5/4
Modern Studies, Higher
Music, National 4
Music, National 5
Music, Higher
Personal & Social Education (PSE)
Philosophy, National 5 & Higher
Physical Education, National 5/4/3 & Higher
Physics, National 5/4
Physics, Higher
Practical Cookery, National 5/4/3
Practical Metalwork, National 5/4
Practical Woodwork, National 5/4
RMPS, National 5/4
RMPS, Higher
Supported Study – Additional Support for Learners
XL Prince's Trust

ACCOUNTING - NATIONAL 5

RECOMMENDED LEVEL OF ENTRY

The following or equivalent qualifications and/or experience:
Mathematics – recommended pass at National 5 or studying for this qualification.

The 3 units studied are:

PREPARING FINANCIAL ACCOUNTING INFORMATION

The purpose of this Unit is for pupils to develop skills and knowledge in the recording of business transactions in ledger accounts through to the Trial Balance and the preparation of the final accounts of a sole trader organisation. They will also learn about the various sources of finance available to businesses and the effect errors have on profits.

PREPARING MANAGEMENT ACCOUNTING INFORMATION

This Unit expects pupils to develop skills and knowledge relating to stock valuation, labour costs, cash budgets, overhead analysis and job costing statements.

ANALYSING ACCOUNTING INFORMATION

The Unit will build skills and knowledge covering the analysis of accounting information through the calculation of ratios as well as covering break-even concepts and decision-making factors.

SKILLS DEVELOPED

The study of Accounting may appeal to those learners who enjoy numeracy-based learning opportunities, show attention to detail and who like to apply their logical and analytical thinking. The Course develops the transferable skills of numeracy and ICT while supporting literacy and health and wellbeing. The Course prepares learners for everyday life, the world of work or further study of accounting and other business-related disciplines.

PLANNED PUPIL EXPERIENCES

Pupils will complete both computational and theory questions relating to all units. They will be taught the required layouts for the presentation of year-end statements, how to interpret the information provided and how to adopt a methodical approach to answering an accounting question. Pupils will have the opportunity to complete both class work and homework using spreadsheet software.

UNIT ASSESSMENT

Unit Assessment - Pupils will complete Outcome assessment tasks for each of the 3 units.

COURSE ASSESSMENT

The assessment includes:

Component 1 – question paper (100 marks) - 1½ hours
Component 2 – assignment (50 marks) – 3 hours

The assignment, which is completed during class time, gives learners the opportunity to apply their accounting skills, knowledge and understanding and make use of ICT to input and analyse accounting data and to present findings.

HOMEWORK

Homework will be issued on a regular basis, which will consist of theory and computational questions.

WHAT DO PUPILS NEED TO BRING TO CLASS

Pupils must ensure they take their Homework Planner to class as well as pencil/pen, jotters, notes, memory stick, ruler and calculator. Homework must also be handed in to the class teacher when due.

ACCOUNTING - HIGHER

Recommended entry
The following or equivalent qualifications and/or experience:
National 5 A-B in Accounting
National 5 C (Discussion with Teacher)
Mathematics – recommended pass at National 5 and a pass in Higher Maths or studying for this qualification.

Course Content
The 3 units studied are:

PREPARING FINANCIAL ACCOUNTING INFORMATION
The purpose of this Unit is for pupils to develop skills and knowledge relating to public limited companies, partnerships and manufacturing concerns as well as being able to produce period-end financial statements for those types of organisation.

PREPARING MANAGEMENT ACCOUNTING INFORMATION
This Unit expects pupils to develop skills and knowledge relating to different methods of stock valuation, sales and cash budgets and overhead analysis as well as producing service and process costing statements.

ANALYSING ACCOUNTING INFORMATION
The Unit will build skills and knowledge covering the analysis of accounting information through the calculation of investment appraisal ratios as well as covering decision-making factors relating to marginal costing.

SKILLS DEVELOPED
The study of Accounting may appeal to those learners who enjoy numeracy-based learning opportunities, show attention to detail and who like to apply their logical and analytical thinking. The Course develops the transferable skills of numeracy and ICT while supporting literacy and health and wellbeing. The Course prepares learners for everyday life, the world of work or further study of accounting and other business-related disciplines.

PLANNED PUPIL EXPERIENCES
Pupils will complete both computational and theory questions relating to all units. They will be taught the required layouts for the presentation of year-end statements, how to interpret the information provided and how to adopt a methodical approach to answering an accounting question. Pupils will have the opportunity to complete both class work and homework using spreadsheet software.

UNIT ASSESSMENT
Unit Assessment - Pupils will complete Outcome assessment tasks for each of the 3 units.

COURSE ASSESSMENT

The assessment includes:

Component 1 – question paper (100 marks)
Component 2 – assignment (50 marks)

The assignment, which is completed during class time, gives learners the opportunity to apply their accounting skills, knowledge and understanding and make use of ICT to input and analyse accounting data and to present findings.

HOMEWORK

Homework will be issued on a regular basis, which will assess the theory content of the course and computational questions.

WHAT DO PUPILS NEED TO BRING TO CLASS

Pupils must ensure they take their Homework Planner to class as well as pencil/pen, pen drive, jotters, notes, ruler and calculator. Homework must also be handed in to the class teacher when due

ADMINISTRATION AND IT - NATIONAL 4-5

Course Content

The 3 units studied are:

ADMINISTRATIVE PRACTICES

The purpose of this Unit is to give pupils an introduction to administration in the workplace. Pupils will develop an understanding of key legislation affecting organisations and employees, the key features and benefits to organisations of good customer care and the skills and qualities required of administrators. They will apply their understanding by carrying out a range of administrative tasks required for organising and supporting events.

COMMUNICATION IN ADMINISTRATION

The purpose of this Unit is to enable pupils to use IT for the gathering and sharing of information with others in administration-related contexts. Pupils will learn what constitutes a reliable source of information and an ability to identify and use appropriate methods for gathering information. They will be able to communicate the information in ways appropriate to its context, audience and purpose. The Unit will cover emerging technologies to ensure the methods of communication are current and relevant.

IT SOLUTIONS FOR ADMINISTRATORS

The purpose of this Unit is to develop pupils' IT and problem solving skills in organising and processing information in administration-related contexts. They will select and use the following IT applications: word processing, spreadsheets and databases to create and edit business documents.

SKILLS DEVELOPED

The course will allow pupils to develop IT, communication and organisational skills. High standards of literacy and numeracy expected as well as the ability to select and evaluate information.

PLANNED PUPIL EXPERIENCES

Pupils will be involved in the completion of administrative tasks of a nature they would expect to encounter in an office environment in the world of work. Pupils will be expected to work to deadlines. Teaching strategies will include direct teaching through demonstration, on-line video and other digital resources. Pupils will take part in pair/group work and be required to evaluate the work of others in the class.

UNIT ASSESSMENT

Unit Assessment - Pupils will complete assessments tasks for each of the above units.

COURSE ASSESSMENT - NATIONAL 4 - ADDED VALUE UNIT

This is a practical administration and IT based assignment using the pupils' knowledge, understanding and skills developed throughout the course in the context of organising and supporting a small-scale event. This assignment will be carried out during class time under teacher supervision and control and will be assessed on a pass/fail basis.

COURSE ASSESSMENT – NATIONAL 5

The assessment is in the form of an assignment which will assess the pupils' ability to extend and apply their administrative and IT skills, developed and acquired during the course in the context of organising and supporting an event. The assignment will be carried out during class time under teacher supervision and control and submitted to the SQA for external marking. The course assessment will be graded (A-D).

HOMEWORK

Homework will be issued on a regular basis, which will assess the theory content of the course in particular, the Administrative Practices unit.

PROGRESSION ROUTES

- N5 or Higher
- employment or training

WHAT DO PUPILS NEED TO BRING TO CLASS

Pupils must ensure they take their Homework Planner to class as well as pencil/pen and jotter Homework must also be handed in to the class teacher when due.

ADMINISTRATION – HIGHER

RECOMMENDED ENTRY

The following or equivalent qualifications and/or experience:

- National 5 A-B
- National 5 C (Discussion with Teacher)

Course Content

The 3 units studied are:

ADMINISTRATIVE PRACTICES

The purpose of this Unit is to give pupils an introduction to administration in the workplace. Pupils will develop an understanding of key legislation affecting organisations and employees, the key features and benefits to organisations of good customer care and the skills and qualities required of administrators. They will apply their understanding by carrying out a range of administrative tasks required for organising and supporting events.

COMMUNICATION IN ADMINISTRATION

The purpose of this Unit is to enable pupils to use IT for the gathering and sharing of information with others in administration-related contexts. Pupils will learn what constitutes a reliable source of information and an ability to identify and use appropriate methods for gathering information. They will be able to communicate the information in ways appropriate to its context, audience and purpose. The Unit will cover emerging technologies to ensure the methods of communication are current and relevant.

IT SOLUTIONS FOR ADMINISTRATORS

The purpose of this Unit is to develop pupils' IT and problem solving skills in organising and processing information in administration-related contexts. They will select and use the following IT applications: word processing, spreadsheets and databases to create and edit business documents.

SKILLS DEVELOPED

The course will allow pupils to develop IT, communication and organisational skills as well as the ability to select and evaluate information.

PLANNED PUPIL EXPERIENCES

Pupils will be involved in the completion of administrative tasks of a nature they would expect to encounter in an office environment in the world of work. Pupils will be expected to work to deadlines. Teaching strategies will include direct teaching through demonstration, on-line video and other digital resources. Pupils will take part in pair/group work and be required to evaluate the work of others in the class.

UNIT ASSESSMENT

Unit Assessment - Pupils will complete assessments tasks for each of the above units.

COURSE ASSESSMENT

The assessment is in the form of a written exam (30%) and assignment (70%) which will fully assess the pupils' ability to extend and apply their administrative and IT skills, developed and acquired during the course in the context of organising and supporting an event. The assignment will be carried out during class time under teacher supervision and control and submitted to the SQA for external marking. The duration of this is 2 hours. Pupils will then sit a written exam during the SQA exam diet to assess the theory elements of the course, the duration of which is 1 hour. The course assessment will be graded (A-D).

HOMEWORK

Homework will be issued on a regular basis, which will assess the theory content of the course in particular, the Administrative Practices unit.

PROGRESSION ROUTES

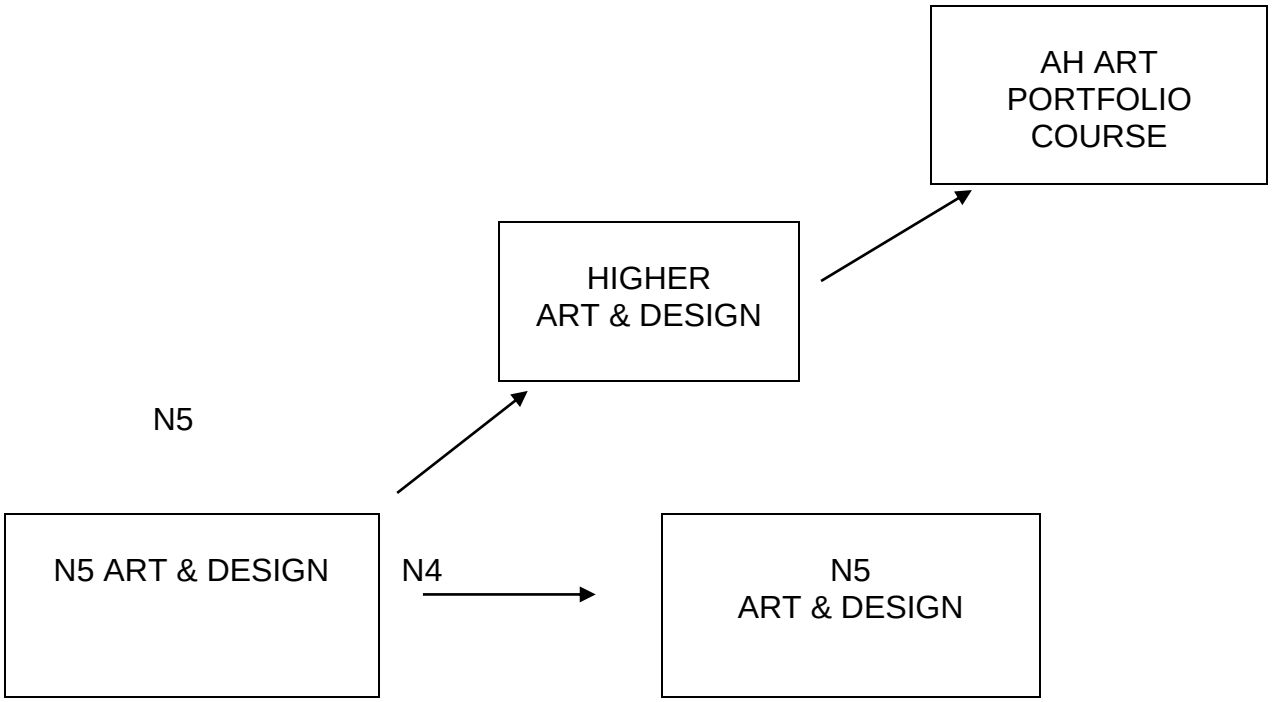
- employment or training

WHAT DO PUPILS NEED TO BRING TO CLASS

Pupils must ensure they take their Homework Planner to class as well as pencil/pen and jotter. Homework must also be handed in to the class teacher when due.

ART & DESIGN

National Qualifications Pathways



HIGHER ART AND DESIGN	**FE COLLEGE**	HNC/HND – DESIGN/FINE ART
		FOUNDATION COURSE
		PORTFOLIO COURSE FOR ART SCHOOL
	SCHOOL OF ARCHITECTURE	
PORTFOLIO WORK/ ADVANCED HIGHER	**ART SCHOOL**	DESIGN/FINE ART
	TEXTILE COLLEGE	
	UNIVERSITY	PRODUCT DESIGN
		DESIGN FOR INDUSTRY
		DIGITAL MEDIA
		WEB DESIGN

Career Opportunities

WEB Design, Product Design, Graphic Design, Fashion Design, Interior Design, Architecture, Photography, Art Education, Jewellery, Sculpture, Beauty Therapy, Painting and Decorating and Window Dressing are some examples of career opportunities within the field of Art and Design.

ART & DESIGN NATIONAL 4-5

Mandatory Units
The course consists of two mandatory Units and the Course assessment:

- **Art and Design: Expressive Activity**
- **Art and Design: Design Activity**
- **Course assessment**

Further information on the Course assessment is provided in the Assessment section.

Conditions of award
To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Recommended entry
You would be expected to have attained the skills, knowledge and understanding; in both practical and critical work, required by the following or equivalent qualifications and/or experience:
♦ National 4 Art and Design Course or relevant component Units
In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Progression
This Course or its Units may provide progression to:

- N5 art & design from successful completion of N4
- Higher art and design (from N5 only)
- Further study, employment and/or training.

Purpose and aims of the Course
The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for you to be inspired and creatively challenged as you explore how to visually represent and communicate your personal thoughts, ideas and feelings through your work.

You will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing your creative expressive art and design work.

The skills that you gain by successfully completing the Course will be valuable for learning, life and work. You will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work, before experimenting with and using these when developing your own ideas. You will develop creativity and problem solving skills when experimenting with and using

materials, techniques and/or technology in creative ways. Critical thinking and reflective skills will also be developed as you review and refine your work.

The aims of the Course are to enable you to:

- ♦ communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- ♦ develop critical understanding of a range of art and design practice
- ♦ plan, develop, produce and present creative art and design work
- ♦ understand the impact of external factors on artists and designers and their work
- ♦ develop creativity, problem solving, critical thinking and reflective practice skills

Skills, knowledge and understanding

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given below. These are:

- ♦ producing analytical drawings and related investigative studies in response to stimuli
- ♦ using visual elements expressively, showing a clear understanding of the subject matter
- ♦ producing focused investigative visual and market research for a design activity
- ♦ skills in using a range of art and design materials, techniques and/or technology creatively
- ♦ developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- ♦ describing how artists and designers use materials, techniques and/or technology in their work
- ♦ analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- ♦ using problem solving, planning and self-evaluation skills within the creative process

Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for all learners with an interest in art and design, and for those wanting to progress onto higher levels of study. This qualification will allow learners to consolidate and extend their art and design skills. The Course is learner-centred and includes practical and experiential 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, as it can be contextualised to suit a diverse range of learners' needs and aspirations.

On completing the Course, learners will have developed skills in planning, producing and presenting creative art and design work. They will be able to use art and design materials, techniques and/or technology in creative ways when developing and refining their ideas and work. Learners will also have developed understanding of artists and designers as creative practitioners.

Unit assessment
All Units are internally assessed. You will be assessed on a Pass/Fail basis.
They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.
To fulfil the assessment of the Units in this Course you will required to:

Art and Design: Expressive Activity (National 4 & 5)
- Produce a range of creative ideas and art work in response to stimuli.
- Produce analytical drawings, investigative studies and expressive development work showing visual continuity and progressive development of your ideas.
- Use and demonstrate knowledge and understanding of expressive artists and art practice.

Art and Design: Design Activity (National 4 & 5)
- Produce a range of creative ideas in response to a design brief.
- Produce investigative studies and market research.
- Experiment with and use materials, techniques and/or technology when developing and refining your design ideas.
- Use and demonstrate knowledge and understanding of designers and design practice.

Course assessment
The National 5 Art and Design Course assessment has two Components:

A **portfolio** and a **question paper**.

The national 4 course assessment has no question paper.

The **N5 portfolio** will require learners to present a portfolio of art and design work which shows the creative starting point and the further development and creative realisation of a single line of expressive enquiry and a single line of design enquiry. The portfolio is externally assessed and graded by the SQA. The N4 portfolio is internally assessed on a pass fail basis.

The **question paper** will assess learners':

- ♦ critical thinking and analysis skills when personally responding to images and comparing artists'/designers' approaches with explicit reference to their use of specific visual/design elements
- ♦ ability to reflect, critically analyse and evaluate how artists and designers have used materials, techniques and/or technology for visual impact and creative and/or functional effect

ART & DESIGN - HIGHER

Mandatory Units

The Course consists of two units, and the Course assessment.

- **Art and Design: Expressive Activity**
- **Art and Design: Design Activity**
- **Course assessment**

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Recommended entry

The following or equivalent qualifications and/or experience:

- National 5 Art and Design Course (A Pass) or relevant component Units.

Please be advised of the following conditions.

- National 5 Art and Design Course (B Pass – discuss with your teacher)
- National 5 Art and Design Course (C Pass – Not recommended to progress to Higher depending on individual circumstances. Please discuss with your art and design teacher).

