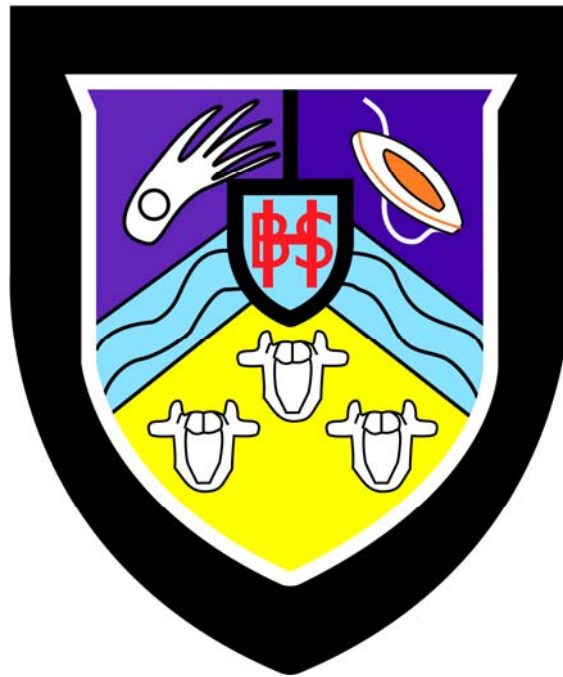


BARRHEAD HIGH SCHOOL



**Progression Routes
from S2 into S3/4**

Subject Information

2016 - 2017

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Over the next 2 years, pupils currently in S2 will move from the broad general education they have been following, increasing their personalisation and choice, towards preparation for certification in a limited number of subject areas. We encourage pupils to continue to follow a broad selection of courses, covering all the curricular areas, and our curricular structure is designed to allow this to happen.

Courses have been grouped in the booklet according to the Curriculum for Excellence curricular areas which pupils have experienced in their education up to this point. The following pages contain a description of the courses on offer in Barrhead High School, leading to, in most cases, certification at National 3, 4 or 5th level by the end of S4.

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English



Introduction

The new National 4 and 5 courses are a natural extension of our S1 and S2 course. The courses involve **Reading, Writing, Talking** and **Listening**, and are based around the application and assessment of these key skills in a range of contexts.

Levels Offered

English will be offered at National 4 and National 5 levels.

At National 4 the course is internally assessed. All units are graded on a **pass/fail** basis. This course has no final examination.

At National 5 the students are asked to complete unit assessments, outlined below, before sitting a final exam. All units are graded on a **pass/fail** basis.

National 5 students will be required to submit a **writing folio** as part of their overall assessment.

At National 5, the final exam will involve **three different papers**, each focussing in on an assessment of the student's ability in the skills of understanding, analysis and evaluation. They will answer unseen questions on their Set Scottish text and write critically on their chosen literature.

Course Outline – National 4

Unit 1 Creation and Production

This unit will develop the student's skills in **WRITING** and **TALKING**.

To develop their **WRITING** skills the pupils will work on a wide range of texts from different genres – fiction / non-fiction / media texts. The students will have to write **creatively** – imaginative writing and personal reflective writing - and **discursively** – argumentative and persuasive writing.

Students will also demonstrate their **TALKING** skills in class through individual presentations and group discussions. These skills will be practised across the year and assessed when pupils are deemed ready by the teacher.

Students will produce a **folio** of written pieces demonstrating the breadth of their experience over the course of S3 and S4.

Unit 2 Analysis and Evaluation

This unit will develop the student's skills in **READING** and **LISTENING**.

This unit develops the student's ability in the **understanding, analysis and evaluation** of straightforward texts and of straightforward spoken language.

The students will work on Reading for Understanding, Analysis and Evaluation (**RUAE**) passages and questions. They will also be asked to demonstrate their knowledge of fiction and non-fiction texts in a variety of different ways, both spoken and written, to develop their **reading** skills.

In addition, students will watch and listen to media and be expected to show their knowledge of visual media. They will demonstrate understanding through responding to questions and tasks designed to test their understanding of the genre and the content, using their **listening** skills.

Unit 3 Added Value

This unit involves reading straightforward texts, selecting relevant information from the texts, evaluating the texts, using some appropriate critical terminology, presenting findings and responding to questions as **part of a project**. This is presented either in written form or in spoken form depending on the candidate's preference, in discussion with class teacher. This unit involves the pupils choosing a topic and researching this independently.

ALL coursework is graded on a pass/fail basis.

Course Outline – National 5

Unit 1 Creation and Production

This unit will develop the student's skills in **WRITING** and **TALKING**.

Students will produce a range of written texts in different genres. The students will have to write **creatively** – imaginative writing and personal reflective writing - and **discursively** – argumentative and persuasive writing. The pupils will be expected to adhere to deadlines set.

Students will also produce **a folio** of written pieces demonstrating the breadth of their experience over the course of S3 and S4. This is **graded externally** as part of their overall final assessment. **It is 30% of their award.**

They will also take part in several **solo presentations** and **group discussions**. These skills will be practised across the year and assessed when pupils are deemed ready by the teacher.

Pupils must **PASS both** parts of this unit –
WRITING and TALKING –
to pass the C+P unit.

Unit 2 Analysis and Evaluation

This unit will develop the student's skills in **READING** and **LISTENING**.

This unit develops the student's ability in **understanding, analysis and evaluation** of detailed written texts and of detailed spoken language.

The students will be asked to demonstrate their knowledge of non-fiction texts through response to unseen questions, known as Reading for Understanding, Analysis and Evaluation (**RUAE**). They will demonstrate their knowledge of fiction through the creation of critical essays, through spoken responses and through class discussions. These will develop their **READING** skills.

Students will also watch and listen to spoken language and be expected to show their knowledge of the spoken word. This will be demonstrated through responding to questions and tasks designed to test their understanding, using their **LISTENING** skills.

All students will be required to provide evidence of their reading and listening skills through understanding, analysing and evaluating at least one detailed written text and understanding, analysing and evaluating at least one detailed spoken language activity.

Pupils will be assessed when the teacher deems them ready.

Pupils must **PASS both** parts of this unit –
READING and LISTENING –
to pass the A+E unit.

Assessment Arrangements

National 4

The National 4 course is assessed on a **pass / fail** basis. Students who successfully **pass all of the three units** will be awarded the overall course.

Pupils will be expected to complete the overall course, and in doing so they will also be awarded National 4 Literacy in recognition of the breadth of their study.

At National 4 it is possible for some students to sit individual units or complete only part of the course. It is possible that these students may wish to take up remaining units at college or in further education.

National 5

To gain the award of the course, the student must:

- ***pass all of the units,**
- ***produce a folio of writing**
- ***pass** the course assessment (the SQA exam).

