



**Eastwood High School**

**Curriculum for Excellence**  
**Choice Booklet**

**Broad General Education  
And  
National Qualifications  
January 2022**

## Subject: Administration and IT National 4 and 5



### **Every career you can think of will require a good level of ICT skills.**

This course is designed for those who are interested in **practical** uses of IT using **Microsoft software**. Pupils who have completed the course will be able to utilise the acquired Admin and IT-related knowledge, understanding and skills at home, in the wider community, in further education and, ultimately, in employment.

Pupils will also learn the art of **Events management** where they will develop the skills, qualities and attributes to organise and support small-scale events.

### **Skills that the pupils will gain:**

- Skills in word processing, spreadsheets, databases, presentations and desktop publishing.
- Skills in organising and supporting events.
- Skills in organising, managing, communicating and presenting information.
- Problem solving skills.

### **Experiences that the pupils will encounter:**

- Complete real life tasks using a range of Administration and IT skills and Microsoft software,
- Investigate technological issues within the workplace such as business use of the internet and the impacts of IT.
- Carry out a range of Administration and IT based tasks on the preparation and organisation of an event.
- Share their views with others, effectively contributing to group tasks and supporting their peers.

### **Skills that the pupils need:**

Pupils should have basic IT skills and show an interest in wanting to develop these further. They should also have **good attention to detail** and be able to word process **accurately without error**.

### **Career Options:**

Events Manager, Administrator, Office Manager and any career requiring advanced IT skills.

### **Assessments:**

#### **National 4**

Each unit will have a closed book assessment consisting of a number of ICT tasks and this will be marked internally as a pass or fail.

#### **National 5**

SQA assess this course with a 3 hour assignment (project based tasks) worth 70 marks and a 2 hour Question Paper worth 50 marks. Both papers are externally assessed by the SQA.



"I find Admin and IT skills appear a lot of the time in life and therefore Admin and IT becomes a highly useful subject"

"Admin and IT helps you in many different ways and improves many of your IT skills. It is one of the most useful subjects in the school"

**Subject:**

## **Art & Design National 4 and 5**



### **Skills that the pupils will gain:**

- Research; decision making and self motivation.
- Presentation and motor skills; development of practical skills and craftsmanship though hand drawn and computer graphic processes.
- Critical thinking and Literacy; show knowledge and understanding through the use of subject specific vocabulary.
- Evaluation - develop opinions about their own work and the work of others.
- Communication - express personal ideas, thoughts and feelings in their work.

### **Experiences that the pupils will encounter:**

A Broad General Education: Pupils will experiment with a variety of different materials, techniques and technologies in order to produce a portfolio of work following **DESIGN** and **EXPRESSIVE** project outcomes.

- Develop knowledge and understanding of art and creative design practice
- Plan, develop, produce and present creative art and design work
- Conduct visual and written research on a variety of artists and designers for critical studies
- Undertake art and design workshops in order to develop specialist skills

### **Skills that the pupils need:**

- Creativity - Knowledge of the visual elements and colour mixing;
  - Observational drawing skills
  - Some understanding of how to use different art and design materials.
- Problem solving and independent thinking skills - making good choices, working on their own and personal target setting
- Good time management and organisation skills - in order to meet deadlines.

## Career Options:

Architecture		Advertising		Animation	
Comic Artist		Gallery/curator		Photographer/Photo Journalist	
Primary/Secondary Teaching				Styling (Hair, Make up)	
<b>Design;</b>	Interior	Graphic	Product	Jewellery	Fashion/Textile
	Web	Games	Car	Scenery/Set (TV, film, theatre)	

The development of motor skills and hand-to-eye coordination through Art & Design can benefit a wider range of other careers; dentists, surgeons, veterinarians and chefs.

## Coursework Assessment:

One mandatory folio of practical **DESIGN** and **EXPRESSIVE** work; classwork continually assessed throughout S3. SQA external assessment at the end of March S4.

## National 5 Only

S4 May/June EXAM - There is an Art & Design Studies question paper that will be undertaken by National 5 Students.

**Assessment Breakdown:** 80% Practical Art & Design Folio  
20% Art & Design Studies Exam



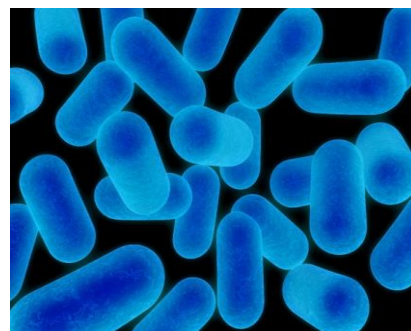
**Pupil Quotation:** - "I enjoy experimenting with new materials & techniques. Also, I now think I'm more organised which has helped me meet my targets and class deadlines."