Progression

This Course or its Units may provide progression to:

- Advanced Higher Art & Design
- other qualifications in art and design or related areas
- Further study, employment and/or training

Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for you to be inspired and creatively challenged as you explore how to visually represent and communicate personal thoughts, ideas and feelings through your work.
You will analyse the factors influencing artists' and designers' work and practice. You will use this understanding when developing and producing your own creative and personal expressive art and design work.

The aims of the Course are to enable you to:

♦ communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
♦ analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
♦ plan, develop, produce and present creative art and design work

♦ develop personal creativity, using problem solving, critical thinking and reflective practice skills

Skills, knowledge and understanding

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given below. These are:

♦ producing analytical drawings and investigative studies in response to stimuli
♦ using visual elements expressively, showing clear understanding of the subject matter
♦ producing focused investigative studies and market research for a complex design activity
♦ skills in using a range of art and design materials, techniques and/or technology creatively and expressively
♦ developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
♦ analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
♦ analysing the impact of social, cultural and other influences on artists' and designers' work and practice
♦ using a range of complex problem solving, planning and self-evaluation skills within the creative process

Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with a general interest in art and design, and for those wanting to progress onto higher levels of study.

Unit assessment

All Units are internally assessed. You will be assessed on a pass/fail basis.
To fulfil the assessment of the respective units in this Course you must:

Art and Design: Expressive Activity (Higher)

Produce a range of creative ideas and art work in response to stimuli.
Produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (Higher)

Produce a range of creative design ideas in response to a design brief. You will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Course assessment

There are two components: a **portfolio** and a **question paper**.
In the **portfolio**, learners will draw on, extend and apply the skills they have learned during the Course. Learners will:

♦ present a portfolio of art and design work which shows the creative starting point and the further development and realisation of these initial ideas

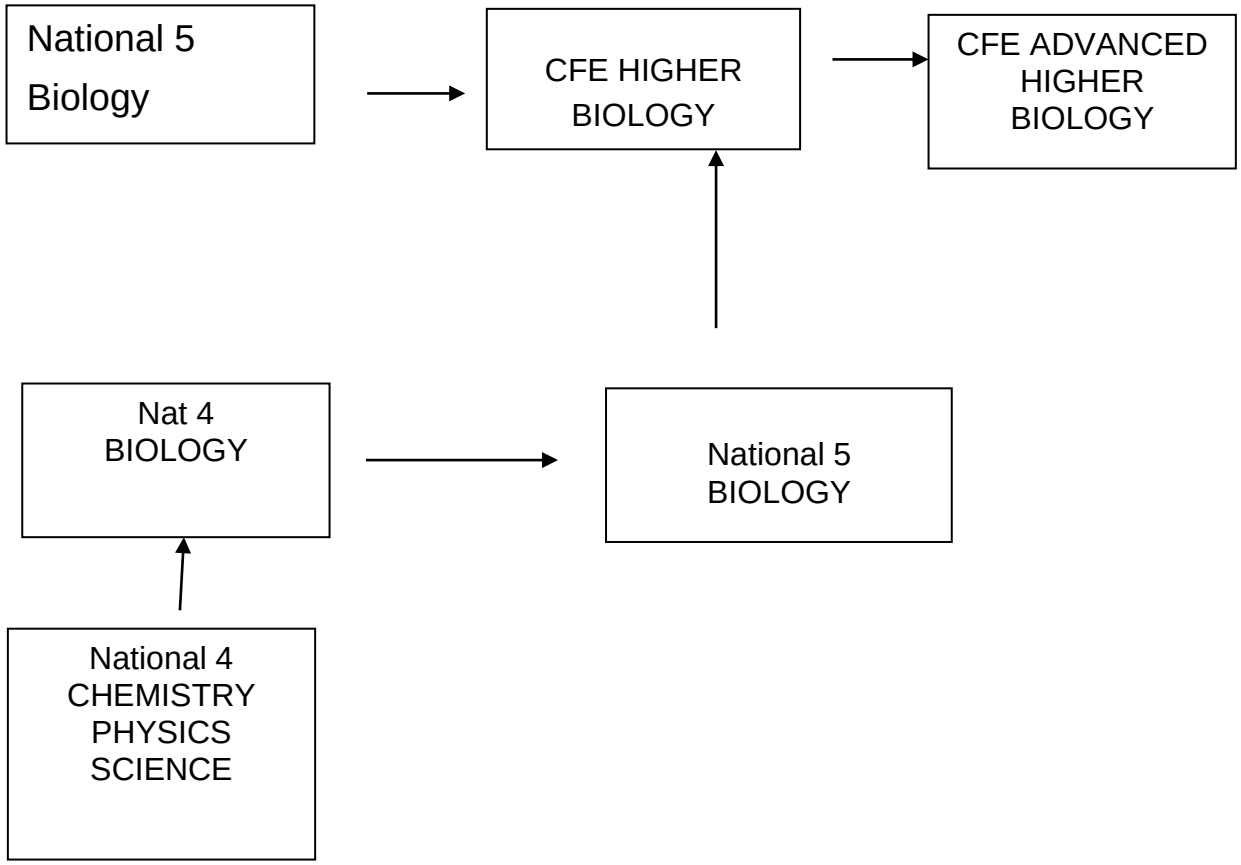
- use the initial ideas and further development work to produce one piece of expressive art and one design solution
- critically evaluate their final piece of expressive art work and design solution

The **question paper** will assess learners':

- ability to analyse and evaluate how artists and designers have used and combined materials, techniques and/or technology for visual impact and creative and/or functional effect
- in-depth knowledge and understanding of contextual factors and their influence on art and design work and practice

BIOLOGY

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

CFE HIGHER/ADVANCED HIGHER

- University courses in Medicine, Nursing, Physiotherapy, Dietetics, Radiography etc.
- Other Further & Higher education opportunities using the award for general and specialist entry e.g. Teaching, Forestry and Agriculture. Also pharmaceutical/ medical biology, Biochemical Engineering, Biotechnology.
- A range of employment/training opportunities.

National 4/5

- HNC or HND level study in biological sciences leading to careers in Horticulture, Beauty Therapy, Farming, Veterinary assistant, Dental assistant, Nursery nurse etc.

BIOLOGY - NATIONAL 4

Entry Requirements: CfE level 4 in any Science

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

Course Content

Mandatory Unit	Time	Unit Credit
Cell Biology	40 hours	6 SCQF Points
Multicellular Organisms	40 hours	6 SCQF Points
Life on Earth	40 hours	6 SCQF Points
Added Value Unit	40 hrs	6 SCQF Points

Unit Details

Cell Biology
This unit includes studying DNA, therapeutic uses of cells, enzymes, microbes in industry, Photosynthesis and respiration. Controversial biological procedures are also discussed.

Multicellular Organisms
This unit covers reproduction, propagating plants, commercial uses of plants, genetic information and how it is passed on. Maintaining stable body conditions e.g. body temp and glucose are also covered.

Life on earth
Topics include the Impact of human population and the effects of natural hazards on biodiversity. Fertiliser design and the nitrogen cycle. Behaviour and adaptations for survival.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Learners will be able to develop their communication and collaborative working skills.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements

2.2 Describing an application of environmental science
2.3 Describing an environmental science issue in terms of the effect on the environment/society
2.4 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Assessment

Unit assessment is by a Question Paper, an experiment report and a short piece of writing.
Added Value Unit is assessed by research and a structured report about a chosen topic.

Overall National 4 course award

- Pass in all three Units + Outcome 1
- Pass in the Added Value Unit

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework

BIOLOGY - NATIONAL 5

Entry Requirements:

National 4 Biology
Or Chemistry/Physics National 5

Aims: To provide a broad based introduction to the study of Biology from which the student may progress. It will introduce biological facts and concepts and explain how these relate to the application of Biology in Society and Industry.

Course Content

Mandatory Unit	Time	Unit Credit
Cell Biology	40 hours	1 Credit (Nat 5)
Multicellular Organisms	40 hours	1 Credit (Nat 5)
Life on Earth	40 hours	1 Credit (Nat 5)

Unit Details – Topics covered

Biology: Cell Biology
Cell structure, transport across cell membranes, producing new cells, DNA and the production of proteins, proteins and enzymes, genetic engineering, respiration and photosynthesis.

Biology: Multicellular Organisms
A comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, stem cell research and health.

Biology: Life on Earth
Biodiversity, energy in ecosystems, sampling techniques, adaptation, natural selection, evolution and the human impact on the environment.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements

2.2 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Course Assessment

Paper	Marks	Length of Assessment
Assignment SQA marked	20	7-8 hours in class
Question Paper SQA exam diet	80	2 hours

Additional Assessment Information

Overall National 5 course award

- Pass in all three Units
- Grade (A-D) awarded based on overall score from SQA assessments

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework.

BIOLOGY - HIGHER

Entry Requirements:

- National 5 Biology (A or B)
- National 5 Maths and National 5 English recommended

Aims: To build upon the concepts developed in National 5 Biology. To develop the knowledge and understanding of biological concepts and their applications to Society and Industry.

Course Content

Mandatory Unit	Unit Credit
DNA and the Genome (H)	6 SCQF POINTS
Metabolism and Survival (H)	6 SCQF POINTS
Sustainability and Interdependence (H)	6 SCQF POINTS
Course assessment	6 SCQF POINTS

Unit Details

1. DNA AND THE GENOME

- Structure and replication of DNA
- Gene expression
- Differentiation in multicellular organisms
- Genome and mutations
- Genomics and genomic sequencing

2. METABOLISM AND SURVIVAL

- Metabolism and enzymes
- Control of metabolic pathways
- Cellular respiration
- Maintaining metabolism
- Maintaining metabolism during environmental change
- Growth and metabolism of micro-organisms
- Genetic control of metabolism

3. SUSTAINABILITY AND INTERDEPENDENCE

- Science of food production
- Photosynthesis and energy transfer
- Breeding plants and animals for food
- Crop protection
- Animal welfare
- Inter-relationships and dependence
- Social behaviour
- Biodiversity

Assessment Pattern

Unit Assessment

♦ apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of the Unit to carry out an experiment/practical investigation
♦ draw on knowledge and understanding of the key areas of the Unit and apply scientific skills

Unit Assessment

Unit	Mode	Length of Assessment
Outcome 2	Written Papers containing short structured questions testing KU & PS with pre-set cut off scores for Grade C	Approx. 45 minutes
Outcome 1	Experiment and report	

Course Assessment

Paper	Marks	Length of Assessment
Question Paper	100	2 hours 30 minutes
Assignment	20	7-8 hours
Total	120	

Additional Assessment Information

Overall Higher course award comprises

- Pass at all 3 units + Outcome 1
- Grade A-D awarded based on overall score from SQA Course Assessment

Homework

Homework will be set on a regular basis throughout the course to test understanding of the concepts and also to consolidate and extend knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework.

BUSINESS MANAGEMENT - NATIONAL 5

Recommended entry:
The following or equivalent qualifications and/or experience:
English – recommended pass at National 5 or studying for this qualification.

Course Content

The 3 units studied are:

UNDERSTANDING BUSINESS

- Give an account of the key objectives and activities of small and medium sized business organisations
- Apply knowledge and understanding of factors that impact on the activities of small and medium sized business organisations

MANAGEMENT OF PEOPLE AND FINANCE

- Apply knowledge and understanding of how the management of people contributes to the success of small and medium sized organisations
- Apply knowledge and understanding of how the management of finance contributes to the success of small and medium sized organisations

MANAGEMENT OF MARKETING AND OPERATIONS

- Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations
- Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations

SKILLS DEVELOPED

The course will provide pupils with the opportunity to develop thinking skills, enterprising/communication skills, collecting, processing, comparing and interpreting/evaluating information. There will be opportunities to use and develop skills in ICT.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to take on an early responsibility for their learning.

UNIT ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils will undertake peer evaluation of class work and use assessment to set achievable short term targets.

COURSE ASSESSMENT

National 5 will include three end of unit assessments which are internally assessed on a pass/fail basis. Also an Added Value Project and an end of year exam which will be externally assessed by SQA and will be graded (A-D). The weighting of the assessment will be 70% exam and 30% assignment.

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments.

PROGRESSION ROUTES

Higher

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, memory stick, ruler, rubber, homework planner and completed homework.

BUSINESS MANAGEMENT - HIGHER

Recommended entry:
The following qualifications in Business Management.

- National 5 A-B
- National 5 C (Discussion with Teacher)

English – recommended pass at Higher or studying for this qualification

Course Content

There are 3 units studied are:

UNDERSTANDING BUSINESS

- The role of business in society
- The features, objectives and internal structures of large business organisations
- The environment in which large organisations operate

MARKETING AND OPERATIONS

- How the marketing function enhances the effectiveness of large organisations
- How the operations function contributes to the success of large organisations

PEOPLE AND FINANCE

- How the management of people can meet the objectives of large organisations
- How the management of finance contributes to the effectiveness of large organisations

SKILLS DEVELOPED

The course will provide pupils with the opportunity to develop thinking skills, enterprising/communication skills, collecting, processing, comparing and interpreting/evaluating information. There will be opportunities to use and develop skills in ICT.

All units are designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, textbooks and teacher presentations. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to take on an early responsibility for their learning.

UNIT ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils will undertake peer evaluation of class work and use assessment to set achievable short term targets

COURSE ASSESSMENT

Higher will include three end of unit assessments which are internally assessed on a pass/fail basis. Pupils will be required to sit and pass all three unit assessments. Pupils will be given one opportunity for reassessment.

This course has a final exam which consists of two sections; section 1 which is case study based and section 2 where pupils answer a variety of questions from all topics. Also an Added Value Project which will be externally assessed by SQA and will be graded (A-D). The weighting of the assessment will be 70% exam and 30% assignment.

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments. Pupils will be expected to complete unfinished classwork at home and summarise the core notes provided. Pupils are expected to keep up-to-date with developments in the business environment by reading the business sections of newspapers, watching TV documentaries etc.

PROGRESSION ROUTES

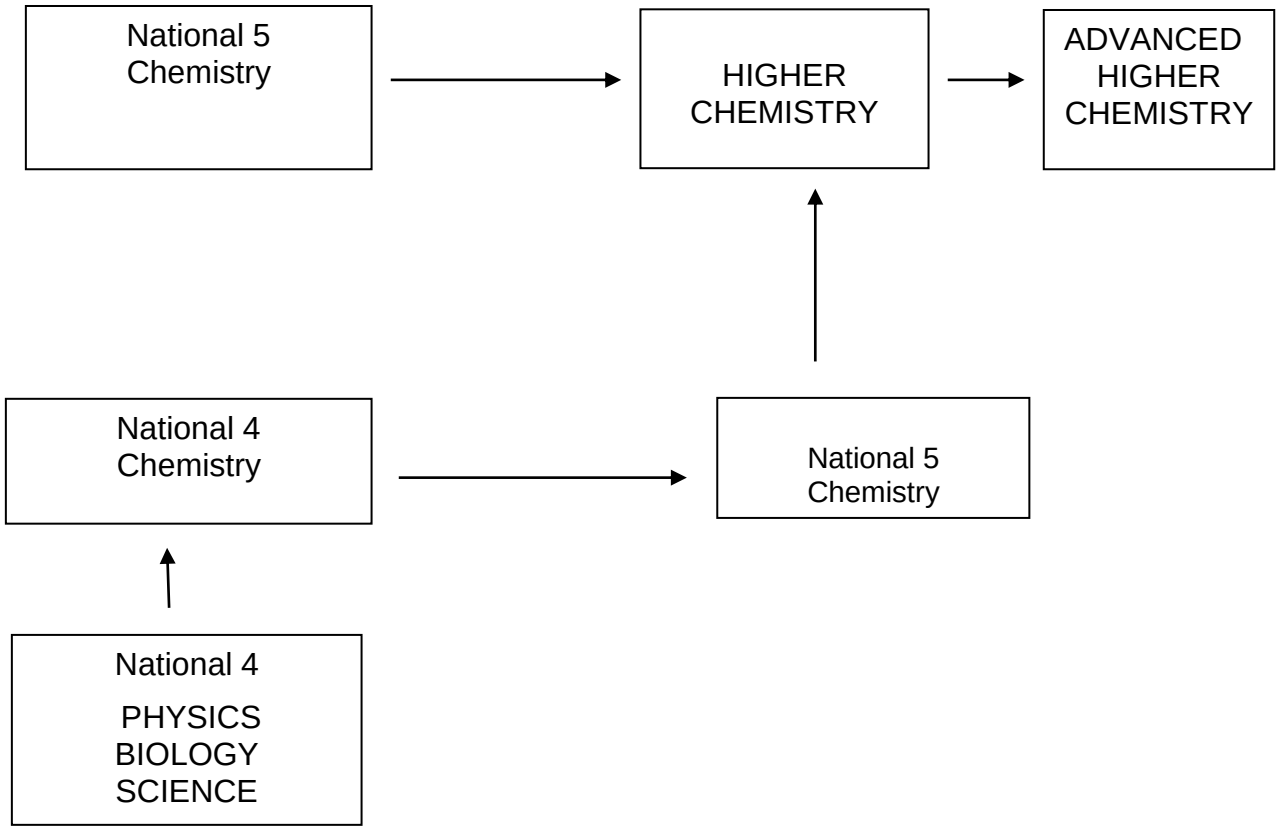
- employment or training

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, memory stick, ruler, rubber, homework, jotters, planner and completed homework.

CHEMISTRY

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

CfE Higher and Advanced Higher

- University courses in Chemistry, Engineering, Medicine, Nursing, Pharmacy, Food Science etc.
- Other Further & Higher education opportunities using the award for general and specialist entry e.g. Teaching, Forestry and Agriculture.
  - Oil Industry technician and apprenticeship schemes

National 4/5

- HNC or HND level study in chemical sciences leading to careers in Horticulture, Beauty Therapy, agriculture, Veterinary assistant, Dental assistant, Nursery nurse etc.
- Oil Industry training schemes.

CHEMISTRY - NATIONAL 4

Entry Requirements: CfE level 4 in any Science

Aims: Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country. An experimental and investigative approach is used to develop knowledge and understanding of chemistry key areas.

Course Content

Mandatory Unit	Time	Unit Credit
Chemical Changes and Structure	40 hours	6 SCQF Points
Nature's Chemistry	40 hours	6 SCQF Points
Chemistry in Society	40 hours	6 SCQF Points
Added Value Unit	40 hrs	6 SCQF Points

Unit Details

Chemical Changes and Structure
Learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials.