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

The **COURSE AWARD** is based on 2 separate components:

Component 1 = exam: 2 separate exam papers = 70 marks

Paper 1 - **Reading for Understanding, Analysis and Evaluation. (RUAE)**

This is worth **30** marks. This is 1 hour and 30 minutes.

Paper 2 - **Critical Reading** with 2 sections.

Section 1 = Questions on **Set Scottish Texts** studied in class.

This is worth **20** marks.

Section 2 – One **critical essay** on literature studied in class.

This is worth **20** marks.

This is 1 hour and 30 minutes.

Component 2 — Portfolio of writing = 30 marks.

This will be made up of 2 essays from different genres produced over the course of the 2 years. One essay will be Creative and one will be Discursive. The portfolio is submitted to the SQA prior to exam.

Total 100 marks

National 5 will be graded A – D.

Progression

Students gaining an award at National 4 will be able to progress to National 5.

Students gaining an award at National 5 will be able to progress to Higher.

For students going on to study at University or at HND level it is likely that a pass at National 5 and possibly Higher will be an essential requirement.

A qualification in English is beneficial in all careers and in life beyond school. The key skills of Reading, Writing, Talking and Listening are required in all walks of life and all careers.



Mathematics

Introduction

The aim of the Mathematics Department is to help pupils understand the nature and purpose of mathematics, acquire skills in mathematical thinking and develop confidence in using and applying mathematics. In addition to this we will teach and encourage them to apply the problem solving processes, select a strategy, process data and interpret and communicate the solution, to everyday situations.



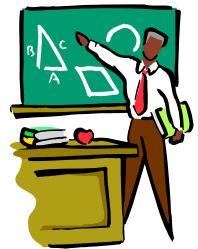
Levels Offered

Mathematics will be offered at National 3, National 4 and National 5 levels.

Course Outline – National 3 Lifeskills Mathematics

Unit 1 Shape, Space and Measures

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



Unit 2 Manage Money and Data

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

Unit 3 Numeracy

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



Course Outline – National 4 Mathematics

Unit 1 Expressions and Formulae

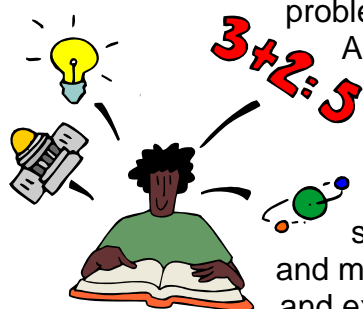
The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

Unit 2 Relationships

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

Unit 3 Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

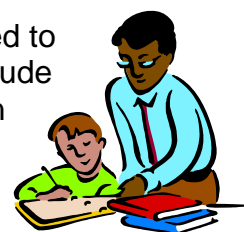


As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Course Outline – National 5 Mathematics

Unit 1 Expressions and Formulae

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



Unit 2 Relationships

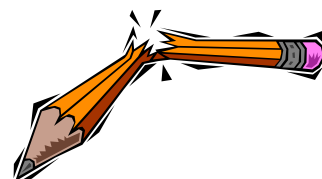
The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Unit 3 Applications

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

Assessment Arrangements

National 3 and 4 are internally assessed. All three units are assessed with an extra added value unit at the end of the course in National 4. National 5 has internal assessments but also an end of course external SQA exam.



Progression

Pupils gaining an award at National 3 will be able to progress to National 4. Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

A qualification in Mathematics is useful in careers in Business, Science, Engineering, IT, Accountancy, Finance and Mathematics.



French

Introduction

The main aim in French is to develop in each pupil a level of communicative competence and confidence in the language. This means the promotion of real language in real life situations, enabling the language learner to speak, write, listen and read in French.

Levels Offered

French will be offered at National 4 and National 5 levels.

Course Outline – National 4

This Course is made up of three mandatory Units. The Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use a modern language. The three Units, taken together, include the four language skills of listening and talking, reading and writing.

Modern Languages: Understanding Language (National 4)

This Unit provides learners with the opportunity to develop listening and reading skills, and to develop their knowledge of simple but detailed language in familiar contexts, such as citizenship, society, learning, employability, and culture.

Modern Languages: Expressing Language (National 4)

This Unit provides learners with the opportunity to develop talking and writing skills, and to develop their knowledge of simple but detailed language in familiar contexts.

Added Value Unit: Modern Languages: Assignment (National 4)

The Added Value Unit provides learners with the opportunity to apply and integrate their language skills in a straightforward context. In the Modern Languages Assignment, learners present their findings in a short presentation, using their listening and talking skills in the modern language.

Conditions of award

To achieve the Modern Languages (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. National 4 courses are not graded.

Course Outline – National 5

This Course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use a modern language. The two Units, taken together, include the four language skills of listening and talking, reading and writing.

Modern Languages: Understanding Language (National 5)

This unit provides learners with the opportunity to develop listening and reading skills, and to develop their knowledge of detailed language in familiar contexts.

Modern Languages: Expressing Language (National 5)

This unit provides learners with the opportunity to develop talking and writing skills, to develop their knowledge of detailed language in familiar contexts and to develop the skills needed to use a modern language in a range of contexts.

Conditions of award

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

Course assessment structure

The structure of this Course assessment is as follows:

- Component 1 — question paper: listening 20 marks
- Component 2 — question paper: reading and writing 50 marks
- Component 3 — performance: talking and listening 30 marks

Total marks 100 marks

Progression

Pupils gaining an award at National 4 will be able to progress to National 5.

Pupils gaining an award at National 5 will be able to progress to Higher.



Geography

Introduction

There are two main elements to geography.



Physical geography studies the world's physical features and how they interact. We look at landscapes, the environment and the forces that drive the planet, from weather to volcanoes.

Human Geography looks at how humans live on planet from building cities to exploiting the rainforests. It also looks at how population is changing across the world and the impact on development.

As well as using maps and diagrams, learners will get involved in practical activities and fieldwork to help them observe Geography in action. They will develop skills in research, analysis, presentation and solving problems.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Physical Environments

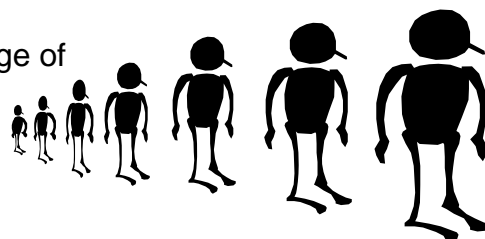
Unit 1 looks at landscapes and weather. We will learn how glaciation has shaped Scotland's landscape and how its dramatic coastline was formed. Learners will learn how these landscapes are used and coming under threat from land uses such as tourism. The unit also covers the causes of Scotland's weather patterns and systems.

Unit 2 Human Environments

Unit 2 is a wide-ranging topic which looks at population issues, urban and rural change in more and less economically developed countries including current issues affecting life in Glasgow and Rio de Janeiro. We also study population changes across the world.