*S3 Art and Design Pupil*



**Subject:**

**Biology National 4 and 5**



### **Skills that the pupils will gain:**

- an understanding of how of Biology affects everyday life.
- scientific and analytical thinking skills related to Biology.
- an understanding of the role of Biology in scientific issues.
- the ability to apply knowledge and understanding of concepts in Biology.
- skills for learning, life and work, including those of literacy and numeracy.

### **Experiences that the pupils will encounter:**

In the first unit, **Cell Biology**, pupils will develop scientific skills and learn about DNA, genes and chromosomes, how cells can be used to treat human illness culture and the use of micro-organisms to produce food and fuel. At National 5 pupils will also study the processes of Cell Culture and Genetic Engineering.

In the second unit, **Multi-cellular Organisms**, pupils will learn about growing plants, and how the human body controls body temperature and blood sugar levels. At National 5 pupils will also study the human nervous, circulatory and digestive systems.

In the third unit, **Life on Earth**, pupils will learn about human impact on biodiversity and different types of animal behaviour. At National 5 pupils will also study the human impact on the environment, the use of sampling techniques to study the environment and the process of evolution.

The course develops scientific understanding of biological issues in order to stimulate interest in and enthusiasm for biology with an emphasis on practical activities and research work.

You can find further detailed information on course content and experiences, by accessing the S2 Biology GLOW group.

### **Skills that the pupils need:**

- The ability to plan and carry out practical work safely.
- The ability to think logically and solve problems.
- The ability to learn and understand knowledge in Biology.
- The ability to write clearly and precisely.
- Key Literacy and Numeracy skills

## Career Options:

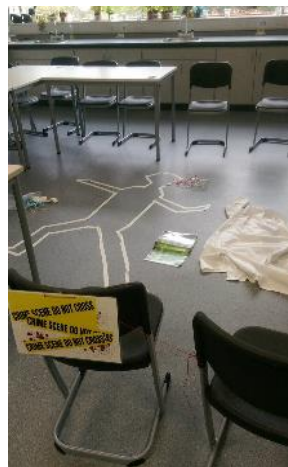
- Biology is required in all types of health related courses at College and University and careers e.g. Nursing, Sports Science, Beauty therapy.
- Biology is required in Environmental related courses and careers e.g. Agricultural; Animal care.
- Engineering, Environmental Protection, Waste Management, Conservation, Health & Safety.
- Biology is required in the Food and Technology industries e.g. Brewing, Catering, Pest Control.

## Assessments:

At N4 level the three units; Cell Biology; Multi-cellular Organisms and Life on Earth, will have written unit assessments that pupils must pass to gain an award.

In addition, pupils will also complete a practical write up and an assignment on an in depth study of a Biology topic. There is no final examination in National 4 Biology.

At National 5 Level there is a final course assessment consisting of a written exam which makes up 80% of the total mark. The remaining 20% will be made up by the pupil completing an assignment on a practical study of a Biology topic.



## Pupil Quotation:

"I enjoy Biology because it explains what happens inside and outside of living organisms"

**Jamie Townsend (S5 Biology Pupil)**

"Biology is one of my favourite subjects because I enjoy the fun working environment in class and I enjoy doing experiments."

**Holly McKie (S5 Biology Pupil)**

**Subject:                Business National 4  
                                Business Management National 5**



**Everyone uses business services every day. But, do you understand the way they operate?**

The purpose of the Business course is to develop your understanding of the business environment and how the economy works.

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for us all to have an understanding of business operations.

**Skills that the pupils will gain:**

- Financial skills and awareness
- Employability skills through participating in business initiatives such as the Silverburn Dragons' Den competition
- Skills in using technology for investigation
- Enterprising skills and attributes
- Problem solving skills through the use of real life business scenarios

**Experiences that the pupils will encounter:**

- Involvement in activities which are challenging, motivating and inspiring.
- Collaborative tasks involving marketing and product design.
- Creation and interpretation of financial documents including both personal and business accounts.
- Presentations to boost confidence for a future career in all businesses/careers.
- Real life business trips to understand the inner workings of a business in a practical setting.



### **Skills and qualities that pupils need:**

A good awareness of the world around them. An interest in current affairs and real life events. Good literacy and numeracy skills. A desire to further their understanding of the world we live in.

### **Career Options:**

Business would be advantageous for entry to all career paths but specific jobs are; Accountant, Economist, Marketing Executives, HR Manager, Entrepreneur, Business Manager, Teacher.

### **Assessments:**

#### **National 4**

Each unit has a closed book assessment. These units are marked internally with an overall pass or fail being awarded.