Nature's Chemistry
This unit includes chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

Chemistry in Society
Key areas include the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Learners will be able to develop their communication and collaborative working skills.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Describing an application of environmental science
2.3 Describing an environmental science issue in terms of the effect on the environment/society
2.4 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Assessment

Unit assessment is by a Question Paper, an experiment report and a short piece of writing.
Added Value Unit is assessed by research and a structured report about a chosen topic.

Overall National 4 course award

- Pass in all three Units + Outcome 1
- Pass in the Added Value Unit

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework

CHEMISTRY - NATIONAL 5

Entry Requirements: National 4 Chemistry

Aims:

To emphasise the relevance of Chemistry to everyday living.
To raise awareness of the links between the subject and the world of work.

To provide opportunities for independent and cooperative learning.

Course Content

Mandatory Units	Time	Unit Credit
Chemical Changes and Structure	40 hours	6 SCQF POINTS
Nature's Chemistry	40 hours	6 SCQF POINTS
Chemistry in Society	40 hours	6 SCQF POINTS
Course Assessment		6 SCQF POINTS

Unit Details

Chemistry : Chemical Changes and Structure
Rates of reactions; Atomic Structure and Bonding; Formulae and Reaction Quantities; Energy Changes; Acids, Alkalis and Neutralisation

Chemistry : Nature's Chemistry
Fuels; Hydrocarbons and homologous Series; Everyday Consumer Products; Plants to Products; Energy from Fuels

Chemistry : Chemistry in Society
Metals; Polymers and the properties of plastics; Fertilisers; Nuclear Chemistry

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Solving problems

At one point in the course:
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Course Award

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

To achieve an overall National 5 course award:

- Complete Outcome 1
- Pass in all three Unit assessments (Outcome 2.1)
- Assignment
- Solving problems (Outcome 2.2)
- SQA Course question paper

Grade (A-D) is awarded based on the combined overall score from the SQA course assessments.

Course Assessment

Paper	Marks	Length of Assessment
Assignment SQA marked	20	7-8 hours in class
Question Paper SQA exam diet	80	2 hours

Additional Assessment Information

Development of skills for learning, skills for life and skills for work

1. Literacy – writing.
2. Numeracy – number process, time and measurement, information handling.
3. Thinking skills – application, analysing and evaluation, creating.
4. Working with others.
5. Citizenship.

Homework

Homework will be set on a regular basis and will test student's understanding of the concepts studied and to extend their knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, resource-based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of chemical concepts and applications.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework.

CHEMISTRY - HIGHER

Entry Requirements: National 5 Chemistry A or B
National 5 Maths and National 5 English recommended

Aims: To emphasise the relevance of chemistry to everyday living.
To raise awareness of the links between the subject and the world of work.
To provide opportunities for independent and cooperative learning.

Course Content

Mandatory Unit	Time	Unit Credit
Chemical Changes and Structure	20 hours	3 SCQF POINTS
Nature's Chemistry	40 hours	6 SCQF POINTS
Chemistry in Society	40 hours	6 SCQF POINTS
Researching Chemistry	20 hours	3 SCQF POINTS
Course Assessment		6 SCQF POINTS

Unit Details

Chemical Changes and Structure (Higher)

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electronegativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Researching Chemistry (Higher)

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

Nature's Chemistry (Higher)

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

Chemistry in Society (Higher)

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench

through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products

Core Skills

This course includes all the elements of the Problem Solving and Numeracy Core Skills at Higher Level.

Assessment Pattern

Unit Assessments

Units	Mode	Length of Assessments
Outcome 2	Written Papers containing short structured questions testing KU & PS with pre-set cut off scores for Grade C	Approx. 45 minutes each
Outcome 1	Experiment and report	

Course Assessment

Paper	Marks	Length of Assessment
Question Paper	100	2 hours 30 minutes
Assignment	20	7-8 hours
Total	120	

Additional Assessment Information

Overall CfE higher course award

- Pass in all three Units + Outcome 1
- Grade (A-D) awarded based on overall score from SQA assessments

Homework

Homework will be set on a regular basis and will test student's understanding of the concepts studied and to extend their knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, resource-based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of chemical concepts and applications.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, scientific calculator and completed homework.

COMPUTING SCIENCE - NATIONAL 4 - 5 & HIGHER

Recommended entry for Higher:

The following qualification in Computing Science
- National 5 A-B
- National 5 C (Discussion with Teacher)

Course Content

The 2 units studied are:

SOFTWARE DESIGN AND DEVELOPMENT

The general aim of this Unit is for the learner to develop knowledge, understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational/problem solving thinking skills by designing, implementing and testing and evaluating practical solutions and explaining how these programs work. The pupils' will also develop an understanding of how data and instructions are stored in binary form, the basic architecture of a computer, and an awareness of different contemporary software development languages/environments.

INFORMATION SYSTEM DESIGN AND DEVELOPMENT

The general aim of this Unit is for the learner to develop knowledge, understanding of advanced concepts and practical problem-solving skills related to the design and development of information systems through a range of practical and investigative tasks. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems. Learners will also learn how to write HTML and scripting languages such as Javascript.

SKILLS DEVELOPED

The Course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts.

PLANNED PUPIL EXPERIENCES

Pupils will be involved in the completion of both theory and practical based tasks. They will be creating digital solutions, both for programming and database/multimedia based problems. Teaching strategies will include direct teaching through demonstration, on-line video and other digital resources. Pupils will take part in pair/group work and be required to evaluate the work of others in the class.

UNIT ASSESSMENT

Unit Assessment - Pupils will complete practical and theory assessments tasks for each of the above units.

COURSE ASSESSMENT - NATIONAL 4 - ADDED VALUE UNIT

This practical assignment will be a meaningful and appropriately challenging task, which will demonstrate the pupils' application of knowledge and skills, at an appropriate level, from both the Software Design and Development Unit and the Information System Design and Development Unit. This will be assessed in school and will be classed as either a pass or fail.

COURSE ASSESSMENT – NATIONAL 5 / HIGHER

The assessment is in the form of an assignment which will account for 40% of the final course. The task will assess the pupils' ability to apply their knowledge of the two units. The assignment will be carried out during class time under teacher supervision and control. Evidence will be internally marked by centre staff in line with SQA marking instructions. The course assessment will be graded (A-D). At both National 5 and Higher there is also an external exam – which forms 60% of the pupils overall mark.

HOMEWORK

Homework will be issued on a regular basis.

PROGRESSION ROUTES

- N5 or Higher
- employment or training

WHAT DO PUPILS NEED TO BRING TO CLASS

Pupils must ensure they take their Homework Planner to class as well as pencil/pen, jotters and pen drive. Homework must also be handed in to the class teacher when due.

DRAMA NATIONAL 4

Course Content

The aim of this course is to provide pupils with a broad experience of Drama, providing coverage of the Level 3 and 4 experiences and outcomes. The two units we will study are:

Drama Skills (National 4)
In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other learners.

Drama: Production Skills (National 4)
In this Unit, learners will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Added Value Unit: Drama: Performance (National 4)
This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply their production skills in a drama performance. The Unit will focus on the process and product of learning. The performance will be sufficiently open and flexible to allow for personalisation and choice.

Skills Developed

The course will provide pupils with the opportunity to work with others in a positive productive way, develop communications skills and improve confidence in presenting and performing. Pupils will use a range of ICT skills during the course.

Planned Pupil Experiences

The course is taught through workshop situations, using pairs, groups and whole class work. Theory is taught through practical sessions and class work. Work in class is supported through the use of study guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own contribution and others. They will be expected to keep a log of drama activities.

Assessment

Assessment will include use of checklists, a folio of work including the log book, recording of presentations, peer assessment, worksheets and written and oral evaluations.

National 4 will include three end of unit assessments and an Added Value Project/Production which are internally assessed on a pass/fail basis. To achieve the National 4 Drama Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section. National 4 Courses are not graded.

Homework

Research/line learning associated with individual roles assigned in each unit of work.

Homework booklets contain a range of exercises designed to develop knowledge and understanding of drama concepts and terminology.

What Do Learners Need To Bring To Class?

Pupils should bring a pen and pencil, rubber, homework planner and completed homework.

Other Information

Pupils must be prepared to present their work to an audience.

DRAMA NATIONAL 5

Course Content

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.

The Course consists of two mandatory Units and the Course assessment.

Drama Skills (National 5)
In this Unit, learners will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills (National 5)
In this Unit, learners will develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order

Skills Developed

The course will provide pupils with the opportunity to work with others in a positive productive way, develop communications skills and improve confidence in presenting and performing. Pupils will use a range of ICT skills during the course.

Planned Pupil Experiences

The course is taught through workshop situations, using pairs, groups and whole class work. Theory is taught through practical sessions and class work. Work in class is supported through the use of study guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own contribution and others. They will be expected to keep a log of drama activities.

Assessment

Assessment will include use of checklists, a folio of work including the log book, recording of presentations, peer assessment, worksheets and written and oral evaluations.

Course assessment structure

Component 1 — question paper 60 marks Weighting 40%

Component 2 — performance 60 marks Weighting 60%

Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Homework

Research/line learning associated with individual roles assigned in each unit of work.

Homework booklets contain a range of exercises designed to develop knowledge and understanding of drama concepts and terminology.

What Do Learners Need To Bring To Class?

Pupils should bring a pen and pencil, rubber, homework planner and completed homework.

Other Information

Pupils must be prepared to present their work to an audience.

HIGHER DRAMA

Course Content

Course assessment structure

Higher Drama develops the candidate's knowledge and understanding of theatre, focusing on the skills of acting, directing and investigating in a variety of dramatic contexts.

The course consists of three units of work.

1. **Investigative Drama** - practical group work where a significant theme or issue is explored to create a performance piece. Individuals take on a director's responsibility for a section of the devised production, which is performed in front of an audience.

2. **Study of a Text in its Theatrical Context -** a predominantly practical study of a prescribed text from the perspective of actor and director, taking into account the historical and social context in which the play was written.

3. **Contemporary Scottish Theatre -** the study of at least three contemporary Scottish plays, looking at the social, political and religious dimensions, use of nostalgia and popular traditions and issues of gender.

Assessment

The Investigative Drama unit is assessed internally by the teacher. The other units are externally assessed by a written examination paper comprising of questions which focus on the prescribed text and on the trends and issues studied in Contemporary Scottish Theatre. The Acting exam is externally assessed by a visiting examiner.

Component 1 — question paper 40 marks

Component 2 — performance 60 marks

Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Question paper

The question paper will have 40 marks (40% of the total mark).
This question paper has two Sections. Section 1 will have 20 marks. This section will deal with the analysis of a selected text.
Learners will be required to demonstrate knowledge of a text they have studied in terms of content and the social, historical and/or theatrical context, and to show an

understanding of how the text could be communicated to an audience through performance.
The question paper will pose questions that allow learners to provide an extended response from the perspective of either an actor or director or designer in preparation for an intended production. Learners will be credited on their ability to make use of appropriate quotations. Section 2 will have 20 marks. This section will take the form of a written analysis of a performance that the learner has seen. This may be a live or, if necessary, a recorded theatrical performance.

Performance (60 marks)

The performance will have 60 marks (60% of the total mark). The performance has two sections: a performance and a preparation for performance. The weighting of marks across the two Sections is 50 marks for the performance in the chosen role of acting, directing or design, and 10 marks for the preparation for performance.

Grading Course

Assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together. A learner's overall grade will be determined by their performance across the Course

Extra Curricular/Homework

In addition to the units of work, visits to the theatre for backstage tours and to see plays in production form an important part of the course. Pupils are encouraged to get involved with the extra curricular groups on offer within the expressive arts faculty e.g. Drama club, school show

Homework:

The course requires a significant amount of study time in and out of school. Assignments will vary according to the unit of work and will include essays, dramatic commentaries, evaluations, background reading and research, learning lines and drawing plans.

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

What Do Learners Need To Bring To Class?

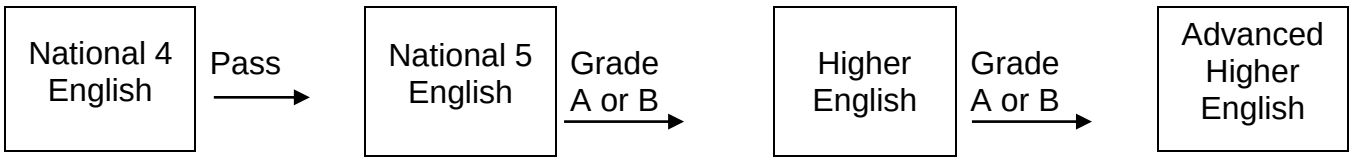
Pupils should bring a pen and pencil, rubber, homework planner and completed homework.

Other Information

Pupils must be prepared to present their work to an audience.

ENGLISH

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

English is regarded as a core skill for many career options. In particular: University/FE Colleges, nursery nursing, printing, broadcasting, advertising, journalism, public relations, archiving, teaching, speech therapy, civil service, secretarial work, telephonist/receptionist work, communications and media, librarianship and information science, local government, administration, law, publishing, writing, acting, information work.

ENGLISH NATIONAL 3, 4, 5 & HIGHER

National 3/4/5 English and Literacy and Higher

COURSE CONTENT

COURSE CONTENT

Pupils will continue to study a range of literature: plays, novels, poetry and short stories including Scottish texts. They will also study various media texts including film and a variety of non-fiction texts. As well as reading and studying the writing of other people, pupils will also be able to create their own writing in a variety of forms and genre.

National 3 Units

English: Understanding Language

English: Producing Language

Literacy

National 4 Units

English: Analysis and Evaluation

English: Creation and Production

Literacy

Added Value Unit
English: Assignment

National 5 Units

English: Analysis and Evaluation

English: Production and Creation

SQA External Examination and portfolio of writing

Higher Units

English: Analysis and Evaluation

English: Creation and Production

SQA External Examination and portfolio of writing

SKILLS DEVELOPED

English: Understanding Language (N3)
The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills.

English: Producing Language (N3)
The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills

English: Analysis and Evaluation (N4/5/Higher)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills.

English: Creation and Production (N4/5/Higher)
The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills

Literacy (N3/4)
The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work.

Added Value Unit (N4 only)
The purpose of this Added Value Unit is to provide learners with the opportunity to apply and integrate their language skills in English. This assignment enables learners to plan and research a chosen topic in a practical and relevant context.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to become increasingly responsible for their own learning.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils will use assessment feedback to set achievable short term targets.

National 3 English will include four end of unit assessments which will be internally assessed on a pass/fail basis. Literacy will include four end of unit assessments which could be linked to their English unit assessments.

National 4 English will include four end of unit assessments and an Added Value Project which are internally assessed on a pass/fail basis. Literacy will include four end of unit assessments which could be linked to their English unit assessments.

National 5 English will include four end of unit assessments which are internally assessed on a pass/fail basis. This course also includes an end of year exam (which will be graded A-D) and a writing folio both of which will be externally assessed by the SQA.

Higher English will include four end of unit assessments which are internally assessed on a pass/fail basis. This course also includes an end of year exam (which will be graded A-D) and a writing folio both of which will be externally assessed by the SQA.

HOMEWORK

Homework enhances and is complementary to classroom teaching and learning and will include the following, with pupils becoming increasingly more independent in their home studying as they progress through National Qualifications:

- Reading of various texts including quality newspapers
- Reading for understanding, analysis and evaluation (close reading)
- Regular revision of class work
- Researching and preparing for written or talk assignments
- Completing and/or redrafting written folio assignments
- Writing critical essays
- Writing answers to questions on texts
- Making regular use of scholar resources

PROGRESSION ROUTES

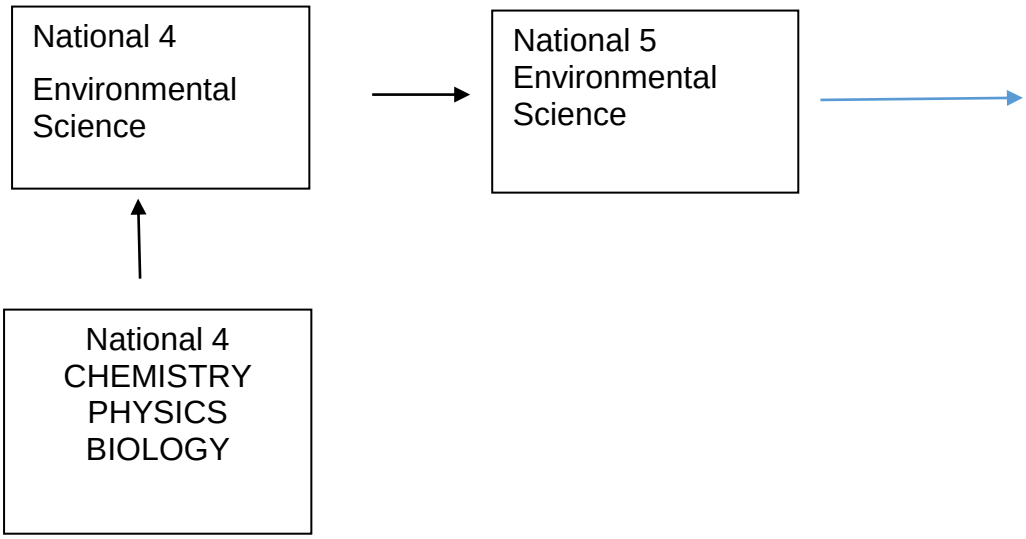
S5 – N4, N5 or Higher **S6** – N5 or Higher

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a personal reading book, pen and pencil, ruler, rubber, homework planner and any completed homework.

ENVIRONMENTAL SCIENCE

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

National 4/5

- Other Further & Higher education opportunities using the award for general and specialist entry e.g. Environmental Sciences, Forestry and Agriculture.
- Work in theb

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ENVIRONMENTAL SCIENCE – NATIONAL 4

Entry Requirements: CfE level 4 in any Science or Geography

Aims: Environmental science aims to produce responsible citizens, through studying relevant areas such as the living environment, the Earth's resources and sustainability.

Environmental science is an inter-disciplinary subject, which draws from the sciences and social sciences. The Course is practical and experiential and develops scientific awareness of environmental issues. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats.

Course Content

Mandatory Unit	Time	Unit Credit
Living Environment	40 hours	6 SCQF Points
Earth's Resources	40 hours	6 SCQF Points
Sustainability	40 hours	6 SCQF Points
Added Value Unit	40 hrs	6 SCQF Points

Unit Details

Living Environment

The key areas covered are: interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers

Earth's Resources

The key areas covered are: the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance.

Sustainability

The key areas covered are: the sustainability of key natural resources and possible implications for human activity; the interaction between humans and the environment and the impact of human activity on an area; the role of agriculture in the production of food and raw material and its environmental impacts and sustainability; society's energy needs and the impact of developments in transport infrastructure in a selected area; and development of sustainable systems.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Learners will be able to develop their communication and collaborative working skills

Outdoor learning will form a key part of the learning and teaching process.