Unit 3 Global Issues

Unit 3 offers schools a choice of a range of global issues to explore and



research. The choice of topics studied will be led by learners' choices which will be chosen from:

- Climate change and sustainability
- World climates (deserts, rainforests and polar regions), and the impact of change in these areas
- Environmental hazards (tropical storms, earthquakes and volcanoes)
- Trade and globalisation
- Development and health
- Tourism (mass and eco-tourism)

Course Outline – National 5

Unit 1 Physical Environments

Unit 1 looks at landscapes and weather. We will learn how glaciation has shaped Scotland's landscape and how its dramatic coastline was formed. Learners will learn how these landscapes are used and coming under threat from land uses such as tourism. The unit also covers the causes of Scotland's weather patterns and systems.

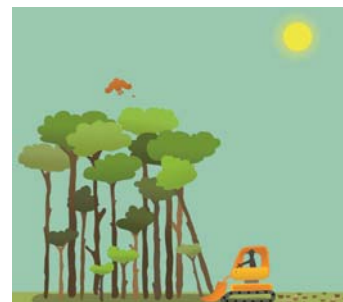
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Unit 3 Global Issues

Unit 3 offers schools a choice of a range of global issues to explore and research. The choice of topics studied will be led by learners' choices which will be chosen from:

- Climate change and sustainability
- The impact of world climates (deserts, rainforests and polar regions)
- Environmental hazards (tropical storms, earthquakes and volcanoes)
- Trade and globalisation
- Development and health
- Tourism (mass and eco-tourism)



Assessment Arrangements

National 4

This will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge,

understanding and skills through a combination of project work and more formal assessments for each of the three units above. In addition, to achieve an overall course award, pupils will undertake an 'added value' unit. This assignment will allow learners to apply a range of skills while researching a geographical issue. Learners have a high degree of choice in the topic or issue chosen for study and will have a high degree of flexibility in how they present their findings in order to best demonstrate their geographical skills, knowledge and understanding.

National 5

Units will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge, understanding and skills through a combination of project work and more formal assessments for each of the three units above.

The course award will be assessed through an end of course exam accounting for 75% of the overall mark.

The remaining 25% will be assessed through an assignment. Learners have a high degree of choice in the topic or issue chosen for study.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.



Travel and Tourism

Introduction

The National 4 and National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes needed for work in the travel and tourism industry.

Pupils will develop the skills to deal effectively with all aspects of customer care and customer service in travel and tourism. They will learn about travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

Levels offered

The subject will be offered at National 4 level.

Course Outline – National 4 and 5

There are four Units in this course:

Unit 1 Customer Service:

In this unit pupils will learn how to establish customer needs and respond to these in a travel and tourism environment.

They will learn how to market and promote a wide range of products and/or services from the travel and tourism industry.

They will also develop their skills in dealing with customer issues in the travel and tourism environment.

Unit 2 Employability

In this unit, pupils will investigate different careers from across the travel and tourism industry giving them an insight into possible future careers. They will evaluate their own employability skills and attitudes during work-related practical activities for different jobs and roles in the travel industry.

Unit 3 Scotland

In this unit, pupils will develop their knowledge of travel and tourism in Scotland, and of the skills required to meet the needs of customers. They will carry out project and investigation work on travel and tourism in Scotland, and learn how to identify and meet customer travel and tourism needs. Pupil will be able to choose within this unit, the places they want to research.

Unit 4 UK & Worldwide

Here pupils will develop their knowledge of travel and tourism in the United Kingdom (out with Scotland) and the rest of the world, and the skills required to meet the needs of customers. This will again be approached through personal research and investigation and outsider speakers. Pupils will choose two areas to explore in this unit – one in each of the UK and the rest of the world.

Assessment Arrangements

Pupils will be assessed throughout the course, as evidence is gathered, to demonstrate that they have achieved the required level of knowledge, understanding and skills. There will be a combination of project work, role play and more formal assessments.

There is no external assessment for National 4.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to continue their studies at college.

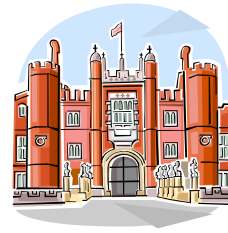


History

Introduction

A qualification in History gives learners the opportunity to acquire breadth and depth in the knowledge and understanding of historical topics.

History gives learners skills in explaining historical developments and events, and in evaluating historical sources. Across historical periods, from Medieval to Later Modern, learners develop the ability to think independently, draw conclusions and develop conceptual understanding.



Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 The Wars of Independence

This unit looks at national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

Pupils will study Scotland from Scotland 1286–96: the succession problem following the death of Alexander III; through to William Wallace, the reasons for and the progress of his rebellion; through to Robert the Bruce's conflict with and victory over his opponents.

Unit 2 Changing Britain 1760-1914

This unit studies the changes in British society leading up to the First World War. It looks at the problems of Health and housing and the changes to industry, in particular the textile factories and coal mines. It also looks at the growth of the transport network (canals and railways), and changes to British democracy up to 1884.

Unit 3 Free at Last? Civil Rights in the USA

This unit is a study of the development of race relations in the USA during the years 1918–68. It looks at the open door immigration policy and the changing attitudes to immigrations, the attitudes and activities of the Ku Klux Klan and the growing civil rights movement.



Course Outline – National 5

Unit 1 The Wars of Independence

This unit looks at national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

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Assessment Arrangements

National 4

This will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge, understanding and skills through a combination of project work and more formal assessments for each of the three units above.

In addition, to achieve an overall course award, pupils will undertake an 'added value' unit. This assignment will allow learners to apply a range of skills while researching a historical issue. Learners have a high degree of choice in the topic or issue chosen for study and will have a high degree of flexibility in how they present their findings in order to best demonstrate their historical skills, knowledge and understanding.

National 5

Units will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge,

understanding and skills through a combination of project work and more formal assessments for each of the three units above.

The course award will be assessed through an end of course exam accounting for 75% of the overall mark.

The remaining 25% will be assessed through an assignment. Learners have a high degree of choice in the topic or issue chosen for study.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.



SCIENCE



S2 – S3 Transition in Science

All learners **MUST** take at least one science subject until the end of S4.

All learners study an integrated science program throughout S1 and S2, however the units of work covered have been split into the three discrete science subjects offered in S3, hence all pupils have been introduced to biology, physics and chemistry. This allows pupils to make an informed choice of subject(s).

All three sciences are offered at National 4 and National 5. BUT unlike many other subjects the courses are very different. It is extremely important that your child is placed in the appropriate course to achieve an SQA qualification. In order that learners are placed in the correct course they will be tested at various points throughout S1&2 and their overall performance is used as an indicator as to their potential to achieve the appropriate National pass. We also take into account their performance in Mathematics e.g. if a pupil is not in an National 5 Mathematics class they would find it very difficult to attain a pass at National 5 in physics or chemistry.