#### **National 5**

SQA assess this course with a 2 hour Question Paper worth 90 marks and an assignment completed in class time (5 hours) worth 30 marks.

### **Pupil Quotations:**

"A great way to experience the business world and relates to real life".

"It is very interesting and fun whilst having relevance to your future life".

"It is a subject that focuses on real life and brings business events you hear on the news or read in newspapers to the classroom. It has also helped me become more practical and organised; fundamental skills for life outside of school."

**Subject:**

## **Chemistry National 4 and 5**

A chemistry qualification opens the door to a wide range of careers options, both in and out of the lab. There are endless interesting and rewarding science-based jobs available - these can be in research, outdoors or in other industries you might not have thought of.



### **Skills that the pupils will gain:**

- scientific and investigative/ research skills related to Chemistry
- further development of the practical skills required to investigate a chemical process
- an understanding of the importance of Chemistry in everyday life and to specific scientific issues.
- the ability to use knowledge and understanding of the key ideas in chemistry
- skills for learning for life and work, including those of literacy and numeracy.
- selecting and presenting information appropriately in a variety of forms including presentations, information sheets and scientific report as part of an investigation.

*Revision relays*

### **Experiences that the pupils will encounter:**

During **Chemical Changes and Structure** pupils will develop scientific skills and knowledge of the structure of matter, chemical properties and the importance of chemical reactions in our world.

While studying **Nature's Chemistry** learners will study the physical and chemical properties of fuels and other carbon compounds. They will explore the chemical reactions used to make many everyday consumer products.

During **Chemistry in Society**, learners will develop skills required to carry out a practical investigation related to the chemistry of materials. Learners will focus on the chemistry of metals and the importance of these to society.

*Eastwood's Salter Festival winners*



### Skills that the pupils need:

- The skills to carry out a simple investigation involving practical work.
- To be able to solve problems by analysing information.
- The ability to learn and understand the key concepts in Chemistry.
- Key Literacy and Numeracy skills.



*British Science week event*

### Career Options:

- A National 4/5 qualification can lead to further qualifications in Chemistry and subsequently to many courses at College and University. These courses include: Pharmacy, Nursing, Chemistry, Chemical engineering, Material science, and Biochemistry.
- Careers in Chemistry can allow you to fight disease by discovering new medicines, protect the environment, invent new products and materials, and solve crime using forensic analysis.

### Assessments:

#### National 4

Each of the three units has a unit assessment that pupils must pass to be able to progress with the course. Pupils will also undertake an investigation on a Chemistry topic related to a part of the course.



*Strathclyde University labs*

#### National 5

The course assessment has two components. An assignment, worth 20 marks, involves researching a topic, carrying out experimental work and writing a report under exam conditions. This is all complete during class time and makes up 20% of the pupils final award. A final course assessment consisting of a multiple choice and written exam worth 100 marks, and makes up 80% of their final award.



*Atomic Structure posters*

**Pupil Quotation:** - "Chemistry is a good subject to pick as it is fun and interesting to learn. It explains what the world around us is made from and how important chemical reactions are. It is also useful for many science courses at university"

**Subject:**

## **Computing Science National 4 and 5**



**Computing Science is embedded in the world around us and is shaping our future.** Understanding computational processes and thinking and having the ability to code are vital skills to learners who want to become Computing professionals but can also be used in other fields such as Science and Business.

Computing Science brings together elements of Technology, Science and Maths.

### **Skills that the pupils will gain:**

- Computational and logical thinking skills.
- Computer programming
- Analytical skills to solve problems.
- Design, implementation and testing skills.
- Information systems skills in web authoring, graphics, animation and databases.

### **Experiences that the pupils will encounter:**

- **Learning the principles of programming languages.**
- Discussing business, environmental, ethical and social implications of computer technology.
- Integrating different media to create a digital solution.
- Researching emerging technologies to consider its suitability for the world of work.

### **Skills that the pupils need:**

Pupils should have **good programming skills** and **good numeracy** and **problem solving skills** and show an interest in wanting to develop these further.



## Career Options:

Computer Programmer, Gaming Designer. Systems Analyst, Network Manager.

## Assessments:

### National 4

Each unit has a closed book assessment. These units are marked internally with an overall pass or fail being awarded.

### National 5

SQA assess this course with a 2 hour Question Paper worth 110 marks and an assignment completed in class time (8 hours) worth 50 marks.



## Pupil Quotations:

"Computing Science teaches you about coding and how things are made"

"Computing Science is the future! Programs are everywhere. They can be found on your phone, iPad, video games and social media. Choosing Computing Science teaches you important skills which can be applied to lots of different fields".