Earth's resources and Sustainability may be delivered through a Scottish context.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Assessment

Unit assessment is by a Question Paper, an experiment report and a short piece of writing.
Added Value Unit is assessed by research and a structured report about a chosen topic.

Overall National 4 course award

- Pass in all three Units + Outcome 1
- Pass in the Added Value Unit

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework. Appropriate footwear and clothing for outdoor activities

ENVIRONMENTAL SCIENCE - NATIONAL 5

Entry Requirements: National 4 Environmental Science
Or National 4 in Biology/Geography/Chemistry/Physics

Aims: The purpose of the Course is to develop learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

It provides a broad and up-to-date selection of ideas relevant to the role of environmental science in society. This develops an understanding of environmental issues and possible solutions to these. The Course provides a range of opportunities for learners to investigate key areas of the living environment such as biodiversity and interdependence. Through the Earth's systems, learners will investigate resource issues in the atmosphere, hydrosphere, geosphere and biosphere.

Course Content

Mandatory Unit	Time	Unit Credit
Living Environment	40 hours	6 SCQF Points
Earth's Resources	40 hours	6 SCQF Points
Sustainability	40 hours	6 SCQF Points
Course assessment		6 SCQF Points

Unit Details – Topics covered

Living Environment

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to the living environment. This will be within the main themes of ecosystems, inter-relationships, and biodiversity. Practical activities will include fieldwork to sample and identify living things and measure non-living factors in an ecosystem. The Key areas covered are: Investigating ecosystems and biodiversity; Interdependence and Human influences on biodiversity.

Earth's Resources

In this unit the key areas covered are: an overview of Earth systems and their interactions; the geosphere; the hydrosphere; the biosphere and the atmosphere.

Sustainability

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of sustainability. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: an introduction to sustainability; food; water; energy and waste management.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.
Outdoor learning will form a key part of the learning and teaching process.
Earth's resources and Sustainability may be delivered through a Scottish context.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Course Assessment

Paper	Marks	Length of Assessment
Assignment SQA marked	20	7-8 hours in class
Question Paper SQA exam diet	80	2 hours

Additional Assessment Information

Overall National 5 course award

Grade (A-D) awarded based on overall score from SQA assessments

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework. Appropriate footwear and clothing for outdoor activities.

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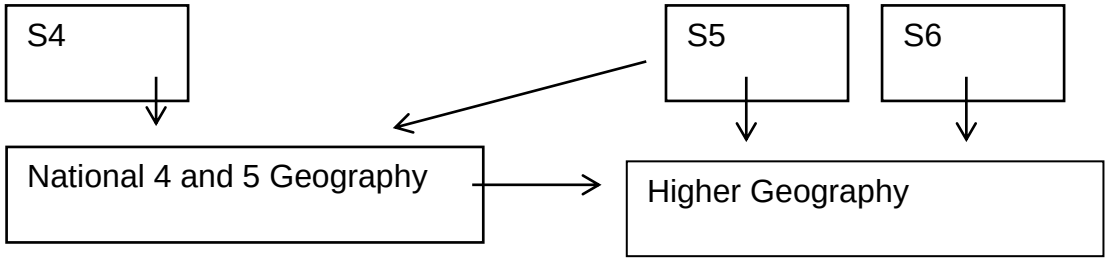
GEOGRAPHY

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

The successful completion of a course in Geography should be seen as a stepping stone which will help gain entry to a course at a higher level either in school, at college or at university.

The following is a list of career areas where a qualification in Geography may be seen as being useful.

GEOGRAPHY: Earth Sciences, Environmental Science, Estate Management, Forestry, Geology, Meteorology, Oceanography, Rural Resource Management, Nature Conservation, Town Planning

GEOGRAPHY – NATIONAL 5

Entry Requirements: Recommendation by teacher or National 4 Geography.

Aims: Geography aims to study the world's physical features, how it works and how people live on it.

Course Content

There are two components in this course.

Component 1
Unit 1 - Physical Environments
Unit 2 - Human Environments
Unit 3 - Global Issues

Component 2
Assignment

Component 1: Question Paper

Unit Details

Unit 1: Physical Environments

- The study of rivers and upland limestone

Unit 2: Human Environments

- Global population and development issues
- Urban environments in the developed and the developing world
- Rural environments in the developed and the developing world

Unit 3: Global Issues

Pupils will study examples of two Global Issues chosen from:

- Climate Change
- Impact of human activity on the natural environment
- Tourism
- Trade and globalisation
- Environmental Hazards
- Health

Component 2: Assignment

Candidates select a topic to research. They have an open choice of geographical topic or issue. Research skills including fieldwork skills: gathering, processing, interpreting

Assessment

Internal Unit Assessment

A portfolio of assessments will be built up. Some of these are written, some verbal and some involve fieldwork. Assessments will be marked by your class teacher.

External Assessment

The paper will have three sections:

Section 1 will contain three compulsory questions on Physical Environments and one other from a choice of two. Total marks = 20

Section 2 will contain three compulsory questions on Human Environments. Total marks = 20

Section 3 Has six questions – choose two Total marks = 20

The exam will be out of 60 marks and will last 1 hour and 45 minutes.

Assignment Candidates produce a two sided A4 sheet of graphs, maps and other processed information as part of an assignment. The assignment is formally written up in class in 60 minutes when the candidate is ready. The assignment will have 20 marks out of an overall total of 80 marks. The assignment is therefore worth 25% of the overall Course assessment

Homework

Pupils will be expected to complete homework when set. Homework will be used to consolidate work done in class and to develop exam techniques.

GEOGRAPHY – HIGHER

Entry Requirements: Grade A or B at National 5 in Geography or another social subject. Recommendation by teacher.

Aims: The principal aim of Higher Geography is to develop a detailed understanding of the world, its citizens and issues affecting the planet. To be able to make decisions using a range of geographical information.

Course Content

There are two components in this course.

Component 1
Unit 1 - Physical Environments
Unit 2 - Human Environments
Unit 3 - Global Issues
Unit 4 - Application of Geographical Skills

Component 2
Assignment

Component 1: Question Paper

Unit Details

Unit 1: Physical Environments

- The study of the atmosphere, hydrosphere, biosphere, glaciation and coasts

Unit 2: Human Environments

- Population
- Rural Geography
- Urban Geography

Unit 3: Global Issues

Pupils will study examples of two Global Issues chosen from:

- River basin management
- Development and health
- Global climate change
- Trade, aid and geopolitics
- Energy

Unit 4: Geographical Skills

Using maps, data, graphs and photographs to make decisions about an environmental/planning issue

Component 2: Assignment

Candidates identify a topic to research and then use fieldwork or other methods of research to collect relevant data and information. They must process their data and evaluate it, drawing conclusions.

Assessment

Internal Unit Assessment

We will build a portfolio of different types of evidence to ensure all units are assessed. Some of these are written, some verbal and some involve fieldwork. Assessments will be marked by your class teacher.

External Assessment

There is one final exam paper with three sections:

Section 1 will contain three compulsory questions on Physical Environments Total marks = 15

Section 2 will contain three compulsory questions on Human Environments. Total marks = 15

Section 3 Has five questions – choose two Total marks = 20

Section 4 has one compulsory question worth 10 marks.

The exam will be out of 60 marks and will last 2 hours and 15 minutes.

Assignment Candidates produce a two sided sheet of processed information on their chosen topic and use this to help them 'write up' an assignment. This is conducted in class in 90 minutes when the candidate is ready. The assignment will have 30 marks out of an overall total of 90 marks. The assignment is therefore worth 33% of the overall Course assessment

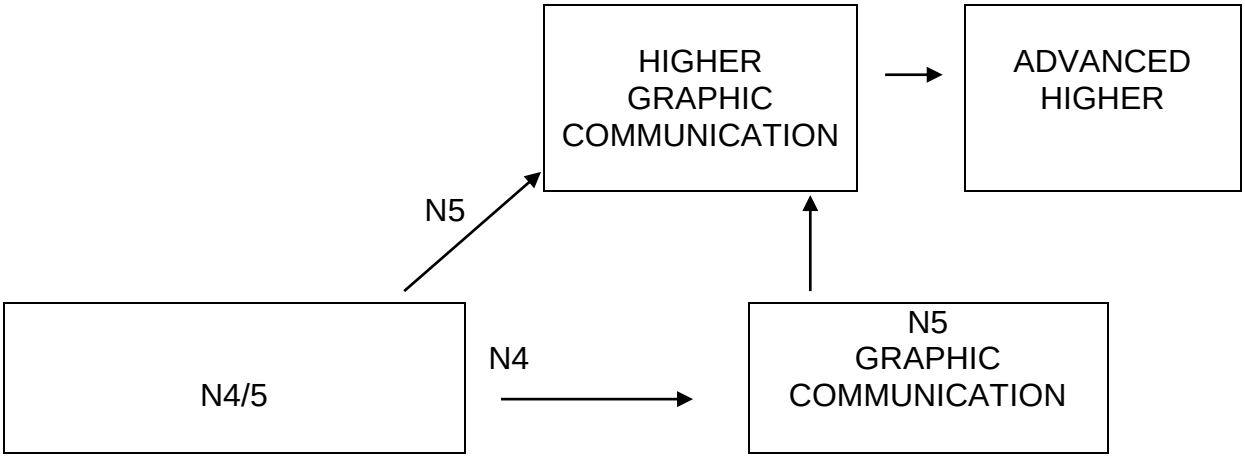
Homework

Pupils will be expected to complete homework when set. Homework will be used to consolidate work done in class and to develop exam techniques.

TECHNICAL EDUCATION

NATIONAL QUALIFICATIONS PATHWAYS

GRAPHIC COMMUNICATION



N5 is also open to any pupil who wishes to build upon their S1 experience in technical.

CAREER OPPORTUNITIES

University, F.E. Colleges, Construction, Engineering, Architecture, Graphic Design. Toolmaker, Surveyor, Town Planner, Draughtsperson, Civil Engineer.

GRAPHIC COMMUNICATION NATIONAL 4-5

Course Content

Pupils build upon the various methods of graphic communication they have encountered in S1-S3, deepening their knowledge and skills. They also encounter several new techniques, manual and computer based.

The course units for national 4/5 are:

- 2D Graphic Communication (N4 & N5)
- 3D and Pictorial Graphic Communication (N4 & N5)
- Added Value Unit: Graphic Communication Assignment (N4 only)
- Exam & SQA Assignment (N5 Only)

SKILLS DEVELOPED

The course will 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, protocols and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society.

Techniques covered include:

- Freehand technical sketching;
- Orthographic drawing using manual and computer (CAD) methods, including architectural plans and design for manufacture;
- Illustrations, such as product advertisements – using manual and computer techniques;
- Familiarisation with international drawing standards;
- Learning to read drawings and diagrams and making use of the information retrieved.

PLANNED PUPIL EXPERIENCES

The course is built around a number of short units. Some are specifically made to build technical drawing skills and knowledge and others are made to build and develop presentation skills and knowledge. A problem solving design based approach is used in the presentation work, setting learners with open design briefs. This provides additional challenge at the end of an Outcome or a topic to ensure learners are secure in their knowledge and understanding and to develop the ability to apply knowledge and skills in less familiar contexts. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to take on an early responsibility for their learning.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed class work and homework. Pupils will undertake evaluation of class work and use assessment to set achievable short term targets.

At N4 all course assessments are based on work done in the course units and internally assessed by teachers following national standards.

Assessments for N5 includes an exam which is set by the SQA and an assignment. The assignment is an integrated graphic design and drawing / illustration portfolio task by the exam board, to allow them to demonstrate their learning.

The portfolio will account for fifty percent of the course marks.

A final exam will account for the other fifty percent of course marks.

HOMEWORK

Homework will be set by the class teacher at appropriate times throughout the course basis and may involve practice of skills, preparation for assessments or research assignments.

PROGRESSION ROUTES

From N4 progress to N5

From N5 progress to Higher

From Higher progress to Advanced higher

WHAT DO LEARNERS NEED TO BRING TO CLASS?

All resources will be supplied but a recoveries fee of £5 will be charged at the start of the year.

GRAPHIC COMMUNICATION – HIGHER

The course comprises the following mandatory Units:

2D Graphic Communication
3D and Pictorial Graphic Communication
Course assessment

Conditions of award

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.

Recommended entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by completing the National 5 Graphic Communication Course.

This Course or its Units may provide progression to:

♦ other SQA qualifications in Graphic Communication or related areas
♦ further study, employment and/or training.

Purpose and aims of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.
The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.
The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.
The aims of the Course are to enable learners to develop:
♦ Skills in graphic communication techniques, including the use of equipment, graphics materials and software
♦ Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
♦ Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
♦ Understanding of graphic communication standards protocols and conventions, where these apply
♦ Understanding of the impact of graphic communication technologies on our environment and society

Skills, knowledge and understanding

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given below. These include:

♦ Replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations

♦ Applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts

♦ Initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features

♦ Applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features

♦ Understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts

♦ Critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement

♦ Extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views

♦ Extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features

♦ Selecting, managing, and using graphic communication equipment, software and materials effectively across tasks

♦ Understanding a broad range of computer-aided graphics techniques including commercial/industrial practice

♦ Informed understanding of the impact of graphic communication technologies on the environment and society

Information about typical learners who might do the Course

This Course is a broad-based qualification, suitable for learners with an interest in graphic communication — both digital and paper-based. It is suitable for those wanting to progress on to higher levels of study in the subject.

The qualification is largely learner-centred and includes practical and experiential learning opportunities. There is a broad scope for personalisation and choice within the Course for each learner.

On completing the Course, learners will be able to: initiate, develop and communicate often complex ideas graphically and with clarity; interpret often complex graphic communications initiated by others; select and use appropriate graphic communication equipment with skill and confidence, employ software and materials effectively in tasks; and apply knowledge and understanding of graphic communication standards and protocols, where these apply.

In addition, learners will have developed: graphic design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; graphic spatial awareness and visual literacy; and skills in constructively evaluating the effectiveness of graphic communications.

Unit assessment

All Units are internally assessed. You will be assessed on a pass/fail basis. The learner will take initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed. The assessment of the Units in this Course will be as follows.

2D Graphic Communication (Higher)
Evidence that the learner can plan and produce a series of 2D graphics, to a given standard, in familiar and some new contexts with some complex features.

3D and Pictorial Graphic Communication (Higher)
Evidence that the learner can plan and produce a series of 3D and pictorial graphics, to a given standard, in familiar and some new contexts with some complex features.

Course assessment

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and question paper.
The Graphic Communication assignment adds value by introducing challenge and application. Learners will draw on their range of skills, knowledge and understanding from the 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.
The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

HEALTH AND FOOD TECHNOLOGY – NATIONAL 4 / 5 / HIGHER

National 4/ 5 / Higher

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

♦ National 4 Health and Food Technology Course or relevant component Units

Higher Entry Requirements:

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

- National 5 Health and Food Technology Course or relevant component Units
- Literacy Unit (National 5)
- Numeracy Unit (National 5)

Aims:

The Course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation. It develops learners' understanding of the importance of a balanced diet and healthy lifestyle. It also allows learners to develop the knowledge, understanding and skills to become informed food consumers.

Practical, experiential learning and assessment activities allow learners to develop knowledge, understanding and skills, as well as confidence, independence and self-awareness.

Course Content

Mandatory unit	SCQF credit points
Food for Health	6
Food Product Development	6
Contemporary Food Issues	6

Unit Details

1. Food for Health

The general aim of this Unit is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs, for individuals at various stages of life and explain current dietary advice.

Learners who complete this Unit will be able to:

1. Explain the relationship between health, food, and nutrition
2. Make food products to meet dietary and health needs

2. Food Product Development
The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners who complete this Unit will be able to:

1. Explain how food products are developed.
2. Develop a food product to meet specified needs.

3. Contemporary Food Issues
In this Unit, learners will develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. Learners who complete this Unit will be able to:

1. Explain consumer food choices
2. Make food products which address factors affecting consumer food choices

Assessment

Unit
Each unit contains outcomes which are assessed involving practical application, mainly by development of a food issue to meet a design brief.

Course
Course assessment covers the added value of the Course .The Course will be assessed by an assignment question paper and a practical assignment, .The question paper will require integration of knowledge and understanding from across the above units and accounts for 50 marks which will be externally marked.
The Practical assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product .This will be an on-going assessment worth 50 marks which will be externally marked.

Homework
Set homework will be given during each unit to reinforce learning .There is also a need to carry out practical tasks e.g., conducting surveys in the students own time. (There will be a cost for this course during practical lessons)

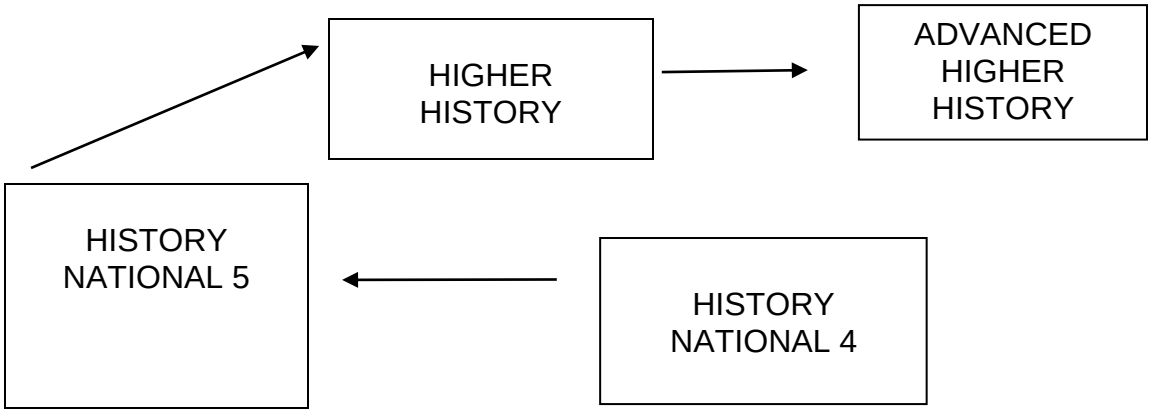
Teaching and Learning Approaches
A student centred, participative and practical approach for activities will allow students to develop all the necessary techniques, knowledge and skills required. During practical lessons students must tie up long hair and make sure they do not have nail varnish, false nails on.

Progression
Students gaining National 5 in Health and Food Technology could continue onto higher Health and Food Technology or select a different N5, namely Practical Cookery.
Health and Food Technology can lead to careers within the food industry, dietetics, care, social work, teaching, hospitality and entrepreneurial food businesses.