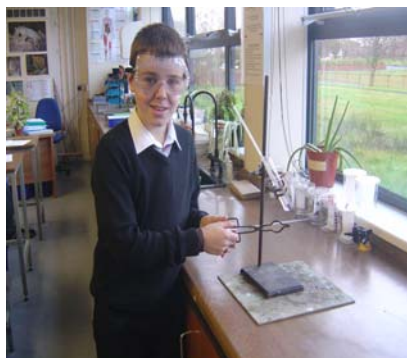
Learners will be advised on which course is suitable for them based on evidence of pupil attainment gathered throughout S1 and S2.

Faculty Structure

There are three separate departments within the Faculty: Biology, Chemistry and Physics. All departments expect a high level of behaviour and commitment. Homework is an integral part of ALL of our courses

What follows is more detailed information on each of the Departments' courses.

Further information, if required, can be obtained from any of the science faculty staff.





Biology



Introduction

Biology is the study of life and a branch of the natural sciences which studies living organisms and how they interact with each other and their environment. It examines the structure, function and evolution of living things.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Cell Biology

Explore the basic unit of life, the cell. Learn how cells divide, grow and repair and the role of DNA and genes in inheritance. The unit then proceeds to the importance of cells in our everyday lives and the biotechnology industry.

Unit 2 Multicellular Organisms

Discover the importance of reproduction for the survival of all species and the significance of genetics. Examine the growth and development of different organisms and how stable body conditions are maintained.

Unit 3 Life on Earth

Investigate various ecosystems and how animals and plants depend on each other. Learn how animals have adapted for survival and the impact of population growth, natural hazards and human environmental disruptions on the variety of life.

Added Value Unit

Using the skills and knowledge developed in earlier units, learners will carry out an investigation on a chosen topic

Course Outline – National 5

Unit 1 Cell Biology

The unit comprises cell structure; transport across cell membranes; producing new cells; DNA and the production of

proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Unit 2 Multicellular Organisms

The unit comprises cells, tissues and organs; stem cells and meristems; control and communication; reproduction; variation and inheritance; the need for transport and the effects of lifestyle choices on animal transport and exchange systems.

Unit 3 Life on Earth

The unit comprises biodiversity and the distribution of life; energy in ecosystems; abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Assessment Arrangements

National 4

There is no final end of course external exam for National 4. To gain the award learners must pass all units. This can be through internally assessed end of unit assessments and a satisfactory Added Value assignment.

National 5

There is an end of course external final exam which will contribute 80% to the final grade. 20% will be provided by an assignment where learners will carry out a meaningful and appropriately challenging task in biology.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

Careers

Biology is used in a variety of careers such as medicine, nursing, agriculture, chiropody, teaching, laboratory technicians, sports science as well as the vast industry of biotechnology.

It may also be a useful accompaniment to any of the other sciences and the numerous skills acquired, for example, team work and problem solving are skills which would be of benefit in any future career.





Chemistry



Introduction

Chemistry plays an important part in almost every aspect of our everyday lives from the clothes we wear to the food we eat to the perfume you wear to medicine to the problems of global warming. **Chemists** are involved in all of these and more, creating new materials and testing existing materials to ensure they are pure and safe to use. If it weren't for **chemists**, you wouldn't have this book to read!

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Chemical Changes & Structure

The Unit covers the key areas of atomic structure, chemical reactions in our world e.g. rates of reactions, properties of substances, acids and alkalis.

Unit 2 Nature's Chemistry

The Unit covers the key areas of Earth's supply of fossil fuels, carbon compounds and their impact on global warming.

Unit 3 Chemistry in Society

The Unit covers the key areas of chemical reactions; the extraction, properties and applications of metal and alloys, electricity, novel materials and nuclear chemistry.

Added Value Unit

Using the skills and knowledge developed in earlier units, learners will carry out an investigation on a chosen topic.

Course Outline – National 5

Unit 1 Chemical Changes & Structure

The Unit covers the key areas of atomic structure, properties and uses of elements, chemical reactions in our world e.g. rates of reactions, energy changes, acids and bases.

Unit 2 Nature's Chemistry

The Unit covers the key areas of organic (carbon) chemistry looking at homologous series, organic acids, alcohols and esters.

Unit 3 Chemistry in Society

The Unit covers the key areas of chemical reactions; the extraction, properties and applications of metal and alloys, electricity, novel materials, chemical analysis and nuclear chemistry.

Assessment Arrangements

National 4

There is no final end of course external exam for National 4. To gain the award learners must pass all units. This can be through internally assessed end of unit assessments and a satisfactory Added Value assignment.

National 5

There is an end of course external final exam which will contribute 80% to the final grade. 20% will be provided by an assignment where learners will carry out a meaningful and appropriately challenging task in chemistry.

Progression

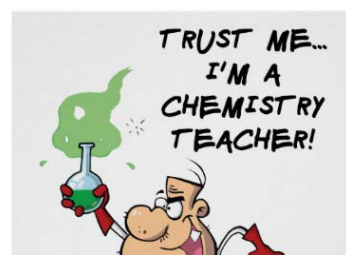
Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

Careers

There are so many careers using chemistry. Here are some of them: Medicine, Nursing, Dentistry, Pharmacology, Veterinary Science, Forensic Science, Food Technology, Brewing, Agriculture, Textiles, Environmental Science, Plastics, Engineering.



Metal										Non Metal			
1+	2+	3+	4+	5+	6+	7+	8+	3-	2-	1-	0		
H													
Li	Be	B	C	N	O	F	Ne						
Na	Mg	Al	Si	P	S	Cl	Ar						
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn		
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd		
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg		





Physics

Introduction

The physics courses in S3 and S4 are designed for a wide ability range of students. The courses introduce physics through its impact on everyday life. We live in a technological world therefore it is important to be aware of and understand the immense contribution physics concepts have on our lives.

These concepts apply to us all, boys and girls, so remember physics is for **all** learners.

All levels of physics are taught in an engaging way with practical activities, laboratory work and tasks which simulate real life used at appropriate times.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Dynamics & Space

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

Unit 2 Electricity & Energy

The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits.

Unit 3 Waves & Radiation

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

Added Value Unit

Using the skills and knowledge developed in earlier units, learners will carry out an investigation on a chosen topic.

Course Outline – National 5

Unit 1 Dynamics & Space

The Unit covers the key areas of movement, forces and space.

Unit 2 Electricity & Energy

The Unit covers the key areas of energy transfer, heat and the gas laws, electrical & electronic circuits.

Unit 3 Waves & Radiation

The Unit covers the key areas of waves and nuclear radiation.