## **Subject: Design and Manufacture (Product Design) National 4 and 5**



### **Skills that the pupils will gain:**

- Pupils will engage with the design process by generating ideas using graphical techniques and modelling.
- Pupils will gain knowledge and understanding on the creative design process of products, and materials & manufacturing technology.
- Pupils will apply manufacturing skills previously learned in planning and producing models and prototypes.
- Pupils will build on their product evaluation skills either from National 4 Design and Manufacture or courses covered in S1/2 CfE Technical courses.
- Pupils will learn and understand how design can impact society.

### **Experiences that the pupils will encounter:**

Pupils will have the opportunity to further develop their skills in a wide variety of Design and Manufacture processes. This will include applied use of evaluating, researching, idea generation and writing a specification for using with a design brief. Pupils will be able to take knowledge gained from materials and manufacturing experiences and apply to generating a design proposal which will either have a final model or prototype made for evaluation purposes. Pupils will get to use new manufacturing technologies using such things as a Laser Cutter, CNC Router and 3D Printer.

### **Skills that the pupils need:**

On entry into this course pupils should be able to sketch objects of various shapes using images or other stimuli to help. Pupils should demonstrate an understanding of the design process from projects completed in S1/2 BGE Technical. Good motor skills should be evident to allow good manipulation of tools and a very good awareness of safe working practice in a workshop area. Pupils also require to have creative thinking and innovative problem solving skills possibly learned in Art, English and Graphic Communication.

## Career Options:

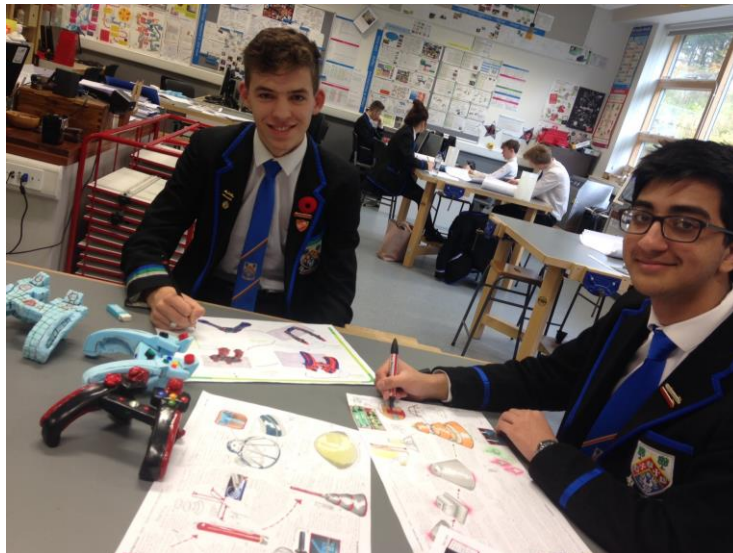
- Product Design
- Product Design Engineering
- Industrial Designing and Interior Design
- Environmental/Entertainment Design
- Furniture/Lighting Design
- Model Making
- Transport/Automotive Design
- Fabrication/Construction
- Landscape Architecture

## National 4 Assessments

Pupils will have to complete two internally assessed units: Design and Materials and Manufacturing and an Added Value unit which will incorporate all the skills learned in the units.

## Assessments:

- Pupils will complete various tasks in order to cover all aspects of the course. These tasks will be assessed with pupils receiving feedback on strengths and areas for improvement rather than an overall mark.
- Pupils will complete an assignment which will take the form of a folio on a specific topic where they will explore the complete design process and will be expected to produce both a design proposal and either a full size product or prototype. This will combine with an external exam to give pupils their final grade.



**Pupil Quotation:** - "If you like making, being creative and inventing then you will love this subject. I especially loved design and manufacture because it allowed me to bring my ideas into reality, whilst learning the design process and modern technologies. This subject can open up many opportunities and is excellent to have on your CV".

**Saym Hussain**

**Subject:**

## **Drama National 4 and 5**



### **Skills that the pupils will gain:**

**Teamwork and Communication:** Discussion, negotiation, decision making and expressing ideas in production groups.

**Performance:** Adapting voice and movement to create characters to present to an audience.

**Textual Analysis:** Responding to a range of stimulus-including text -to develop ideas for drama.

**Technical Skills:** Using theatre technology to enhance the mood and atmosphere.

**Literacy and Evaluation:** Using critical language to evaluate work.

### **Experiences that the pupils will encounter:**

A broad general education: - Pupils will experiment with a variety of different Drama techniques and forms in order to produce a range of work which develops their Drama and Production Skills.