OTHER INFORMATION
Pupils are expected to pay towards the cost of ingredients/resources - £35.00

HISTORY

NATIONAL QUALFICATIONS PATHWAYS



CAREER OPPORTUNITIES

From National 5 History students can progress to Higher History or a Higher in another social subject.

Higher History can provide the basis for a university degree in History and a history related career such as teaching, research, museum or archive work.

However, more often the study of history develops vocationally valuable skills which can keep career opportunities open. Students of history can be found working in a wide range of careers such as journalism, publishing, law, banking, the police force, retail management, tourism, the media and business.

HISTORY NATIONAL 4/5

Course Content

The three units we will study are:

The Atlantic Slave Trade: 1770 – 1807:

- The Triangular Trade.
- Britain and the Caribbean.
- The Experience of Slaves and Resistance.
- The Abolitionist Campaign.

Hitler and Nazi Germany 1919 – 1939:

- Weimar Germany 1919-1929.
- The Nazi rise to power 1929 – 1933.
- Nazi control of Germany.
- Nazi social and economic policies.

The Era of the Great War, 1910-1928

- Scots on the Western Front.
- Impact on Society and Culture.
- Impact on Industry and Economy.
- Impact on Politics.

Skills Developed

The course will provide pupils with the opportunity to develop thinking skills, collecting, processing, comparing and interpreting/evaluating information. There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to take on an early responsibility for their learning.

Assessment

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils will undertake peer evaluation of class work and use assessment to set achievable short term targets.

National 4 will include three end of unit assessments and an Added Value Project which are internally assessed on a pass/fail basis.

National 5 will include three end of unit assessments which are internally assessed on a pass/fail basis. Also an Added Value Project and an end of year exam which will be externally assessed by SQA and will be graded (A-D)

Homework

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments.

Progression Routes

S5 – National 5 or Higher

S6 – Higher or Advanced Higher

What Do Learners Need To Bring To Class?

Pupils should bring a pen and pencil, ruler, rubber, homework planner and completed homework.

HISTORY - HIGHER

Entry Requirements: National 5 History or National 5 in another Social Subject **(A or B grade)**

Aims: To develop breadth and depth in knowledge and understanding of historical themes and to develop skills of explaining developments and events, evaluating sources and drawing conclusions. To foster a lifelong interest in History.

Course Content

Unit Details

1. **BRITAIN 1851 - 1951** - A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

   - An evaluation of the reasons why Britain became more democratic, 1851–1928
   - An assessment of how democratic Britain became, 1867–1928
   - An evaluation of the reasons why women won greater political equality by 1928
   - An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14
   - An assessment of the effectiveness of the Liberal social welfare reforms
   - An assessment of the effectiveness of the Labour social welfare reforms, 1945–51

2. **THE USA 1918 - 1968** - A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

   - An evaluation of the reasons for changing attitudes towards immigration in the 1920s
   - An evaluation of the obstacles to the achievement of civil rights for black people up to 1941
   - An evaluation of the reasons for the economic crisis of 1929–33
   - An assessment of the effectiveness of the New Deal
   - An evaluation of the reasons for the development of the Civil Rights campaign, after 1945
   - An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968

3. **MIGRATION AND EMPIRE, 1830 - 1939** A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

   - The migration of Scots
   - The experience of immigrants in Scotland
   - The impact of Scots emigrants on the Empire
   - The effects of migration and empire on Scotland, to 1939

Core Skills

Problem Solving:-

Critical Thinking: Higher
Planning & Organisation: Higher
Reviewing & Evaluating: Assignment

Assessment Pattern

Unit Assessment

Unit	Mode
Historical Study British: Britain 1851 - 1951	End of Unit Assessment
Historical Study European and World: The USA 1918-1968	End of Unit Assessment
Historical Study Scottish: Migration and Empire 1830 - 1939	Source Evaluation Questions

Course Assessment

Paper	Marks	Length of Assessment
Exam Paper	60	2 hours 20 minutes
Extended Essay	30	1 hour 30 minutes

Additional Assessment Information

The Extended Essay will be completed under exam conditions. In preparation for this students will choose their own topic and prepare an outline plan of their proposed Essay.

Prelim Exam will mirror the final External Exam

Homework

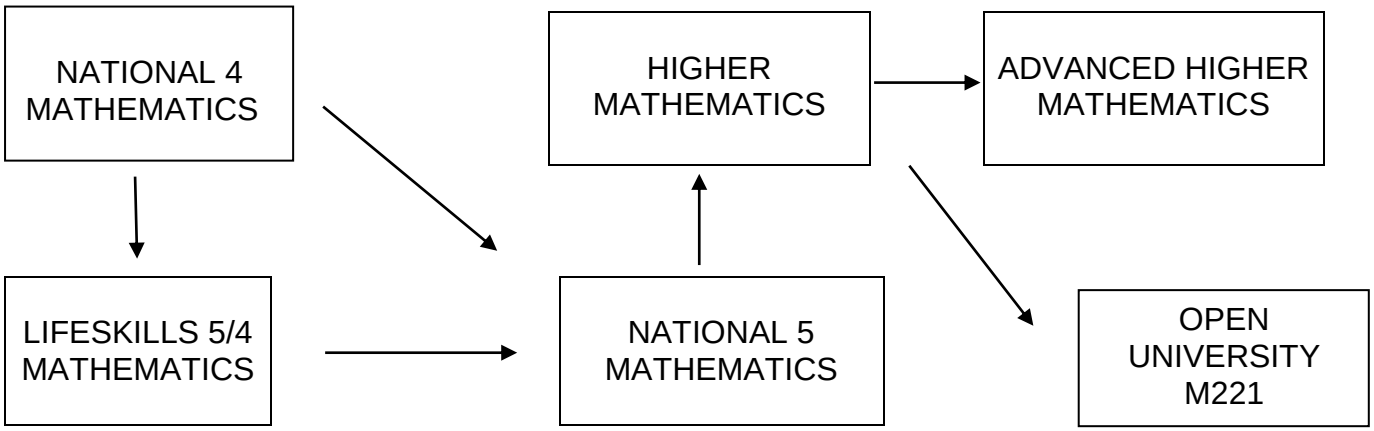
Weekly study tasks and fortnightly essay questions will be set. In addition students will be expected to complete note making and read around topics covered in class, in their own time.

Teaching and Learning Approaches

Class lessons will form the basis for teaching this course. In addition students will be involved in note-making and group discussion. There is a wide variety of videos which support this course and these will be used as appropriate. Students will also be expected to undertake independent reading.

MATHEMATICS

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

There is a wide range of career opportunities open to mathematicians from graduates downwards. Areas range from financial work which includes accountancy, actuarial work, banking and insurance to management services including computing, economics and statistics.

Further areas include, scientific and technological research, engineering, architecture, the building trade, civil service, market research, estate agents and sales.

Higher

This qualification could be used either as a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

National 5

The course could serve as a general or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

MATHEMATICS NATIONAL 4

Course Content

The three units we will study are:

Expressions and Formulae:

- Brackets and factors
- Number patterns and formulae
- Gradient of straight line
- Circumference and area of circle
- Area of 2D shapes
- Volume of prisms
- Rotational symmetry
- Frequency tables
- Pie charts
- Averages
- Probability

Relationships:

- Straight line graphs
- Solve equations
- Change subject of formula
- Pythagoras
- Enlarging and reducing & scale factor
- Circle properties
- Scattergraphs
- Trigonometry

Numeracy:

- Whole number calculations
- Estimating and rounding
- Fractions, decimals and percentages
- Distance, speed and time
- Read scales on measuring instruments
- Extract and interpret data from tables
- Probability

Skills Developed

The course will provide pupils with the opportunity to build on their mathematical knowledge and to develop their reasoning, logic, critical thinking, analysis and problem solving skills.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as direct teaching, individual, paired and group work, practical tasks and mathematical games.

Pupils will be encouraged to set their own next steps, for example through profile sheets, and are expected to take on an early responsibility for their learning.

Assessment

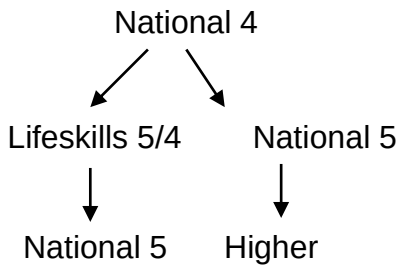
Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include classroom tests, group work tasks and homework.

National 4 will include internal assessments covering each of the standards in the three units and an Added Value unit, on a pass/fail basis.

Homework

Homework will be set by the class teacher on a regular basis and may involve online or written practice of skills and preparation for assessments.

Progression Routes



What Do Learners Need To Bring To Class?

Pupils should bring a pencil, ruler, rubber, scientific calculator (see staff for recommendation), homework planner and completed homework.

MATHEMATICS NATIONAL 5

Course Content

The three units we will study are:

Expressions and Formulae:

- Surds and indices
- Brackets and factors
- Algebraic fractions
- Gradient of straight line
- Arc length
- Area of sector
- Volume of solid

Relationships:

- Equation of straight line
- Equations and inequalities
- Simultaneous equations
- Change subject of formulae
- Quadratic functions
- Quadratic equations
- Pythagoras
- Properties of shapes involving angles

Applications:

- Area of triangle using trigonometry
- Sine and cosine rule
- 2D vectors
- 3D co-ordinates
- 2D and 3D vector components
- Working with fractions and percentages
- Compare data sets using statistics

Skills Developed

The course will provide pupils with the opportunity to build on their mathematical knowledge and to develop their reasoning, logic, critical thinking, analysis and problem solving skills.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as direct teaching, individual, paired and group work, practical tasks and mathematical games.

Pupils will be encouraged to set their own next steps, for example through profile sheets, and are expected to take on an early responsibility for their learning.

Assessment

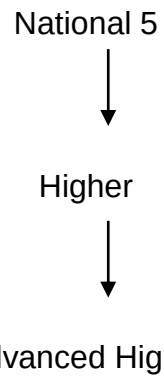
Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include classroom tests, group work tasks and homework.

National 5 will include internal assessments covering each of the standards in the three units, on a pass/fail basis, and a Course Award exam which will be externally assessed by SQA and will be graded (A-D).

Homework

Homework will be set by the class teacher on a regular basis and may involve online or written practice of skills and preparation for assessments.

Progression Routes



What Do Learners Need To Bring To Class?

Pupils should bring a pencil, ruler, rubber, scientific calculator (see staff for recommendation), homework planner and completed homework.

MATHEMATICS NATIONAL LIFESKILLS 4

Course Content

The three units we will study are:

Geometry and Measures:

- Scale drawing and bearings
- Planning a navigation course
- Container packing
- Tolerance
- Problems involving time management
- Gradient
- Perimeter, area and volume
- Scale factor
- Pythagoras' theorem

Finance and Statistics:

- Budgeting
- Income
- Best deal
- Currency conversion
- Interest rates for savings and borrowing
- Statistics to investigate risk
- Use and present statistics information in diagrams
- Compare data sets using mean and range
- Frequency tables
- Scattergraphs and line of best fit

Numeracy:

- Whole number calculations
- Estimating and rounding
- Fractions, decimals and percentages
- Distance, speed and time
- Read scales on measuring instruments
- Extract and interpret data from tables
- Probability

Skills Developed

The course will provide pupils with the opportunity to build on their mathematical knowledge and to develop their reasoning, logic, critical thinking, analysis and problem solving skills.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as direct teaching, individual, paired and group work, practical tasks and mathematical games.

Pupils will be encouraged to set their own next steps, for example through profile sheets, and are expected to take on an early responsibility for their learning.

Assessment

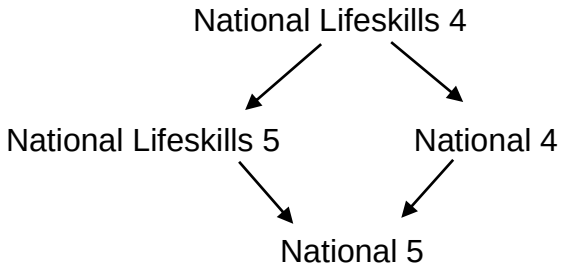
Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include classroom tests, group work tasks and homework.

National Lifeskills 4 will include internal assessments covering each of the standards in the three units and an Added Value unit, on a pass/fail basis.

Homework

Homework will be set by the class teacher on a regular basis and may involve online or written practice of skills and preparation for assessments.

Progression Routes



What Do Learners Need To Bring To Class?

Pupils should bring a pencil, ruler, rubber, scientific calculator (see staff for recommendation), homework planner and completed homework.

MATHEMATICS - HIGHER

Entry Requirement: 1 Year Higher - National 5 Mathematics*.*

Aims: To build upon and extend candidates' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential element and enables them to integrate their knowledge of different aspects of the subject.

Course Content

Units	Time	Unit Credit
Expressions and functions	40 hours	6 SCQF credit points
Relationships and calculus	40 hours	6 SCQF credit points
Applications	40 hours	6 SCQF credit points

Unit Details

Expressions and functions:

- Apply algebraic skills to manipulating expressions
- Apply trigonometric skills to manipulating expressions
- Apply algebraic and trigonometric skills to functions
- Apply geometric skills to vectors

Relationships and calculus:

- Apply algebraic skills to solve equations
- Apply trigonometric skills to solve equations
- Apply calculus skills of differentiation
- Apply calculus skills of integration

Applications:

- Apply algebraic skills to rectilinear shapes, to circles and to sequences
- Apply calculus skills to optimisation and area

Core Skills

This course involves all the elements of Numeracy core skills at Higher level and the Critical Thinking part of Problem Solving also at Higher level.

Assessment Pattern

Unit Assessment

Unit	Method	Length of Assessment
Expressions and functions	Unseen, closed book test	Approximately 60 minutes
Relationships and calculus	Unseen, closed book test	Approximately 60 minutes
Applications	Unseen, closed book test	Approximately 60 minutes

Course Assessment

	Marks	Length of Assessment
Short and extended response **NO calculators allowed**	60	1 hour 10 minutes
Extended response	70	1 hour 30 minutes

Additional Assessment Information

A maximum of one resit of the unit assessments is allowed.
Evidence for appeals will be collected via class tests and a prelim exam to be given at a time agreed by the school.

Homework

Homework is an integral part of the course and will be required to be completed on a day to day basis. Larger revision exercises will be given approximately every 2 weeks.

Teaching and Learning Approaches

A group or whole class approach with active pupil involvement in learning is the technique used at this level. Investigative approaches will also feature in the delivery of this course. Calculators with mathematical and graphical facilities will be used to reinforce mathematical concepts.

MODERN LANGUAGES

NATIONAL QUALIFICATION PATHWAYS

All pupils in S4, S5 and S6 are welcome to take a course (or two!) in a modern language. It is likely that there will be two levels in all language classes, therefore pupils start by following a common course in language skills.

ENHANCED CAREER OPPORTUNITIES

Your career opportunities are greatly enhanced if you have studied a language at a more advanced level. Employers are interested in a broad range of skills, especially communication skills, such as the ability to understand and report on information, to contribute to discussions and to express facts and opinions in both speech and writing. These skills are all developed and honed in courses within the Faculty for Modern Languages at Kemnay Academy.

Employers also know that once you have learned one foreign language to a high standard, you are able to learn another language much more quickly than other candidates for the same job. In a world where companies cannot predict which countries they will be dealing with in the future this is a highly prized skill.

<u>Some examples of how languages can be of future benefit:</u>

- Courses at Further Education Colleges and universities now combine a vast range of subjects with the study of a language, from Mechanical Engineering with German to Film Studies with Italian. The latest statistics show that university graduates from language courses are more likely than any other group to be in full-time employment after one year.
- It is likely that all training for primary teaching in Scotland may soon require a qualification in at least one foreign language.
- Those with a high level of German or French stand an excellent chance of finding a highly paid job in the areas of Science, Engineering and IT; in the UK, within the rest of Europe and further abroad.
- Many jobs have daily contacts with foreign countries: tourism, banking, import/export, the oil industry…
- Many seemingly unrelated professions require the transferable communication skills learned with foreign languages: media, the police force, the law, journalism, social work, the civil service, the theatre, medicine, Management, Human Resources…the list is endless…

Think about it!
Go for it!

MODERN LANGUAGES NATIONAL 4 - 5

Course Content

Course Content

The headings below provide an overview of the course content in Modern Languages at N4 and N5. Throughout these courses, the grammatical structure of language is taught extensively and practised throughout.

Society

- Family & Friends
- Lifestyles
- Media
- Global languages
- Citizenship

Learning

- Developing and applying learning skills
- Comparing education systems in Scotland & abroad
- Environmental education

Employability

- Jobs
- Work and CVs
- Future Plans
- Languages in the workplace

Culture

- Planning a trip
- Other countries
- Celebrating a special event
- Literature of another country
- Film & TV

SKILLS DEVELOPED

Communication skills, thinking skills, problem solving, comparing, interpreting and evaluating information are all developed through the four skills of Reading, Listening, Talking and Writing. There will also be opportunities to use and develop skills in ICT.

PLANNED PUPIL EXPERIENCES

Varied teaching strategies are used with classes, predominantly developing thinking and problem solving skills, as well as direct teaching and paired/group work.

Pupils will develop self-confidence in communication and gain knowledge of other cultures, with a view to applying their language learning independently.

Work in class is supported through the use of course materials, ICT and other digital media. Pupils will be guided to set personal targets and take responsibility for personal progress.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work, independent study and homework. Pupils will undertake evaluation exercises and target setting.

N4 will include internal assessments, 1 for each of the four skills of Reading, Writing, Listening and Talking, and an Added Value unit (this latter will be done at the end of S3). All of these are assessed internally on a pass/fail basis.

N5 assessment requirements are as for N4. However, in addition, pupils will also complete and sit an end of year exam. This exam will be externally assessed by the SQA and will be graded (A-D).

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments. It is expected that pupils will learn and consolidate vocabulary and grammar on an on-going basis.

PROGRESSION ROUTES

S5 – N5 or Higher

S6 – N5 or Higher
(S6 is a great time to pick up an additional modern language, or return to pursue a language dropped at the end of S3).

WHAT DO PUPILS NEED TO BRING TO CLASS*?*

It is the responsibility of each pupil to ensure they come to class fully equipped and ready to work. The basics include a pen, pencil, ruler, rubber, all jotters, homework planner, all homework due and their dictionary.

Dictionaries are available in class, however, we strongly recommend that pupils purchase their own personal copy (advice on this can be given by the class teacher). Written work constitutes an important skill in the development of the foreign language and written homework will form an integral element of the course.