Assessment Arrangements

National 4

There is no final end of course external exam for National 4. To gain the award learners must pass all units. This can be through internally assessed end of unit assessments and a satisfactory Added Value assignment.

National 5

There is an end of course external final exam which will contribute 80% to the final grade. 20% will be provided by an assignment where learners will carry out a meaningful and appropriately challenging task in physics.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

Careers

There is an extensive range of careers for which a qualification in physics is both desirable and necessary. There are careers in the Health Service such as Physiotherapy, Radiography, Medicine as well as other careers such as Telecommunication, all types of Engineering - Electronic, Civil, Aeronautical – Computer design and many more related careers. All these careers are in high demand.

All employers place a high value on a qualification in physics. Opting for physics is often the first step in achieving a worthwhile and rewarding career.



Administration and IT

Introduction

Administration is a growing area which offers **wide-ranging employment opportunities**. Moreover, **administrative and IT skills** have extensive uses not only in employment but also in other walks of life.

The purpose of this Course is to develop pupils' administrative and IT skills and to enable them to contribute to the effective working of organisations.

The Course contains a **significant practical element** where pupils will be able to further develop their **IT skills** in preparation for the world of work.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 IT Solutions for Administrators

Pupils will develop their IT skills using the following packages;

- Word processing;
- Spreadsheets;
- Databases.

Unit 2 Communication in Administration

Pupils will use IT to gather and share information and will learn to:

- Search the internet/intranet to extract information;
- Use multimedia to create simple presentations.

Unit 3 Administrative Practices

Pupils will learn about Administration in the workplace and will be given the opportunity to organise a small scale event. In particular they will learn about:

- Customer care;
- The skills required to be a good Administrative Assistant;
- Health and Safety in the workplace.



Course Outline – National 5

Unit 1 IT Solutions for Administrators

Pupils will further develop their IT skills using the following packages;

- Word processing;
- Spreadsheets;
- Databases.



Unit 2 Communication in Administration

Pupils will further develop their IT skills in gathering and sharing information and will learn to:

- Search for and download information from the internet;
- Outline key features of reliable sources of information;
- Explain the consequences of using unreliable internet sources of information.

Unit 3 Administrative Practices

Pupils will further their knowledge of the Administrative function in the workplace and will learn about:

- The skills, qualities and duties of an Administrative Assistant;
- Customer Care;
- Health and Safety;
- Security of people, property and information.

Assessment Arrangements

National 4 – 3 unit assessments and an assessment at the end of the course which will be completed during class time.

National 5 – 3 unit assessments. Final course assessment at the end of S4 which will be completed during class time.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

A qualification in this subject is useful in careers in IT, Office Administration and Management, retail, travel and tourism, leisure industry, public sector work ...the list is endless.

Business and Business Management



Introduction

Business plays an important role in society. We all rely on businesses to create money, security, jobs and choices. Therefore, it is essential for society to have **effective businesses** and **business managers** to carry out this role.

The purpose of the Course is to highlight **ways in which organisations work** and what they do to **achieve their goals**.

The Course includes the study of organisations in the **private, public and voluntary sectors** and explores the important impact businesses have on **everyday life**.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4 - Business

Unit 1 Business in Action

Pupils will gain a basic understanding of why and how individuals set up in business and will learn:

- how businesses operate;
- how small businesses satisfy customer needs;
- the marketing, operations, finance and human resources functions within a business.

Unit 2 Influences on Business

Pupils will gain an understanding of how stakeholders and other internal/external forces affect small businesses and will learn:

- to identify internal and external stakeholders in a small business;
- to comment on a cash budget as well as other financial documents;
- the purpose of training and motivating staff;
- identify and describe influences which affect small businesses.

Course Outline – National 5 – Business Management

Unit 1 Understanding Business

Pupils will gain an understanding of the business environment and will learn:

- the key objectives and activities of small and medium business organisations;
- the internal and external factors which impact of business activity.

Unit 2 Management of People and Finance

Pupils will gain an understanding of the management of people and finance for small and medium businesses and will learn:

- how to recruit, train and motivate staff within a business;
- the sources of finance available to business;
- how to interpret financial documents such as cash budgets and profit and loss statements.

Unit 3 Management of Marketing and Operations

Pupils will gain an understanding of the management of marketing and operations for small and medium businesses and will learn:

- methods of market research as well as other key elements of the marketing function;
- methods of production and how to ensure a high quality product as well as other key elements of the operations function.

Assessment Arrangements

National 4 – 2 unit assessments and an assessment at the end of the course which will be completed during class time.

National 5 – 3 unit assessments. Final SQA question paper (weighted 70%) and an assignment to be completed in class time (weighted 30%)

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

A qualification in this subject is useful in careers in accounting, IT, teaching, running your own business, working in retail.... the list is endless.



Computing Science



Introduction

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

Levels Offered

Computing Science will be offered at National 3, National 4 and National 5 levels.

Course Outline – National 3

The purpose of the Course is to develop learners' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems.

Unit 1 Building Digital Solutions (National 3)

In this Unit, learners will become familiar with the features of development software to build digital solutions such as computer games, animation and other applications.

Unit 2 Information Solutions (National 3)

In this Unit, learners will become familiar with a range of applications, such as databases and web page creation software, or a range of web-based tools, such as blogs, wikis and online documents, to create, share and locate information.

Conditions of award

To achieve the National 3 Computing Science Course, learners must pass all required Units.

Course Outline – National 4

Unit 1 Information System Design and Development

The general aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to the design and development of information systems through a range of practical and investigative tasks.

Unit 2 Software Design and Development

The general aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work.

Unit 2 Computing Science Assignment (National 4) Added Value Unit

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Computing Science Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and application.

Conditions of award

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



Course Outline – National 5

Unit 1 Information System Design and Development

The general aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to the design and development of information systems through a range of practical and investigative tasks.

Unit 2 Software Design and Development

Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work. They will gain an understanding of how data and instructions are stored.

Coursework Assignment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5 the added value will be assessed in the Course assessment which contributes 40% toward the final mark. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Assessment Arrangements

Each unit will be internally assessed using a variety of assessment methodologies. There will be a coursework assignment (weighted 40%) which will be submitted by the end of March in S4 and a final exam (weighted 60%).

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

A qualification in computing is useful in any number of careers such as Systems Analyst, Programmer, Network Manager as well as variety of other career opportunities where knowledge and skills in the use of ICT would be an advantage such as Engineering, Accountancy, and Administrators etc.





Graphic Communication

Introduction

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

Levels Offered

Graphic Communication will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 2D Graphic Communication (National 4)

Learners will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and understanding of terms and techniques in computer aided design/draughting and DTP (desktop publishing). The Unit also develops transferable skills in creativity and problem solving in a graphic communication context.