- Develop knowledge and understanding of Drama in class and through theatre visits.
- Plan, experiment, devise, produce and present creative Drama work.
- Conduct visual and written research in response to a variety of stimulus.
- Undertake Drama workshops in order to develop specialist skills in performing and production.

### **Skills that the pupils need:**

- **Creativity:** An awareness of how to use imagination to develop characters and theatre arts ideas.
- **Problem solving and independent thinking skills** - making good choices, working on their own performance concepts and personal target setting
- **Teamwork:** A willingness to work as part of a team and with others.
- **Good time management and organisation skills:** In order to meet deadlines and organise folios.



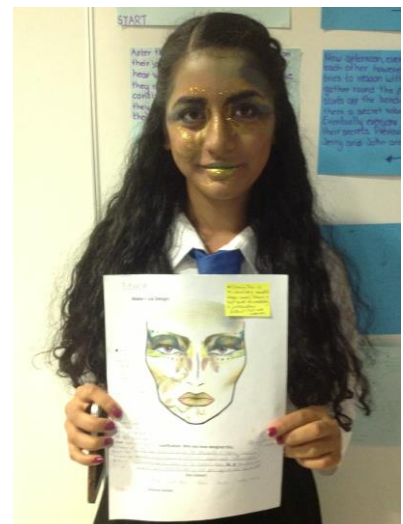
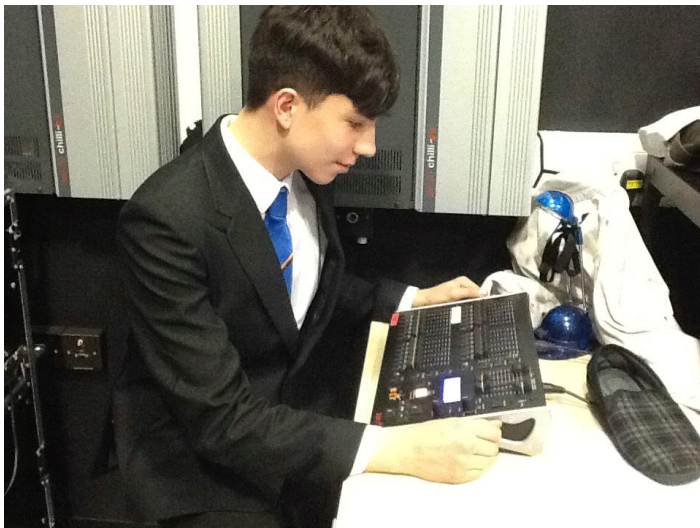
## Career Options:

**Theatre/Film:** Director; Actor; Design (Costume, Set, Make-up, Props); Stage Manager; Lighting Technician; Sound Technician; Script Writer and Presenter/Broadcaster.

**Other:** Teaching; Law; Journalism; Media; Social Work; Marketing; Business; Hospitality; Administration and Events Management.

## Assessments:

- **Class tests** at the end of each project to check understanding and track progress.
- When a pupil is being presented for the full National 4 or National 5 course award then an Added Value Unit must be completed where learners demonstrate their skills in a **Practical Exam** in March of S4. In this exam pupils will either take on the role of an act or a designer.
- National 4: The performance Added Value Unit determines the whole course award there is no Question Paper.
- National 5: The performance Added Value Unit is worth 60% of the Course Assessment and the Question Paper (written) is worth 40%.
- S4 May EXAM - There is a Written Exam taken by National 5 students only.



## Pupil Comments:

**"I loved getting the chance to try out all of the theatre arts before picking one to specialise in."**

## Subject: English National 4 and 5



### Skills that the pupils will gain:

- Pupils will become increasingly confident when delivering presentations to an audience which is an important life skill.
- Pupils will be able to read, analyse and evaluate a variety of genres such as drama, prose, poetry and media.
- Pupils will learn to write reflectively, functionally and creatively.

### Experiences that the pupils will encounter:

Pupils will have the opportunity to study a wide range of texts - from persuasive texts and speeches to great work of fiction - and will also be given the opportunity to create their own Writing Folio. Furthermore, they will closely analyse and evaluate newspaper articles which will help them to develop an appreciation of language and give them an insight into the concerns of modern society.

### Skills that the pupils need:

On entry into these courses pupils should be able to read, analyse and evaluate a variety of texts. They should also be able to write extended essays. Their ICT skills and ability to work with others should be sound as they will be required to work collaboratively with each other on a regular basis.

### Career Options:

- Journalism
- Publishing
- Teaching
- Law
- Writing Professionally

## Assessments:

### National 4

Pupils will have to complete four internally assessed units:

Analysis and Evaluation; Creation and Production; Literacy and an Added Value unit.