MODERN LANGUAGES AT HIGHER

Entry Requirements: All pupils are welcome to continue with a Higher in a language they have taken to N5 exam level - **an A *or a minimum of a B* at N5 is required.**

Pupils willing to commit and put in significant extra study in their own time are also very welcome to start a new language at Higher. The kind of drive and dedication this requires is highly esteemed by universities, colleges and employers, whatever the field.

Aims:

- To further develop communicative skills such as discussion techniques, interview and conversation techniques, comprehension skills, written accuracy and use of appropriate register.
- To develop a deeper knowledge of language, foreign cultures and aspects of cultural life (film, literature, music etc.)

Language Unit

All four skills of Talking, Listening, Reading & Writing are developed by studying about Society, Learning, Employability and Culture. These four contexts are dealt with in greater depth and breadth than at N5, and more detail and accuracy is required from students in their written and spoken work.

Extended Reading and Viewing (Higher)

All four skills are developed by watching films and videos, and by reading articles, short stories and/or short works of literature. Pupils are often required to write about these from a personal stance, focusing on at least one particular theme.

Assessment Pattern

Internal assessments for both N5 and Higher involve one task for each skill area.

Homework

Written homework will be set regularly. In addition, pupils are expected to learn new vocabulary and practise new language structures at home. Topics covered in the internal unit assessment and the final assessment will be the same as those covered in class and therefore consistent, thorough learning of topic-based language is of great advantage.

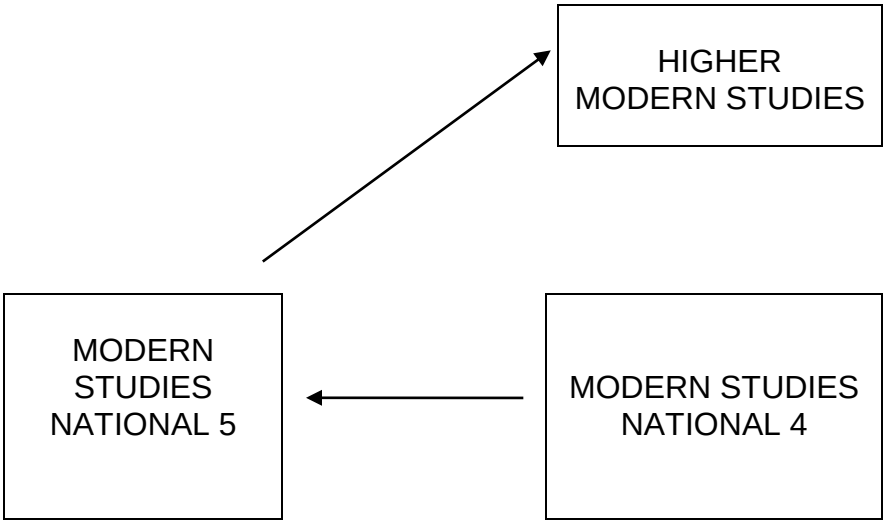
WHAT DO PUPILS NEED TO BRING TO CLASS?

It is the responsibility of each pupil to ensure they come to class fully equipped and ready to work. The basics include a pen, pencil, ruler, rubber, all jotters, homework planner, all homework due and their dictionary.

Dictionaries are available in class, however, we strongly recommend that pupils purchase their own personal copy (advice on this can be given by the class teacher), as written work constitutes an important skill in the development of the foreign language and written homework will form an integral element of the course)

MODERN STUDIES

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

HIGHER MODERN STUDIES

University, F.E. Colleges, Law, Journalism, Social Work, Medicine, Civil Service, Local Government, Police, H.M. Forces, Advertising, Public Relations, The Media, European Union, Health Service Administration, Teaching, Management, Care Assistant, Nurse, Human Resources.

MODERN STUDIES NATIONAL 4-5

Course Content

The three units we will study are:

China – a social, economic and political look at one of the worlds big powers.

- Rural/Urban living and inequality.
- Chinese population and the one child policy.
- The Hukou and other restrictions on Chinese people.
- Communism and new Chinese style Communism.
- Control of the media.
- The death penalty and Chinese Human rights.
- China's developing economy.
- Pollution and global warming.

Democracy in Scotland

- Representation – role of MSP's/local councillors, functions and areas of responsibility of parliament, work of local councils.
- Participation – Introducing political parties.
- Election Campaigns – Purpose, process and outcomes.
- Influence – pupils research one of the following; trade unions, pressure groups or the media, to look at how they affect decision makers in Scotland.

Crime and the law

- Different types of crime.
- Causes of crime.
- Impact of crime – on local communities, individuals and victims.
- Efforts to tackle crime – the role of the police.
- The criminal justice system – High Court, Sheriff Court, District Court & Court of Session.
- Scottish juvenile justice system.

Skills Developed

The course will provide pupils with the opportunity to develop thinking skills, collecting, processing, comparing and interpreting/evaluating information. There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, ICT and other digital media. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils are expected to take on an early responsibility for their learning.

Assessment

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils will undertake peer evaluation of class work and use assessment to set achievable short term targets.

National 4 will include three end of unit assessments and an Added Value Project which are internally assessed on a pass/fail basis.

National 5 will include three end of unit assessments which are internally assessed on a pass/fail basis. Also an Added Value Project and an end of year exam which will be externally assessed by SQA and will be graded (A-D)

Homework

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments.

Progression Routes

S5 – National 5 or Higher

S6 – Higher or Advanced Higher

What Do Learners Need To Bring To Class?

Pupils should bring a pen and pencil, ruler, rubber, homework planner and completed homework.

MODERN STUDIES - HIGHER

Entry Requirements: A Pass at National 5 Modern Studies or another Social Subject. **(A or B)**

Aims: To develop knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating and decision making.

Course Content

Unit Details

1. **Democracy in the United Kingdom**

    - The role of representatives
    - The functions of the Houses of Parliaments
    - Voting behaviour
    - Voting systems

2. **Social Issues** - Social Inequalities in the United Kingdom.

    - The nature of social inequalities
    - Impact of inequalities on different social groups
    - Measures taken to tackle inequalities
    - Collectivist versus individualist theories

3. **International Issues** - Politics of Development

    - Background to issues in sub –Saharan Africa
    - Political, Social and economic causes of underdevelopment in Africa
    - Consequences on individuals and countries
    - Attempts made by international organisations to resolve underdevelopment

Core Skills

This course includes all the elements of critical thinking core skills at Higher level.

Assessment Pattern

Unit Assessment

Unit	Mode
Democracy in Scotland and the United Kingdom	Unit Assessment extended answers and skills
Social Issues in the United Kingdom	Unit Assessment Extended answers and skills
International Issues	Unit Assessment extended answers and skills

Course Assessment

Paper	Mode Marks	Length of Assessment
Question paper	Combination of knowledge and understanding extended response questions and skills. **60 marks.**	2 hours 15 minutes
Added Value Unit	Applying research and decision making skills to produce a report on a relevant modern studies issue. **30 marks**.	1 hour 30 minutes

Additional Assessment Information

Prelim exam will be run on a similar format to external assessment.

Homework

Students will be expected to submit regular extended answers to questions on unit content in addition to completing short question tasks which will be set in conjunction with course units.

Teaching and Learning Approaches

A group or student-centred approach will be used but students will also work independently on self-supported tasks.

MUSIC NATIONAL 4

Course Content

The three units we will study are:

Music: Performing Skills:
In this unit the learner will:

- Perform at **Grade II** standard (minimum) on **two** instruments. Candidates must show ability to perform in a range of styles; develop musical and technical skills and self-reflect on the quality and accuracy of their performing. Candidates must record and reflect on at least two sections of pieces on each instrument throughout the year, plus maintain a regular practice diary.

Music: Composing Skills:
In this unit the learner will:

- Create original music by showing an understanding of how a range of musical methods and concepts are used by composers; experiment in creative ways to produce a folio of pieces using the musical concepts studied; develop musical ideas and self-reflect on their creative choices and decisions.

Understanding Music:
In this unit the learner will:

- Recognise and identify level-specific music concepts; identify and analyse the social and cultural influences which have influenced the distinctive sounds and structure of specific music styles and identify and show understanding of the meaning of music signs, symbols and terms.

Skills Developed

The course will provide pupils with the opportunity to develop creative skills, problem solving, experimenting, reflecting, researching, evaluating, organisation, planning, working independently and with others.
There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of learning and teaching strategies will be used such as whole class, paired and/or group work. Work in class will be supported by classroom arrangements, ICT and specific web sites. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils will be expected to take responsibility for their learning.

Assessment (Internal)

Performing and creating will be assessed continuously throughout the year as skills are built up. Knowledge of listening skills will be assessed by class and homework tasks throughout the year and a listening diary will also be kept. These tasks must be completed in order to receive a full course award at National 4.
Pupils will undertake peer and self-evaluation of progress in performing and creating and be involved in negotiating next steps.

Added Value Unit

Performance	**Pass / Fail** The performance should be at **Grade II** standard (minimum) on both instruments and candidates must perform for a minimum duration of **eight minutes** in total (times can be flexible, provided at least two minutes on one instrument). The final Added Value Performance will usually take place in **January**/**February/March** each year.

Homework

Homework will be based mainly on instrumental practice with research tasks to enhance learning of concepts connected to topics studied in class. Deadlines for compositional tasks will be set throughout the year. Candidates must ensure they keep to these deadlines, or make provision to use the resources within the school in their own time to keep up with these.

Progression Routes

National 4 – National 5

What Do Learners Need To Bring To Class?

Pupils should bring a pen, pencil, rubber, homework planner, music folder and instrument/music as appropriate.

MUSIC NATIONAL 5

Course Content

The three units we will study are:

Music: Performing Skills:
In this unit the learner will:

- Perform at **Grade III** standard (minimum) on **two** instruments. Candidates must show ability to perform in a range of styles; develop musical and technical skills and self-reflect on the quality and accuracy of their performing. Candidates must record and reflect on at least two sections of pieces on each instrument throughout the year, plus maintain a regular practice diary.

Music: Composing Skills:
In this unit the learner will:

- Create original music by showing an understanding of how a range of musical methods and concepts are used by composers; experiment in creative ways to produce a folio of pieces using the musical concepts studied; develop musical ideas and self-reflect on their creative choices and decisions.

Understanding Music:
In this unit the learner will:

- Recognise and identify level-specific music concepts; identify and analyse the social and cultural influences which have influenced the distinctive sounds and structure of specific music styles and identify and show understanding of the meaning of music signs, symbols and terms.

Skills Developed

The course will provide pupils with the opportunity to develop creative skills, problem solving, experimenting, reflecting, researching, evaluating, organisation, planning, working independently and with others.
There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of learning and teaching strategies will be used such as whole class, paired and/or group work. Work in class will be supported by classroom arrangements, ICT and specific web sites. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils will be expected to take responsibility for their learning.

External Assessment: **Added Value Unit**

Performance **60 Marks Weighting 50%**
The performance should be at **Grade III** standard (minimum) on both instruments and candidates must perform for a minimum duration of **eight minutes** in total (times can be flexible, provided at least two minutes on one instrument). The final Added Value Performance will take place in **February/March** each year to an SQA Visiting Assessor.

Question Paper **40 Marks Weighting 35%**
This will test learners' knowledge and understanding of musical concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts, music concepts and styles. This will take place in **May/June** in a formal SQA examination.

Assignment **30 Marks Weighting 15%**
This new assignment will be introduced from next year. It will Assess Composing Skills. This will be externally marked by the SQA.

The Added Value Unit is graded A-D with the marks from the three areas above being added together.

Homework

Homework will be based mainly on instrumental practice with research tasks to enhance learning of concepts connected to topics studied in class. Deadlines for compositional tasks will be set throughout the year. Candidates must ensure they keep to these deadlines, or make provision to use the resources within the school in their own time to keep up with these.

Progression Routes

National 5 - Higher

What Do Learners Need To Bring To Class?

Pupils should bring a pen, pencil, rubber, homework planner and instrument/music as appropriate.

MUSIC NATIONAL 6 - HIGHER

Course Content

The three units we will study are:

Music: Performing Skills:
In this unit the learner will:

- Perform at **Grade IV** standard (minimum) on **two** instruments. Candidates must show ability to perform in a range of styles; develop musical and technical skills and self-reflect on the quality and accuracy of their performing. Candidates must record and reflect on at least two sections of pieces on each instrument throughout the year, plus maintain a regular practice diary.

Music: Composing Skills:
In this unit the learner will:

- Create original music by showing an understanding of how a range of musical methods and concepts are used by composers; experiment in creative ways to produce a folio of pieces using the musical concepts studied; develop musical ideas and self-reflect on their creative choices and decisions.

Understanding Music:
In this unit the learner will:

- Recognise and identify level-specific music concepts; identify and analyse the social and cultural influences which have influenced the distinctive sounds and structure of specific music styles and identify and show understanding of the meaning of music signs, symbols and terms.

Skills Developed

The course will provide pupils with the opportunity to develop creative skills, problem solving, experimenting, reflecting, researching, evaluating, organisation, planning, working independently and with others.
There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of learning and teaching strategies will be used such as whole class, paired and/or group work. Work in class will be supported by classroom materials, ICT and specific web sites. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils will be expected to take responsibility for their learning.

Assessment **(Internal)**

Performing and creating will be assessed continuously throughout the year as skills are built up. Knowledge of listening skills will be assessed by class and homework

tasks throughout the year and a listening diary will also be kept. Pupils will undertake peer and self evaluation of progress in performing and creating and be involved in negotiating next steps.

External Assessment: **Added Value Unit**

Performance **60 Marks**
The performance should be at **Grade IV** standard (minimum) on both instruments and candidates must perform for a minimum duration of **twelve minutes** in total (times can be flexible, provided at least four minutes on one instrument). The final Added Value Performance will take place in **February/March** each year to an SQA Visiting Assessor.

Question Paper **40 Marks**
This will test learners' knowledge and understanding of musical concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts, music concepts and styles. This will take place in **May/June** in a formal SQA examination.

The Added Value Unit is graded A-D with the marks from the two areas above being added together.

Homework

Homework will be based mainly on instrumental practice on both instruments with research tasks to enhance learning of concepts connected to topics studied in class. Pupils will also be expected to revise and consolidate these concepts, using online resources and handouts given, plus notes taken. Deadlines for compositional tasks will be set throughout the year. Candidates must ensure they keep to these deadlines, or make provision to use the resources within the school in their own time to keep up with these.

Progression Routes

Higher - Advanced Higher

What Do Learners Need To Bring To Class?

Pupils should bring a pen, pencil, rubber, homework planner, music folder and instrument/music as appropriate.

PERSONAL & SOCIAL EDUCATION (PSE)
SENIOR PHASE

Course Content

The topics we will cover in the Senior Phase are:

- **HEALTH**
- **CAREERS – Planning for choices and changes**
- **STUDY / REVISION SKILLS**
- **MENTAL HEALTH**

SKILLS DEVELOPED

The PSE course gives pupils the opportunity to work autonomously, become more independent learners, work as a team, enhance research skills, present work in a variety of forms (talks, ICT presentations, drama), develop ICT skills, ability to reflect on work and look at ways to improve work through evaluation.

PLANNED PUPIL EXPERIENCES

Pupils are taught using a variety of methods, for example, direct teaching, small group work, individual work, talks from outside agencies such as Police, ICT research, book work, presentations.

HOMEWORK

Homework will be set by the class teacher as appropriate and may involve practice skills, preparation for assessments or research tasks.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

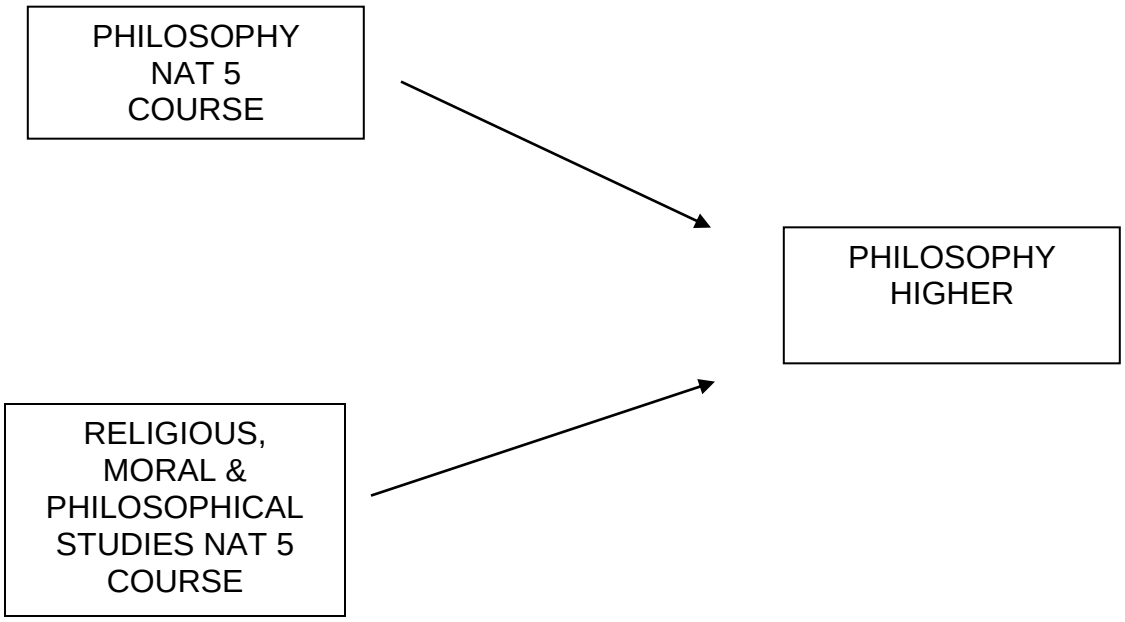
Pupils are expected to always bring a pen and/or pencil, rubber, sharpener, homework planner and any other necessary equipment required for class.

WORK EXPERIENCE

Although work experience is not part of our course, all S4-S6 pupils are entitled to one placement – preferably in the year that they intend to leave school. Extended work placements may be arranged for pupils who have additional requirements.

PHILOSOPHY

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

Any Career where critical thinking is important.

Management
Police
Law
Teaching
Politics
Local Government
Psychology

PHILOSOPHY - NATIONAL 5 & HIGHER

Entry Requirements: N5 Philosophy requires successful completion of Core RMPS and recommendation from teacher.
Higher Philosophy requires N5 RMPS or N5 Philosophy A/B or A/B pass in English or Social Studies N5 Course

Course Content

1. Arguments in Action

Students will be helped to acquire the necessary skills to be able to critically analyse and evaluate arguments in a philosophical manner. Students will learn to recognise the key features of effective and ineffective arguments.