Unit 2 3D and Pictorial Graphic Communication

The general aim of this Unit is to develop the learner's skills and creativity in producing and interpreting pictorial and 3D graphics. It will enable the learner to initiate, develop and communicate ideas and solutions using graphic techniques in simple and familiar contexts.

Unit 3 Graphic Communication Assignment (National 4) Added Value Unit

This is the Added Value Unit in the National 4 Graphic Communication Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Graphic Communication Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and application. Learners who complete this Unit will be able to produce, with guidance, a graphical response to an assignment brief

Conditions of award

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

Course Outline – National 5

Unit 1 2D Graphic Communication (National 5)

The general aim of this Unit is to develop the learner's skills and creativity in producing and interpreting 2D graphics. It will enable the learner to initiate, develop and communicate ideas and solutions, using graphic techniques in simple and familiar contexts with some complex features.

Unit 2 3D and Pictorial Graphic Communication (National 5)

The general aim of this Unit is to develop the learner's skills and creativity in producing and interpreting pictorial and 3D graphics. It will enable the learner to initiate, develop and communicate ideas and solutions, using graphic techniques in simple and familiar contexts with some complex features.

Coursework Assignment

Courses from National 4 to Advanced Higher include an added value assessment. At National 5, Higher and Advanced Higher. The added value will be assessed in the Course assessment. The added value for the Course will address one or more of breadth, challenge or application. In the National 5 Graphic Communication Course, added value will focus on:

- breadth — drawing on knowledge and skills from across the Course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate



Assessment Arrangements

Each unit will be internally assessed using a variety of assessment methodologies. There will be a coursework assignment (weighted 50%) which will be submitted by the end of March in S4 and a final exam (weighted 50%).

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher. A qualification in subject is useful in careers in any number of careers such as Graphic Design, Engineering etc



Practical Woodworking



Introduction

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

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

Levels Offered

Practical Woodworking will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Practical Woodworking: Carcase Construction (N4) Unit

The aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of a range of basic joints and assemblies commonly used in carcase construction.

Unit 2 Practical Woodworking: Flat-frame Construction (N4) Unit

The aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of basic flat-frame woodworking joints and assemblies. Learners will learn to read and follow simple woodworking drawings or diagrams.

Unit 3 Practical Woodworking: Machining and Finishing (N4) Unit

Learners who complete this Unit will be able to:

- Prepare for, and use, a range of practical woodworking machining and finishing techniques
- Apply a range of finishes to timber and manufactured board
- Assemble a woodworking product comprising four or more components with the aid of machine and power tools

Added Value Unit

The aim of this Unit is to enable the learner to provide evidence of added value through the successful completion of a practical activity which will allow the learner to demonstrate breadth, challenge and/or application.

Learners who complete this Unit will be able to produce and apply a finish to a product in wood.

Conditions of award

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

Course Outline – National 5

Unit 1 Practical Woodworking: Carcase Construction (N5) Unit

The general aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of a range of woodworking joints and assemblies commonly used in carcase construction.

Unit 2 Practical Woodworking: Flat-frame Construction (N5) Unit

The general aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of flat-frame woodworking joints and assemblies. The ability to read and interpret drawings and diagrams is developed in this Unit.

Unit 3 Practical Woodworking: Machining and Finishing (N5) Unit

Learners who complete this Unit will be able to:

- Prepare for, and use, a range of practical woodworking machining and finishing techniques
- Apply a range of finishes to timber and manufactured board
- Assemble a woodworking product comprising four or more components with the aid of machine and power tools

Coursework Assessment

Added Value Unit

The added value for the Course will address one or more of breadth, challenge, or application.



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 assessment.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5.



This qualification would be useful to pupils who wish to pursue a career in engineering, construction etc or looking for an apprenticeship.

Art & Design



Introduction

An Art course is very much designed to develop independence, imagination, self-discipline and organisation.

Within National 4 and 5 Art and Design you learn to put your thoughts on paper and then develop these into a practical reality.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4 & National 5

Unit 1 Art & design studies (A&D Studies)

The Art & Design unit helps to support the Expressive and Design units. The Art & Design studies focuses on the work on painters, sculptors and designers.

Unit 2 Expressive

The expressive unit focuses on **your** ideas and imagination, **your** observational skills (drawing etc) and your ability to explore and handle a variety of media (charcoal, inks, pastel, paint, etc). The main area of study will be Still Life and Portraiture.



Unit 3 Design

The design unit focuses on problem solving and experimental ideas and solutions in response to a design brief which you have evolved. This can include computer generated work. The design brief is based on Fashion Design.

Unit 4 Added value (Expressive & Design)

This unit focuses on you producing a **final piece** of work within both the expressive and design areas.

Assessment Arrangements

Practical assessment

- Expressive (portraiture, still-life)
- Design (Fashion)



Written assessment

- Two Art & Design Studies (Expressive, Design)

Progression

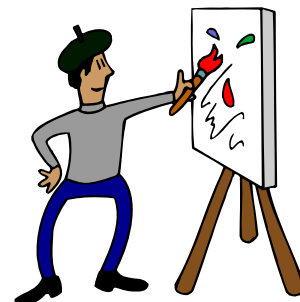
Pupils gaining an award at National 4 will be able to progress to National 5.

Pupils gaining an award at National 5 will be able to progress to Higher.

Possible Careers

Because of the depth and range of an Art and Design course the career prospects are extensive and wide-ranging. Such careers as a possibility are:

Media / Television
Graphic Design / Computer
Graphics
Set design for theatre /
conferences etc.
Fashion / textile including theatrical
costume
Architectural and environmental
design
Teaching
Product design
Animation / Cartoon
Make up
Interior design



Drama



Introduction

This is a practical course in which pupils will develop their drama skills as well as increasing their knowledge and understanding of theatre production and drama theory. Pupils will work on a variety of devised and scripted pieces of drama and all pupils choosing this course will be expected to perform in front of an audience. Alongside the practical activities in each unit pupils must produce evidence of their achievements.

Levels Offered

Drama will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Drama Skills

In this Unit pupils will work together to create and present drama through the exploration and use of drama skills. Pupils will respond to stimuli, generate ideas and use drama skills to portray character. Pupils will explore the social and cultural influences on drama. They will learn how to reflect on their use of drama skills and the drama skills of others.

Unit 2 Production Skills

The aim of this Unit is to provide pupils with knowledge of production skills. They will use these skills to enhance drama when presenting. Pupils will work with others in the following production areas: acting, lighting, sound, costume, props and make-up. They will learn how to reflect on their progress and that of other learners.

Unit 3 Added Value Unit: Drama Performance

This is the Added Value Unit in the National 4 Drama Course. The general aim of this Unit is to enable the pupils to provide evidence of added value for the National 4 Drama Course through the successful completion of a performance.