### National 5

- Pupils will focus on two main areas: Analysis and Evaluation and Creation and Production.
- Pupils will complete a Writing Folio which will be externally assessed.
- Pupils will complete a course assessment on spoken language - usually a solo talk.



### Pupil Quotations

*"I enjoy English because it gives me a chance to use my imagination and express my thoughts and feelings"* - **Nicole White**

*English gives you the opportunity to discuss and debate."* - **Gillian Ross**

*I loved the freedom I was given with writing my folio as I was able to show off my individuality* - **David Smith**

*English gives you the chance to explore themes that are relevant to our lives and to what is happening in the world today."* - **Ayesha Malik**

## **Subject: Fashion & Textile Technology National 4 and 5**



### **Skills that the pupils will gain:**

- Detailed textile construction techniques
- The ability to plan and make detailed fashion/textile items
- Knowledge of textile properties and characteristics
- Understanding of factors that influence fashion/textile choices
- Understanding of fashion/textile trends
- Ability to set up, adjust and use relevant tools and equipment safely and correctly
- Detailed investigation, evaluation and presentation skills
- Gain an understanding of Textile terminology that could be used in the world of work

### **Experiences that the pupils will encounter:**

The National 5 Fashion and Textile Technology Course enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Course particularly emphasises the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality. Pupils will have the opportunity to be creative and imaginative in the design process. This course will be delivered using an active learning approach.

### **Skills that the pupils need:**

On entry into this course pupils should be able to sketch ideas of fashion items using images or other stimuli to help. Pupils should demonstrate an understanding of the design process from projects completed in S1/2 BGE Home Economics. Good motor skills should be evident to allow success in both hand and machine sewing and a very good awareness of safe working practice in a textile environment. Pupils also require to have creative thinking and innovative problem solving skills possibly learned in Art, English, Design & Manufacture and Graphic Communication.



## Career Options:

- Clothing/textile technologist
- Interior and special designer
- Fashion designer
- Textile designer
- Clothing and manufacturing engineer
- Retail buyer
- Retail merchandiser
- Costume Designer/Assistant/Maker
- Pattern Maker/Cutter

## National 4 Assessments

Pupils will have to complete three internally assessed units: Textile Technologies, Fashion/Textile Item Development and Fashion and Textile Choices and an Added Value unit which will incorporate all the skills learned in the units.

## Assessments:

Pupils will produce various projects to cover the three units; Textile Technologies, Fashion/Textile Item Development and Fashion and Textile Choices. These will be a mixture of practical and theory based tasks, and rather than being awarded a grade for each pupils will receive feedback on their strengths and areas of improvement.

Pupils will complete an assignment which will take the form of developing an idea for a detailed fashion/textile item which will then be made. Upon completion the manufactured artefact will be evaluated in relation to the starting brief and specification. The final grade will be a combination of this practical assignment and a small exam based on the knowledge pupils have gained throughout the course.

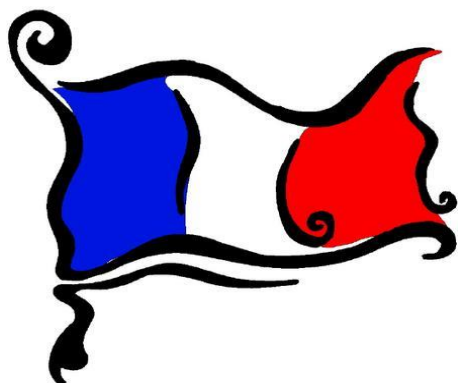


**Pupil Quotation:** - "It's not as stressful as other subjects in school. It's fun, but you still have to work hard and be creative."

**Georgia Porteous**

**Subject:**

**French National 4 and 5**



### **Skills that the pupils will gain:**

- Pupils will become increasingly confident when speaking, reading, writing and listening to French and will have the opportunity to practise and improve their literacy and comprehension skills.
- Pupils will gain knowledge of how the language works and apply this knowledge in the four skills above.
- Pupils will develop their communication, presentation and ICT skills.
- They will develop awareness of France and of the culture and lifestyles of the country and other countries around the world where French is spoken.

### **Experiences that the pupils will encounter:**

Pupils will have the opportunity to read a wide range of texts in French and they will interact with others by listening and talking in French. Pupils will also listen to audio clips and watch videos in French as well as participate in games and interactive tasks to learn and consolidate key vocabulary.

They will learn to write about themselves and their own interests and to share their opinions and reasons for them in French. Pupils will also learn how to give advice in French relating to protecting the environment and keeping healthy and to discuss the advantages and disadvantages of a range of topics such as the internet and technology. Pupils will also learn how to write in specific contexts such as applying for a job abroad and will give a presentation in French about a topic of interest. They will also watch and analyse a French language film.