2. Knowledge and Doubt
This unit will allow students to explore such key philosophical ideas as "Can we know anything for certain?", "What is real?", "What is knowledge?" Students will study in depth some of the writings of French rationalist philosopher René Descartes and Scottish empiricist philosopher David Hume. There will also be an opportunity to consider questions raised about the nature of reality in popular films such as The Matrix, Vanilla Sky or The Truman Show.

3. Moral Philosophy
The main focus of this unit will be on answering such questions as "How do we decide the way we should act?", "What does it mean to say that an action is right or wrong?", "Why is it difficult to reach agreement on moral issues?" Students will have the opportunity to critically evaluate key moral theories including, Utilitarianism and Kantian ethics.

4. Added Value Unit
Students will research an issue from a philosophical area of their own choice. This will lead to a write up of their findings.

ASSESSMENT

Component 1	
Unit 1 - Arguments in Action	End of Unit
Unit 2 - Knowledge and Doubt	End of Unit
Unit 3 - Moral Philosophy	End of Unit

Component 2	
Added Value	On going investigation

Additional Assessment Information

End of Course Exam Paper
This will cover each of the three mandatory units and will attract 66% of the final marks towards overall grade.

Added Value Report
This will attract 33% of the final marks.

Prelim exam to be run on a similar format to the external assessment.

Homework

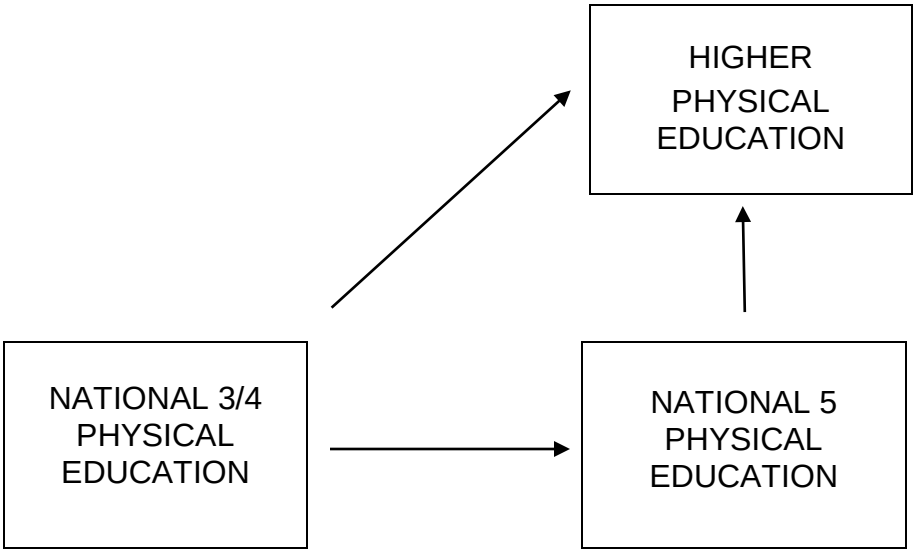
Preparation for class essays at three weekly intervals. Essays to be completed at home at two weekly intervals and regular reading of texts and sources.

Teaching and Learning Approaches

A wide variety of approaches will be employed to ensure that pupils attain a wide field of knowledge and also to encourage development of skills of evaluation and analysis which will promote Critical Thinking. Discussion will be a key factor in Philosophy Higher.

PHYSICAL EDUCATION

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

This subject can contribute to the entry requirements for a number of University and Further Education Courses and can open up career opportunities in Leisure and Recreation, Nursing, Physiotherapy, Sports Coaching and Development, Sports Nutrition, Sports Medicine, Teaching, Radiography and the Services.

PHYSICAL EDUCATION NATIONAL 3-5

Course Content

The two units we will study are:

Performance Skills – Activities will include athletics, badminton and indoor team game and one other activity. Learners will:

- Develop a range of movement skills
- Develop consistency in their control, fluency of movement body and spatial awareness
- Learn how to respond to and meet the physical demands safely and effectively

Factors impacting on Performance – Learners will investigate the following factors:

- Mental factors
- Social factors
- Emotional factors
- Physical factors
-

Skills Developed

The course will provide pupils with the opportunity to develop physical skills, thinking skills, organisational skills, decision-making and problem-solving skills, recording, reflecting on, analysing, and evaluating information. There will be opportunities to use and develop skills in ICT.

Planned Pupil Experiences

A wide range of teaching strategies are used with classes, such as direct teaching, paired and/or group work. Work in class is supported through the use of work guides, ICT and other digital media. Pupils will be involved in setting their own targets and completing their own investigation in an activity of their choices. Pupils are expected to take on an early responsibility for their learning.

Assessment

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include practical work and written work including assessed homework. Pupils will undertake peer evaluation of class work and use written tasks and assessment to set achievable short term targets.

	National 3	**National 4**	**National 5**	**Higher**
Performance Skills	Practical Internal Assessment	Practical Internal Assessment	Practical Internal Assessment	Practical Internal Assessment
Factors Impacting on Performance	Written Internal Assessment	Written Internal Assessment	Written Internal Assessment	Written Internal Assessment
Performance for course			Written & Practical Internal Assessment 60%	Written & Practical Internal Assessment 50%
Added Value		Practical Internal Assessment	Written Externally Assessed Portfolio 40%	Written Externally Assessed Exam 50%

National 3 and **National 4** courses are assessed on a pass/fail basis.

National 5 & **Higher** courses include internal and external assessments (outlined above) and will be graded (A-D)

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research tasks.

PROGRESSION ROUTES

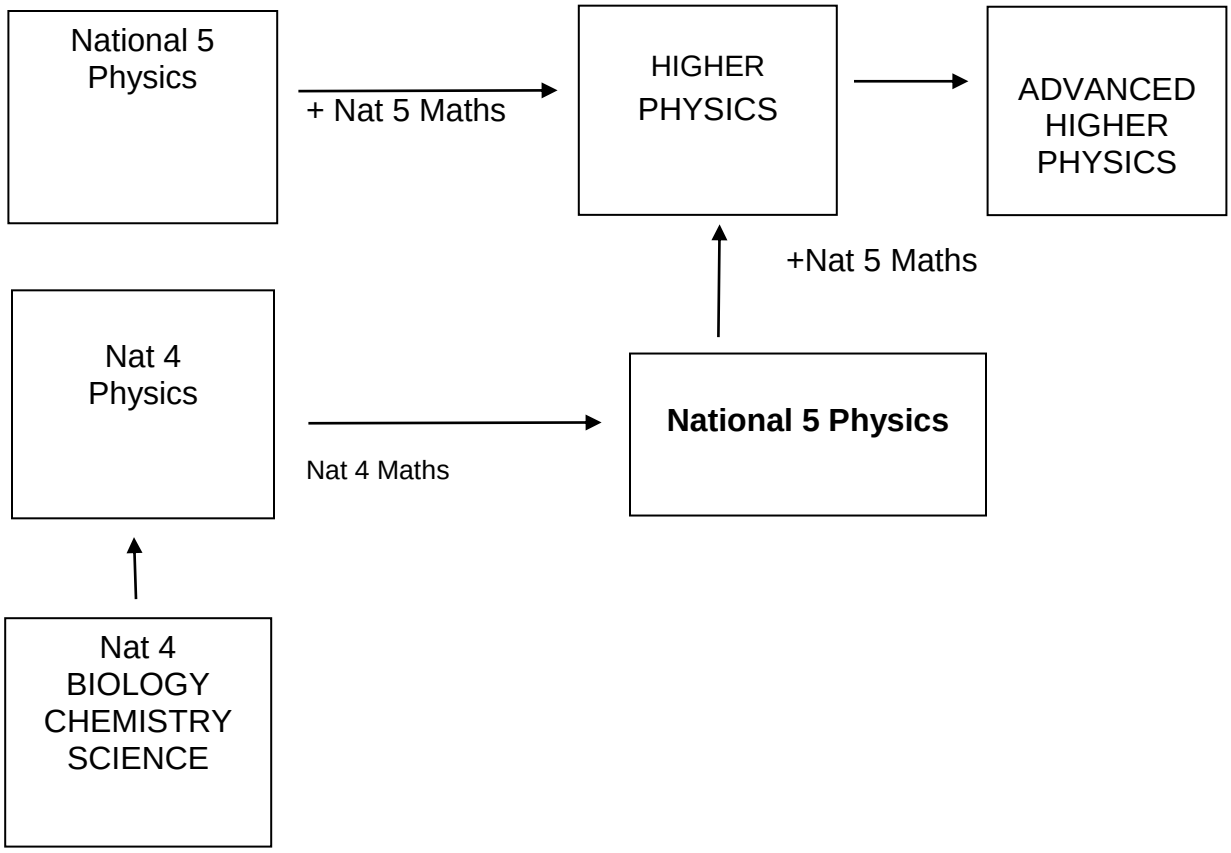
S5 – N4, N5 or Higher **S6** – Higher

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a full change of kit that is suitable for each activity, a pen and pencil, ruler, rubber, homework planner and completed homework.

PHYSICS

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

CfE Higher/Advanced Higher

Further study at university or FE College in Science, Mathematics, Computing, Engineering or Medical fields.

Employment in Science, Engineering or Technology related areas e.g. oil industry, telecommunications industry or health service.

Nat 4/5

Further study at FE College towards an NC in Physics, Science, Engineering or Technology related area.

Employment in Science, Engineering or Technology related area.

PHYSICS - NATIONAL 4

Entry Requirements: CfE level 4 in any Science

Aims: Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

Course Content

Mandatory Unit	Time	Unit Credit
Electricity and Energy	40 hours	6 SCQF Points
Waves and Radiation	40 hours	6 SCQF Points
Dynamics and Space	40 hours	6 SCQF Points
Added Value Unit	40 hrs	6 SCQF Points

Unit Details

Electricity and Energy
The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

Waves and radiation
The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

Dynamics and Space
The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

There will be a continuing focus on literacy, numeracy and health and wellbeing throughout the course.

Learners will be able to develop their communication and collaborative working skills.

Assessment Pattern

Unit Assessment

For each Unit:
Outcome 2
The candidate will:
2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Describing an application of environmental science
2.3 Describing an environmental science issue in terms of the effect on the environment/society
2.4 Solving problems

At one point in the course :
Outcome 1
The candidate will:
1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations/measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Assessment

Unit assessment is by a Question Paper, an experiment report and a short piece of writing.
Added Value Unit is assessed by research and a structured report about a chosen topic.

Overall National 4 course award

- Pass in all three Units + Outcome 1
- Pass in the Added Value Unit

Homework

This will be set on a regular basis throughout the course to help test a student's understanding of the concepts and to consolidate knowledge.

Teaching and Learning Approaches

A range of learning and teaching strategies will be used including whole-class teaching, research – based learning and practical work. Use will be made of ICT resources and pupils will be encouraged to learn through discussion of theory and concepts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, calculator and completed homework.

PHYSICS – NATIONAL 5

Entry Requirements: Physics National 4
Mathematics – recommended studying at National 5.

Aims: The National 5 Physics Course enables learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills, and the applications of physics in society.

To acquire skills associated with carrying out experimental and investigative work and analysing the information obtained.

Course Content

Mandatory Unit	Time	Unit Credit
Energy and Electricity	40 hours	6 SCQF credit points
Waves and Radiation	40 hours	6 SCQF credit points
Dynamics and Space	40 hours	6 SCQF credit points
Course Assessment		6 SCQF credit points

The topics studied in each unit are:

Energy and Electricity

Conservation of Energy; Electric charge carriers and electric fields; Potential difference (voltage); Practical Electrical and Electronic Circuits; Ohm's Law; Electrical Power; Specific Heat Capacity; Gas laws and Kinetic model.

Waves and Radiation

Wave parameters and behaviours; Light; Electromagnetic Spectrum; Nuclear radiation.

Dynamics and Space

Velocity and displacement; Velocity-time graphs; Acceleration; Newton's Laws; Projectile motion; Space Exploration; Cosmology.

Throughout the Course, appropriate attention should be given to Physical units, prefixes and scientific notation.

Development of skills for learning, skills for life and skills for work

6. Literacy – writing.
7. Numeracy – number process, time and measurement, information handling.
8. Thinking skills – application, analysing and evaluation, creating.
9. Working with others.
10. Citizenship.

Assessment Pattern

Unit Assessment

At one point in the course
Outcome 1
Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment / practical investigation by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations / measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

For each unit
Outcome 2
Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Solving problems (making predictions, selecting information, processing information, analysing information)

Course Award

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

To achieve an overall National 5 course award:

- Complete Outcome 1
- Pass in all three Unit assessments (Outcome 2.1)
- Assignment
- Solving problems (Outcome 2.2)
- SQA Course question paper

Grade (A-D) is awarded based on the combined overall score from the SQA course assessments.

SQA Course Assessment

Paper	Marks	Length of Assessment
Assignment SQA marked	20	7-8 hours in class
SQA Question Paper	80 (scaled from 110)	2 hours

Homework

Pupils will receive regular written exercises and will be expected to revise and consolidate class work each week.

Teaching and Learning Approaches

A variety of teaching and learning approaches will be used throughout the course including whole class teaching, group work and individualised learning.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, scientific calculator and completed homework.

PHYSICS - HIGHER

Entry Requirements: National 5 Physics – grade A or B.
National 5 Mathematics – grade A or B
National 5 English

Aims: To further develop curiosity, interest and enthusiasm for physics in a range of contexts, along with the skills of scientific inquiry and investigation, and the analysis of information.
The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Course Content

Mandatory Unit	Time	Unit Credit
Electricity	20 hours	3 SCQF credit points
Our Dynamic Universe	40 hours	6 SCQF credit points
Particles and Waves	40 hours	6 SCQF credit points
Researching physics	20 hours	3 SCQF credit points
Course Assessment		6 SCQF credit points

The topics studied in each unit are:

Electricity
Monitoring and measuring alternating current; Current, potential difference, power and resistance; Electrical sources and internal resistance; Capacitors; Conductors, semiconductors and insulators; p–n junctions.

Our Dynamic Universe
Motions - equations and graphs; Forces, energy and power; Collisions, explosions and impulse; Gravitation; Special relativity; The expanding universe.

Particles and Waves
The standard model; Forces on charged particles; Nuclear reactions; Wave particle duality; Interference and diffraction; Refraction of light; Spectra.

Throughout the Course, appropriate attention should be given to physical units, prefixes, scientific notation and uncertainties.

Development of skills for learning, skills for life and skills for work

1. Literacy – reading and writing.
2. Numeracy – number process, time and measurement, information handling.
3. Thinking skills – application, analysing and evaluation, creating.
4. Working with others.
5. Citizenship.

Assessment Pattern

Unit Assessment

Outcome 1 The candidate will:

Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment / practical investigation by:
1.1 Planning an experiment
1.2 Following procedures safely
1.3 Making and recording observations / measurements correctly
1.4 Presenting results in an appropriate format
1.5 Drawing valid conclusions
1.6 Evaluating experimental procedures

Outcome 2 For each unit the candidate will:

Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:
2.1 Making accurate statements
2.2 Solving problems (making predictions, selecting information, processing information, analysing information)

Course Award

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

To achieve an overall Higher course award:

- Complete Outcome 1
- Pass in all three Unit assessments (Outcome 2.1)
- Solving problems (Outcome 2.2)
- Researching physics assignment
- SQA Course question paper

Grade (A-D) is awarded based on the combined overall score from the SQA course assessments.

Course Assessment

Paper	Marks	Length of assessment
SQA Question Paper	100 (scaled from 130)	2½ hour exam
SQA Assignment	20	7-8 hours

Homework

Pupils will receive one written exercise each week and will be expected to revise and consolidate class work each week.

Teaching and Learning Approaches

A variety of teaching and learning approaches will be used throughout the course including whole class teaching, group work and individualised learning.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, scientific calculator and completed homework.

Faculty of Science
Courses and Levels

Level	Subjects	Year
National 4	Chemistry Physics Biology Environmental Science	S4-6
National 5	Chemistry Physics Biology Environmental Science	S4-6
Higher	Chemistry Physics Biology	S5
Advanced Higher	Chemistry Physics Biology Science Baccalaureate	S6

HOSPITALITY: PRACTICAL COOKERY
NATIONAL 3-5

Course Content

This course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. The development of organisational skills will enable them to plan, prepare and cook food for themselves and others.

Units of Study for National 4 include:-

1. Cookery Skills :Processes and Techniques
2. Understanding and Using Ingredients
3. Organisational Skills for cooking
4. Added Value unit –"Producing a meal"

This course is internally assessed. By combining unit assessments pupils will generate evidence from a range of practical cookery activities.

Units of Study for National 5 include:-

1. Cookery Skills :Processes and Techniques
2. Understanding and Using Ingredients
3. Organisational Skills for cooking
4. Design brief – A controlled practical assessment. To plan, prepare and present 3 dishes set by SQA.

Within National 5 pupils have to further extend skills by working at a fast pace, using more ingredients and produce dishes to a very high standard. Written responses to set tasks involve detailed explanations.

SKILLS DEVELOPED

Basic cookery skills and techniques: organisational skills, planning and time management skills will be the main focus. Health and Wellbeing and Technologies will be an integral part of the course by incorporating healthy eating recipes/ingredients.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as direct teaching, practical demonstrations, and paired work. Pupils will be involved in setting their own targets and evaluating their progress in both practical and theory work. Pupils are expected to continue being responsible for their own learning and becoming more independent.

ASSESSMENT

Knowledge and practical skills will be assessed in different ways, depending on the unit being studied; this will include portfolio work, class tests (theory and practical). Pupils will use assessment to set achievable short term targets.

HOMEWORK

Homework will be set by the class teacher on a regular basis and will involve practice of practical skills using specific recipes.

PROGRESSION ROUTES

From National 3 to 4 to National 5 Practical Cookery.
Also the possibility of moving to National 4, 5 or Higher Health and Food Technology.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, homework planner. For practical lessons hair must be tied back and no nail varnish on.

OTHER INFORMATION

Pupils are expected to pay towards the cost of ingredients/resources –
£50.00 for Nat 4 and £55 for Nat 5

ITALIAN – HIGHER

Entry Requirements: All pupils are welcome to continue with a Higher in a language they have taken to N5 exam level - **an A *or a minimum of a B* at N5 is required.**

Pupils willing to commit and put in significant extra study in their own time are also very welcome to start a new language at Higher. The kind of drive and dedication this requires is highly esteemed by universities, colleges and employers, whatever the field.

Aims:

- To further develop communicative skills such as discussion techniques, interview and conversation techniques, comprehension skills, written accuracy and use of appropriate register.
- To develop a deeper knowledge of language, foreign cultures and aspects of cultural life (film, literature, music etc.)