Course Outline – National 5

Unit 1 Drama Skills

The aim of this Unit is to provide pupils with the skills, knowledge and understanding to create and present drama through the use of a range of drama skills. Pupils will respond to

stimuli, generate ideas and use a range of drama skills to portray character. Pupils will explore the social and cultural influences on drama. They will learn how to analyse and evaluate their use of drama skills and the drama skills of others.

Unit 2 Production Skills

The aim of this Unit is to provide pupils with knowledge and understanding of a range of production skills. They will use these skills to enhance drama when presenting. Pupils will work with others to develop a performance concept as an actor or in a production role. Production roles include the following: Acting, Costume, Make-up, Props, Set, Lighting and Sound.

Assessment Arrangements

National 4

All units at National 4 will be assessed internally. Pupils at National 4 are not externally assessed but must complete each unit of work and generate the appropriate evidence in order to pass the course.

National 5

There will be a practical exam (weighted 60%) The performance has two sections: a performance and a support log. The weighting of marks across these two sections is 50 marks for performance in either acting or a production role and 10 marks for the support log. There is also a final written exam. (40% of the final mark)

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

Possible careers:

Acting, Performing Arts, Entertainment, Presenting
Directing
Script Writing
TV/Theatre production: Costume design, Set-design, Make-up artist, Props, Sound engineer, Lighting designer, Stage-management, Filming
Theatre – Front of house staff (PR, Artist liaison, marketing etc)
Radio
Theatre in Education
Teaching
Drama Therapy



Music



Introduction

The National Music courses are divided into three individual units; **Music: Performing skills, Music: Composing skills and Understanding Music.** There is also the inclusion of an added value unit in National 4 and National 5 Music which focuses on challenge and application.

Levels Offered

The level of study available in Music will be National 3, 4 and 5.

Course Outline – National 4 and National 5

Music: Performing Skills

In this unit, learners, with guidance, will develop performing skills on two selected instruments, or on one selected instrument and voice. They will play level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.

Music: Composing Skills

In this unit, learners will use knowledge of music styles and concepts when creating their own music. Learners will experiment with and use straightforward compositional methods and simple music concept in imaginative ways. Learners will, with support, reflect on their own creative choices and decisions and those of others.

Understanding Music

In this unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.

The skills developed throughout the National Music course will include:

- Development of performing skills in solo and/or group settings on two selected instruments or on one instrument and voice.
- Creating music using compositional methods and music concepts.
- Developing an understanding of the things that influence composers and their work.
- Develop an understanding of music and musical literacy by listening to music and identifying simple musical concepts.
- Identifying areas for improvement in their work and with support and guidance improve skills and enhance musical ability.



Assessment Arrangements

Music: Performing Skills

In this Unit, learners will be required to provide evidence of musical performing skills on their two selected instruments, or instrument and voice. Learners will maintain the musical flow and play, with acceptable accuracy, a selection of level-specific music. At **National 5 Performing Skills make up 60%** of the total mark and are assessed by performing to a visiting examiner in February/March of the certificate year.

Music: Composing Skills

In this Unit, learners will be required to provide evidence of a basic understanding of the things that influence and inspire musicians' and composers' work and of using straightforward compositional methods and music concepts imaginatively in their own music.

Understanding Music

In this Unit, learners will be required to provide evidence of their ability to listen to a variety of music extracts and identify level-specific music concepts and different music styles, as well as identifying simple music signs and symbols used in music notation. **At National 5 Understanding Music makes up 40%** of the total mark and is assessed through a listening paper.

Revision of musical concepts will be required to support listening work and the following website should be regularly used to access extra support notes and practice questions:

<http://www.educationscotland.gov.uk/nqmusic>

Progression

Pupils gaining an award at National 3 will be able to progress to National 4 Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

The courses are practical and experiential in nature and include flexibility in the contexts for learning. Music making develops creativity, listening skills, powers of co-ordination, decision-making skills and self/peer evaluation. Pupils of all ranges of ability will realise their full musical potential in Performing skills, composing skills and understanding music at an achievable pace. Careers include – performer, composer, teacher, session musician, vocalist, media, film and television and other creative careers.



Hospitality: Practical Cookery



Introduction

In Hospitality, pupils will have the opportunity to select either National 4 or National 5 Practical Cookery. The course is practical and experiential in nature. Please note that for those that choose Hospitality, there will be a financial contribution towards the cost of ingredients.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

The Course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts.

This Course comprises four mandatory Units, including the Added Value Unit.

Cookery Skills, Techniques and Processes

This Unit aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance.

Understanding and Using Ingredients

This Unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

Organisational Skills for Cooking

This Unit aims to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

Added Value Unit: Producing a Meal

Learners will carry out a practical activity which will involve producing a



meal to a given specification. The activity brief will require learners to prepare and cook a two-course meal for a given number of people within a given timescale and to present it appropriately.

Assessment Arrangements

To achieve the National 4 Hospitality: Practical Cookery 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.

Course Outline – National 5

This Course comprises three mandatory Units. All Units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed throughout the Course. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Cookery Skills, Techniques and Processes

This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes.

Understanding and Using Ingredients

This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice.

Organisational Skills for Cooking

This Unit aims to extend learners' planning, organisational and; and to work safely and hygienically. They will also extend their time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals ability to carry out an evaluation of the product.

Assessment Arrangements

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.

All Units are internally assessed against the requirements shown in the *Unit Specification*.

Pupils can be assessed on a Unit-by-Unit basis or by combined assessment.

Pupils will be assessed on a pass/fail basis.

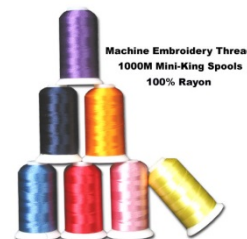
Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 may be able to do Hospitality: Practical Cake Craft.

A qualification in subject is useful in careers such as: chef or cook; baker; confectioner; bar worker; catering manager; childminder; food counter assistant; food technician; kitchen assistant; restaurant manager; teacher of home economics – secondary.



Fashion & Textile Technology



Introduction

Pupils will have the opportunity to select either National 4 or National 5 Fashion & Textile Technology. The course is practical in nature and pupils will be looking to design and make 3 items per year.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

The central theme of the Course is to develop practical knowledge and skills which support fashion/textile related activities. The Course is practical, exploratory and experiential in nature. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Course has four mandatory Units including the Added Value Unit.

Textile Technologies

This Unit provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Fashion/Textile Item Development

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Fashion and Textile Choices

This Unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to

meet these choices. They will make and evaluate straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Added Value Unit: Making a Fashion/Textile Item

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge. Learners will draw on and extend their skills and knowledge in order to produce an effective overall response to a practical task. The task will be sufficiently open and flexible to allow for personalisation and choice.