### **Skills that the pupils need:**

On entry into this course, pupils should be able to understand simple written and spoken French. They should also be able to take part in simple conversations and use basic writing skills to communicate in French. They should have an ability to work with others as they will be required to work collaboratively with each other on a regular basis and be able to use a dictionary to help them to work out new and unfamiliar language.

## Career Options:

There are more opportunities than ever before in both employment and further education for students who have a qualification in a foreign language. Many employers are actively looking for people who have foreign language skills to develop business and trade with other countries. The ability to communicate in a language other than English enhances employment opportunities and helps learners to develop wider cultural awareness.

Students can study languages as part of a BA or MA degree or can study a language as part of a degree in the following

- Sciences and Engineering
- Teaching
- Law and International Relations
- Business and Marketing
- Creative Arts
- Sport
- Travel and Tourism
- Fashion

## Assessments:

### National 4

Pupils will have to complete 3 internally assessed units: Understanding Language, Using Language as well as an Added Value unit. These will assess the skills of reading, listening, writing and talking.

### National 5

- Pupils will complete an examination in S3 which will focus on all skills.
- Pupils will complete course assessments which will focus on their ability to speak, read, write and listen to the foreign language. This will involve a formal assessed speaking performance (prepared talk and discussion) as well as formal examinations in listening, reading and writing. They will also submit an assignment piece of writing to SQA for marking during the course of S4.



**Pupil Quotation:** - "Learning a language really helps when you visit other countries and I would love to travel and see the world in the future."  
(S6 Pupil)

Subject:

## Geography National 4 and 5



### Skills that the pupils will gain:

Pupils will develop the capacity to study the world from a geographical perspective through the learning of mapping skills, interpretation/evaluation skills, graphical/numerical skills, fieldwork skills and research/presentation skills.

### Experiences that the pupils will encounter:

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. Pupils will develop an understanding of where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

At Eastwood High School pupils will study **Physical Environments** where they will research various types of landscapes including glaciers, coasts, and rivers. They will look at land use types and conflicts between them (e.g. tourism v farming). A comparison of developed and developing countries along with population studies and changing rural and urban environments will be investigated as part of the impact on **Human Environments**. Two **Global Issues** will be researched (i) Environmental Hazards such as earthquakes, volcanoes and tropical storms and (ii) Health Issues relating to world diseases including AIDS, heart disease and malaria. All topics relate very much to the real world and media.



### Skills that the pupils need:

Students should have an interest in the Geography covered in S1 and S2 as these themes, amongst others, will be built upon further up the school. Pupils should have a positive attitude and willingness to learn and should be happy to work both individually and with others.

**Career Options:** Geography may be studied as an Arts, Science or Social Science subject at University.

Career options also include:

Chartered Surveyor

Climatologist

Engineering

Environmental Science

GIS Analyst

Tourism

Journalism

Land Management

Local government

Medicine

Meteorologist

Police

Primary /Secondary Teacher

Project development Office

Law

Town Planner

Traffic Management

Veterinary Medicine

### Assessments:

#### National 4

Consists of 4 mandatory units all of which are internally assessed on a Pass/Fail basis. This also includes a project on a Geographical issue which requires independent pupil research and/or fieldwork on a wide range of topics e.g. rivers, shopping, land use surveys, or research on a topics such as tropical diseases or climate change.

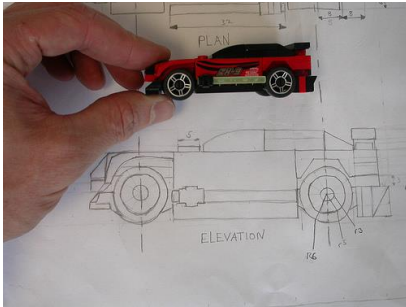
#### National 5

Is a similar course to National 4 but pupils sit an external exam (worth 80 marks) and their Geographical Assignment (20 marks) is marked externally by SQA. From National 5 pupils can progress to Higher and Advanced Higher Geography.



**Pupil Quotation:** - "Geography is funtastic."

## **Subject:           Graphic Communication National 4 and 5**



### **Skills that the pupils will gain:**

- Pupils will become extremely confident when reading and interpreting drawings both manually and on a computer. This is a skill which can be used in many areas of life (i.e. when assembling flat pack furniture!).
- Pupils will extend their ability to develop and communicate ideas graphically through the use of Manual and Computer Graphics.
- Pupils will also develop an understanding of the impact of computer graphics on our environment and our society.
- Pupils will be given the chance to work with industry standard software (Autodesk Inventor, Photoshop, Publisher) that is currently being used in the world of work.
- Skills learned in Graphic Communication can be transferred to many areas of employment and leisure - the need to read and communicate with graphics is widely used across a range of areas.