Language Unit

All four skills of Talking, Listening, Reading & Writing are developed by studying about Society, Learning, Employability and Culture. These four contexts are dealt with in greater depth and breadth than at N5, and more detail and accuracy is required from students in their written and spoken work.

Extended Reading and Viewing (Higher)

All four skills are developed by watching films and videos, and by reading articles, short stories and/or short works of literature. Pupils are often required to write about these from a personal stance, focusing on at least one particular theme.

Assessment Pattern

Internal assessments for both N5 and Higher involve one task for each skill area.

Homework

Written homework will be set regularly. In addition, pupils are expected to learn new vocabulary and practise new language structures at home. Topics covered in the internal unit assessment and the final assessment will be the same as those covered in class and therefore consistent, thorough learning of topic-based language is of great advantage.

WHAT DO PUPILS NEED TO BRING TO CLASS?

It is the responsibility of each pupil to ensure they come to class fully equipped and ready to work. The basics include a pen, pencil, ruler, rubber, all jotters, homework planner, all homework due and their dictionary.

Dictionaries are available in class, however, we strongly recommend that pupils purchase their own personal copy (advice on this can be given by the class teacher), as written work constitutes an important skill in the development of the foreign language and written homework will form an integral element of the course)

PRACTICAL CRAFT METALWORK NATIONAL 4-5

There are three units of study followed by a project.

The units will be taught concurrently mixing the range of learning experiences over a number of projects that include elements from all the units.

Unit1 Bench Skills:

Based on the traditional metalwork techniques associated with hand tool skills including bench-fitting work, sheet-metal work, and measuring and marking out.

Unit 2 Machine Processes:

Based on the skills and techniques associated with the use of common metalwork machine tools, equipment and related processes

Unit 3 Fabrication and Thermal Joining:

Based on skills and techniques used in the fabrication, forming and joining of metalwork components

Added Value Making a finished Product from Metal

Learners will be expected to plan, organise and complete the making of the product with a degree of independence under the guidance and supervision of the teacher.

The purpose of the practical activity is to allow learners to demonstrate the application of skills and knowledge that they have developed during the Course.

SKILLS DEVELOPED

- planning, preparing selecting and using a range of common metalworking tools, equipment and materials appropriate for activity
- reading ,interpreting and following given working drawings and outline specification information
- marking out, cutting and shaping metalwork components
- fabricating and joining metalwork components
- manufacturing a finished product to given drawings and standards
- using correct names and terminology for metalworking tools, equipment, materials and processes

PLANNED PUPIL EXPERIENCES

All activities will be conducted in the workshop.

Pupils will be required to work in accordance with recognised procedures and safe working practices using hand tools and machinery.

Initially the activities will be guided and managed by the teacher but progressively pupils will be required to work co-operatively sharing resources and managing the progress of their own project work.

They will be required to contribute to the general maintenance and good order of the workshop facilities and follow a code of conduct appropriate to the practical workshop environment.

Pupils will work with a variety of materials e.g. aluminium.

This Course will also give learners the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

ASSESSMENT

The overall course assessment will be based on the activities carried out in the added value project “Making a finished Product from metal”.

Unit 1, 2 and 3 are principally used for preparing pupils for undertaking the added value project and should be regarded as important components contributing to the overall assessment.

Evidence for assessment will take two forms; the practical work carried out and the record of work in the form of a log book and theory worksheets completed throughout the course. Both are mandatory to the course assessment.

HOMEWORK

Homework will be set by the class teacher and may involve study worksheets, assessment exercises or research assignments.

PROGRESSION ROUTES

It is expected that pupils successfully completing N5 level will progress to apprenticeships or further education courses at college.

This Course or its Units may provide progression to:

National Certificate Group Awards (NCGAs) a range of other practical technological subjects at National 5, Skills for Work and sector-specific SQA qualifications

For some, the course may also provide progression to employment, apprenticeships and/or training in practical technology and related fields including: crafts, construction, manufacturing, engineering, theatre, visual arts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should wear appropriate clothing and footwear for the workshop environment. Guidance will be given on this at the start of the course.

Pupils will also be expected to provide resources for writing.

Other Relevant Information:

There will also be a small cost of £10 for the recovery of materials used on the course.

PRACTICAL CRAFT WOODWORK NATIONAL 4-5

There are three units of study followed by a project.

The units will be taught concurrently mixing the range of learning experiences over a number of projects that include elements from all the units.

Unit1 Carcase Construction: Based on the traditional woodwork techniques associated with boxes, shelving and cabinet making.

Unit 2 Flat Frame Construction: Based on the traditional woodworking techniques associated with creating framework e.g. tables, chairs, small structures such as dog kennels and cold frames.

Unit 3 Machining and Finishing; develops practical skills using a range of common woodworking machine and power tools and a variety of surface preparation and finishing techniques.

Added Value "Making a finished Product from Wood";

Learners will be expected to plan, organise and complete the making of the product with a degree of independence under the guidance and supervision of the teacher.

The purpose of the practical activity is to allow learners to demonstrate the application of skills and knowledge that they have developed during the Course.

SKILLS DEVELOPED

- Selecting, with guidance, woodworking tools, equipment and materials appropriate for tasks
- Confirming that woodworking tools and equipment are in good condition and safe working order before, during and after use
- Use of correct names and terminology when referring to woodworking tools, equipment, materials and processes
- Construct, assemble and finish a range of basic woodwork products by:
    - Checking materials supplied against a plan and cutting list
    - Marking out and constructing joints to meet a specified tolerance
    - Marking out and assembling the component parts in accordance with working drawings and to within specified tolerance.
- Applying a range of finishes to timber and manufactured board
- Assemble a woodworking product with the aid of machine and power tools

PLANNED PUPIL EXPERIENCES

All activities will be conducted in the workshop.

Pupils will be required to work in accordance with recognised procedures and safe working practices using a range of hand tools and machinery.

Initially the activities will be guided and managed by the teacher but progressively pupils will be required to work co-operatively sharing resources and managing the progress of their own project work.

They will be required to contribute to the general maintenance and good order of the workshop facilities and follow a code of conduct appropriate to the practical workshop environment.

Throughout the course at both levels learners are expected to keep a log book containing related theory and a record of their activities.

Pupils will work with a variety of wood based materials both manufactured e.g. plywood, MDF and natural products such as red pine carrying out good practice in terms of economic sustainability and recycling.

ASSESSMENT

The overall course assessment will be based on the activities carried out in the graded course project “Making a finished Product from wood”.

Unit 1, 2 and 3 are principally used for preparing pupils for undertaking the course project and should be regarded as important components contributing to the overall assessment.

Evidence for assessment will take two forms; the practical work carried out and the record of work in the form of a log book and theory worksheets completed throughout the course. Both are mandatory to the course assessment.

HOMEWORK

Homework will be set by the class teacher and may involve study worksheets, assessment exercises or research assignments.

PROGRESSION ROUTES

It is expected that pupils successfully completing N5 level will progress to apprenticeships or further education courses at college. Alternatively pupils could move to Metalwork N5 to maintain their experiences in craft.

This Course or its Units may provide progression to:

National Certificate Group Awards (NCGAs) a range of other practical technological subjects at National 5, Skills for Work and sector-specific SQA qualifications

For some, the course may also provide progression to employment, apprenticeships and/or training in practical technology and related fields including: crafts, construction, manufacturing, cabinet making, general joinery, theatre, visual arts.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should wear appropriate clothing and footwear for the workshop environment. Guidance will be given on this at the start of the course. Pupils will also be expected to provide resources for writing.

Other Relevant Information:

There will also be a small cost of £10 for the recovery of materials used on the course.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES - NATIONAL 4-5

Course Content

The units we will study are:

World Religion

Pupils will be involved in an in depth study of **either** Buddhism **or** Islam. This will involve a detailed examination of key beliefs and practices and will involve exploration of such topics within Islam such as; the nature of human existence, the nature of God, the Life of Muhammad, the Afterlife, submission to Allah and the Five Pillars. Within Buddhism it will involve exploration of such topic as, The Life of the Buddha, The Four Noble Truths, Nibbana as the end of suffering, Kamma, Meditation and the Eightfold Path

Morality and Belief

Pupils will study Religion and Justice. The following areas will be covered;

- Study of religious and secular viewpoints in relation to the moral issue.
- Utilitarianism and Divine Command Theory
- Different perspectives on punishment, revenge and forgiveness.
- Different approaches to Capital Punishment
- Sentencing in the UK.

Religious and Philosophical Questions

The Existence of God – Can we prove or disprove the Existence of God?

- The Cosmological and Teleological Arguments for God's existence
- Responses to the Cosmological and Teleological Arguments from Science including Big Bang Theory and the Theory of Evolution..
- The Problem of Evil as an argument against God's existence and responses to this.

SKILLS DEVELOPED

The course will provide pupils with the opportunity to develop critical thinking skills, collecting, processing, investigation, comparing and interpreting/evaluating/analysing information. There will be opportunities to use and develop skills in ICT and Literacy Skills.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, text books, study notes, ICT and other digital media. Pupils are expected to take on responsibility for their learning.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils and staff will use assessment to set achievable short term targets.

Component 1	
Unit 1 - World Religion	End of Unit
Unit 2 - Morality and Belief	End of Unit
Unit 3 - Religious and Philosophical Questions	End of Unit

Component 2	
Added Value	Write up 1 Hour Worth 20 marks

Final Exam Paper

The final exam paper will be over 1 hour and thirty minutes and will worth 60 marks.

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments.

PROGRESSION ROUTES

S5/6 – National 5 or Higher RMPS; and/or Philosophy

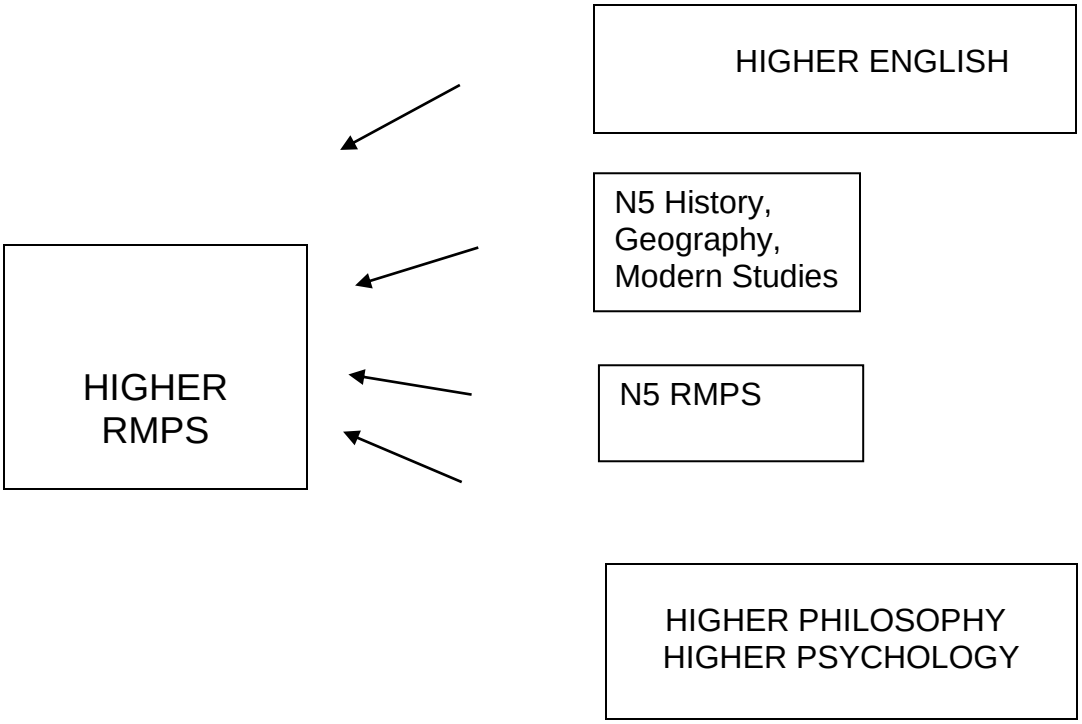
S6 – Higher RMPS; Higher Psychology and/or Philosophy or Advanced Higher RMPS

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, homework planner and completed homework. Articles from media highlighting up to date responses to the issues studied.

RMPS - HIGHER

NATIONAL QUALIFICATIONS PATHWAYS



CAREER OPPORTUNITIES

Police
Advertising
Occupational Therapy
Nursing
Social Work
Management
Business
Counselling
Local Government
Market Research
Public Relations
Human Resources
Teaching
Journalism
Politics
Psychiatry and mental health professions
Psychological research and related professions
Law
Ministry/ the Church

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES - HIGHER

Course Content

The units we will study are:

World Religion

Pupils will be involved in an in depth study of **either** Buddhism **or** Islam. This will involve a detailed examination of key beliefs and practices and will involve exploration of such topics within Islam such as; the nature of human existence, the nature of God, the Life of Muhammad, the Afterlife, submission to Allah and the Five Pillars. Within Buddhism it will involve exploration of such topic as, The Life of the Buddha, The Four Noble Truths, Nibbana as the end of suffering, Kamma, Meditation and the Eightfold Path

Morality and Belief

Pupils will study Religion and Justice. The following areas will be covered;

- Study of religious and secular viewpoints in relation to the moral issue.
- Utilitarianism and Divine Command Theory
- Different perspectives on punishment, revenge and forgiveness.
- Different approaches to Capital Punishment
- Sentencing in the UK.

Religious and Philosophical Questions

The Existence of God – Can we prove or disprove the Existence of God?

- The Cosmological and Teleological Arguments for God's existence
- Responses to the Cosmological and Teleological Arguments from Science including Big Bang Theory and the Theory of Evolution..
- The Problem of Evil as an argument against God's existence and responses to this.

SKILLS DEVELOPED

The course will provide pupils with the opportunity to develop critical thinking skills, collecting, processing, investigation, comparing and interpreting/evaluating/analysing information. There will be opportunities to use and develop skills in ICT and Literacy Skills.

PLANNED PUPIL EXPERIENCES

A wide range of teaching strategies are used with classes, such as thinking skills, direct teaching, paired and/or group work. Work in class is supported through the use of work guides, text books, study notes, ICT and other digital media. Pupils are expected to take on responsibility for their learning.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work and assessed work/homework. Pupils and staff will use assessment to set achievable short term targets.

Component 1	
Unit 1 - World Religion	End of Unit
Unit 2 - Morality and Belief	End of Unit
Unit 3 - Religious and Philosophical Questions	End of Unit

Component 2	
Assignment	Write up 90 minutes Worth 20 marks

Final Exam Paper

The final exam paper will be over 2 hours and fifteen minutes and will worth 60 marks.

HOMEWORK

Homework will be set by the class teacher on a regular basis and may involve practice of skills, preparation for assessments or research assignments.

PROGRESSION ROUTES

S5/6 – Higher Philosophy, Higher Psychology, Advanced Higher RMPS.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen and pencil, ruler, rubber, homework planner and completed homework. Articles from media highlighting up to date responses to the issues studied.

Additional Support for Learners

SUPPORTED STUDY

In order to effectively support pupils in the Senior Phase, the Additional Support for Learners (ASFL) Department offers the Supported Study course choice. This enables us to support pupils in a small group setting with a low staff: pupil ratio.

Pupils making this course choice should select Supported Study and five other subjects on their choice sheet.

COURSE CONTENT & SKILLS DEVELOPED

Pupils' time in the Supported Study class would be divided in an individualised manner to enable us to best meet the specific needs of each pupil.

- There will be an element of literacy and numeracy work to consolidate core skills necessary for success across the wider curriculum.
- Pupils will be given support on the development of good study skills to provide them with the relevant tools to best prepare for their exams and assessments.
- We will develop pupils' ICT skills and confidence in the most effective use of ICT to support learning.
- ASFL staff will also work in partnership with pupils and other subject staff in identifying areas from pupils' other subjects where pupils would benefit from additional time or support.

PLANNED PUPIL EXPERIENCES

A wide range of learning and teaching strategies will be used such as whole class, paired and/or group work. Work in class will be supported by classroom arrangements, ICT, differentiation and specific web sites.

Pupils will be supported in setting their own targets and evaluating their own progress.

Pupils will be supported in taking responsibility for their learning.

ASSESSMENT

Pupils will not be assessed specifically within Supported Study, but will be able to use their Supported Study time to prepare for and complete practice assessments.

HOMEWORK

Homework will be individualised to the specific requirements of each pupil depending on their identified areas for development and other subject choices.

PROGRESSION ROUTES

None – although Supported Study will be offered across the Senior Phase.

WHAT DO LEARNERS NEED TO BRING TO CLASS?

Pupils should bring a pen, pencil, rubber, homework planner and any work they are finding challenging from other subjects as appropriate.

If your son/daughter is considering Supported Study as an option in the Senior Phase please don't hesitate to contact Alan Millar (PT ASFL) at the school.

XL PRINCE'S TRUST

Course: Prince's trust Personal Development and Employability Skills Award / Certificate
Faculty: Pupil Support
Level: SCQF 3, 4 and 5
Dept: Support for Learning
Maximum Group Size: 15 (*Practical set)*

Recommended Entry Level
Pupils should be working at Level 3 or above.

Course Description
The Prince's trust Personal Development and Employability Skills Award / Certificate is delivered through an 'XL Club'. The core aims of the course are to help 13 to 19-year olds develop the skills and confidence they need to reach a positive future, through relevant, engaging and informal learning.
Each unit is delivered as a separate project and awarded 3 or 7 credits. Six credits are required for the Award level and 21 credits for the Certificate level.
There are 12 units to choose from: Career Planning; Interpersonal and Self-Management Skills; Planning for Personal Development; Work Experience; Community Project; Managing Money; Participating in Sport; Planning for an Active and Healthy Lifestyle; Presentation Skills; Supporting Others in the Community; Teamwork; Undertaking an Enterprise Project.
Pupils participate in the planning of the whole project. For example when completing the 'Undertaking an Enterprise Project' the pupils will undertake research, planning, purchasing, production and packaging of a product or service. They will then review the project and make suggestions as to how it could have been improved. Evidence is collected in various forms: written collectively or individually, photographic, audio or video recordings.

Assessment
Completed projects are sent to the Prince's Trust for moderation and the awards and certificates are accredited by the SQA. Learners should be assessed for the level at which they meet the standards for each unit. All learning outcomes need to be successfully covered to pass a unit.

Homework
Homework will link to the projects and will be varied due to the nature of the course.

Career Information
The Prince's Trust Award and Certificate in Personal Development and Employability Skills (SPDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.
The qualifications have been developed with the aim of progressing learners into further education programme, apprenticeships, other work based learning or employment.