Assessment Arrangements

To achieve the National 4 Fashion and Textile Technology 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.

Course Outline – National 5

This Course has been constructed to facilitate a hierarchical arrangement with the National 4 Fashion and Textile Technology Course.

The central theme of the Course is to develop practical knowledge, understanding and skills which support fashion/textile-related activities. The Course is practical, exploratory and experiential in nature.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. The Course has three mandatory Units.

Textile Technologies

This Unit provides learners with the opportunity to develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make detailed fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion/Textile Item Development

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed

fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion and Textile Choices

This Unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate detailed fashion/textile items, with a focus on factors that affect fashion and textile choice. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Assessment Arrangements

To gain the award of the Course, the learner must pass all 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.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 may be able to do Fashion & Textile Technology at Higher level.

A qualification in this subject is useful in careers such as:

Manufacturing -

Sample room, pattern cutting; R, D & D (research, development & design); Production line Management; Time & motion Study Engineer; Key Account Liaison; Sourcing; Textiles.

Industry -

Corporate Apparel Headquarters; Costing; Sourcing; Buying; Sample room, pattern cutting; R, D & D; Production line Management; Textiles technician; Time & motion Study Engineer; Key Account Liaison; Quality Assurance; Colour Lab; Testing Lab Sales & marketing; Logistics

Retail -

Retail Assistant; Stock control; Visual merchandisers; Buyers; Store Management Area Manager.

Freelance -

Fashion Design; Interior Design.

Education -

Teacher of Home Economics; Fashion & Textiles Lecturer.



Physical Education



Introduction

In Physical Education, pupils will have the opportunity to select either core PE or National 4 / 5 PE. Core PE will continue to involve participation in a choice of activities. Pupils who select to do National 4 / 5 will have the opportunity to achieve a qualification in PE. The activities that we intend to offer at National 4/ 5 vary from year to year, but normally include: badminton; basketball; trampolining and gymnastics.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Physical Education: Performance Skills

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Physical Education: Factors Impacting on Performance

The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

Added Value Unit: Physical Education: Performance

The general aim of this Unit is to enable learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

Course Outline – National 5

Physical Education: Performance Skills

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills.

Physical Education: Factors Impacting on Performance

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Assessment Arrangements



Conditions of award – National 4

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

Conditions of award – National 5

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.

Course assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 5 Physical Education Course, added value will focus on:

- * application
- * challenge

The learner will extend and apply the skills they have learned during the Course. This will be assessed by a performance and portfolio. The Course assessment must provide evidence of the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in a physical activity. It will also assess the learner's

ability to integrate and apply knowledge, understanding and skills from across the Units.

The choice of physical activities will be sufficiently open and flexible to allow for personalisation and choice.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

A qualification in subject is useful in careers such as: PE teacher; Sports Coach; Sports Therapist; Fitness Trainer; Personal Trainer; Sports Centre Administration / Worker; Sports Management; Sports Promotion; Sports Science; Sports Reporting; Outdoor Pursuits Instructor; Sports Development Officer.

EXCEL PROGRAMME

What is Excel all about?

Excel has been running successfully in Barrhead High for a number of years. The Excel group will have between 12 and 15 students in it and will be run by a member of teaching staff and a member of staff from Community Learning and Development. It will last for two years – until students leave for exams and will run three periods per week. During this time students will undertake Personal Development Units and will work towards obtaining a Bronze Youth Achievement Awards, both of which are accredited by the SQA.

Course Outline

Activities will be based around the following sections:



- Personal, interpersonal and team skills
- Citizenship and community awareness
- A residential activity* *funding dependent*
- Entrepreneurship and enterprise
- Preparation for the world of work/training



Recent Excel activities include Heartstart, emergency lifesaving skills, raising money for various charities, *a 3 day residential to Lochgoilhead, completion of mock job application forms as part of an employability award also completed as part of the Excel coursework.

Through taking part in the above activities students will develop skills including:

Communication
Leadership
Organisation
Taking Responsibility
Creativity

Team working
Presentation
Self Awareness
Self Confidence
Motivation

Excel members are encouraged to take responsibility for the running and planning of activities that will make up the Excel programme.

Course assessment

While there is not a formal exam in Excel, the students undertaking Excel will collect evidence of their activities as they complete practical and written assignments. The portfolio will provide a record of their achievement and skills which they have displayed throughout the course and will provide evidence of attainment and achievements at SQA National 3 and 4.



Progression

Students gaining a Bronze Youth Achievement award (a National 4 level award) will be able to progress to Silver (a National 5 level award) in S5. Similarly, students will be able to progress to National 5 Personal Development coursework in S5 or in college depending on their next steps.

A qualification in Excel (Youth Achievement and Personal Development) will prove useful in developing our young people's readiness for further education and the world of work. The focus of the course on young people's ability to communicate, work with others, be creative and entrepreneurial are all key skills that will remain vital in all careers and training that our students embark on.

Religious, Moral and Philosophical Studies

Introduction

Learners will have an opportunity to investigate the nature and scope of religion and morality. They will explore how the human search for meaning, value and purpose has expressed itself in a range of belief systems (both religious and non-religious). Learners will also explore a variety of moral attitudes to a range of contemporary issues.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline – National 4

Unit 1 Morality and Belief

In this Unit learners will develop the ability to describe and express views about contemporary moral questions and responses. Learners will investigate a selection of moral issues: e.g. crime and punishment (including attitudes to capital punishment); personal relationships and racial prejudice, and have opportunities to offer a personal opinion on the relative merits of some viewpoints on the selected moral issues.



Unit 2 Religious and Philosophical Questions

The general aim of this Unit is to develop skills to describe religious and philosophical questions and responses. Learners will develop straightforward knowledge and understanding of religious and philosophical questions and responses.

In this unit, students explore some issues associated with religious belief: e.g. the existence of God (looking at arguments for and against God's existence – e.g. the problem of suffering and evil- why would a good God allow this?); ideas about the nature of God and the relationship between belief and human behaviour.

Course Outline – National 5



Unit 1 Morality and Belief

In this Unit learners will develop the ability to express reasoned views about contemporary moral questions and responses. They

will develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses.

Unit 2 Religious and Philosophical Questions

The general aim of this Unit is to analyse skills to describe religious and philosophical questions and responses.

In this unit, students explore some issues associated with religious belief: e.g. the existence of God. Students will have opportunities to arrive at their own personal conclusions about these issues.

Assessment Arrangements

National 4

This will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge and understanding through a combination of project work and more formal assessments for each of the two unit above.

National 5

Units will be assessed throughout the course with pupils generating evidence that they have achieved the required level of knowledge and understanding through a combination of project work and more formal assessments for each of the two units above.

Progression

Pupils gaining an award at National 4 will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.