### **Experiences that the pupils will encounter:**

Pupils will have the opportunity to further develop their skills in a wide variety of Graphic Communication techniques. This will include the use of Drawing Boards, Sketching, Manual Rendering Media (pencil, pastel and marker). Also Computer Software; 3D Modelling using Inventor 2013, Desk Top Publishing using Microsoft Publisher and Illustration Graphic work using Photoshop. Pupils will be given the chance to evaluate Graphic work to identify strengths and weaknesses thus allowing their work to be of an excellent standard. This course uses an active learning approach where pupils will learn skills and theory knowledge through the use of various tasks which will explore various areas of the curriculum content.

### **Skills that the pupils need:**

On entry into this course pupils should be able to read, interpret and understand fairly complex 2D and 3D drawings as completed in S1/2 BGE courses or National 4 Graphic Communication. They should also have good skills in using Inventor, Publisher and Photoshop.

## Career Options:

- Architecture & Architecture Technology
- Any type of Engineering
- Graphic Design
- Interior Design
- CAD Technician
- Model Making
- Animation
- Product Design
- Construction
- Town Planning
- Marketing
- Computer Games Designer
- Site Manager
- Teacher of Design & Technology
- *Graphic Communication is a recognised qualification for entry to University*

## Assessments:

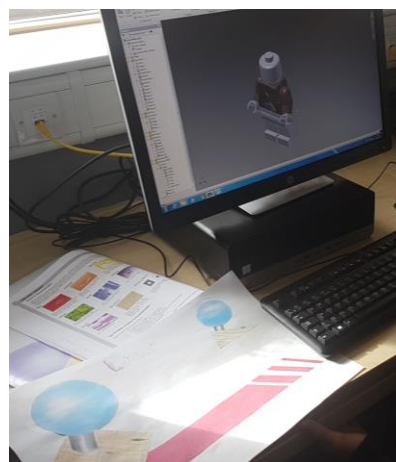
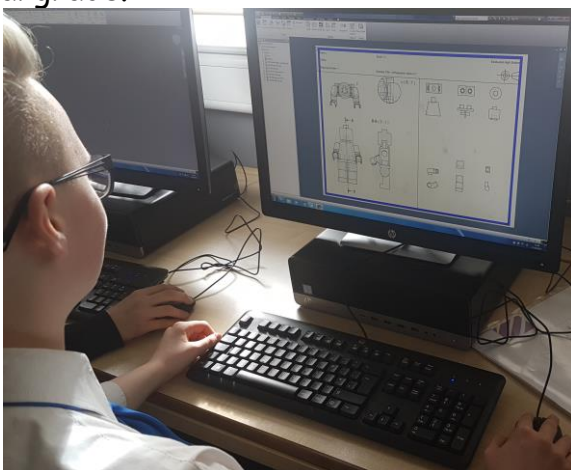
### National 4

Pupils will have to complete two internally assessed units: 2D Graphic Communication, 3D and Pictorial Graphic Communication and an Added Value unit which will incorporate all the skills learned in the units.

### National 5

Pupils will complete various tasks in order to cover all aspects of the course. These tasks will be assessed with pupils receiving individual feedback on strengths and areas for improvement and progression.

Pupils will complete an assignment which will take the form of an assignment on a specific topic where they will demonstrate their skills and techniques gained in Graphic Communication. This will combine with an external exam to give pupils their final grade.



**Pupil Quotation:** - "I like Graphic Communication because it's challenging, but fun. Everything is precise and it helps me with all subjects in school."

**Amy McVitie**

## Subject: Health & Food Technology National 4 and 5



### Skills that the pupils will gain:

- Pupils will develop knowledge and understanding of the relationships between health, food and nutrition.
- Pupils will develop knowledge and understanding of the functional properties of food.
- Pupils will be able to make informed food and consumer choices.
- Pupils will develop the skills to apply their knowledge in a practical food context.
- Pupils will develop organisational and technological skills to make food products.
- Pupils will develop safe and hygienic practices in practical food preparation.

### Experiences that the pupils will encounter:

Pupils will be encouraged to explain the relationship between health, food, nutrition and consumer choices. Through demonstration and research pupils will be able to explain about consumer issues and how to make informed consumer decisions. Pupils will be given the chance to participate in practical food preparation skills and techniques using appropriate tools and equipment. All pupils will be introduced to the application of safe and hygienic practices during food preparation and be encouraged to use technological skills which relate to food preparation. Pupils will also be given the chance to plan, prepare and evaluate products and processes solving problems relating to a range of health, food, nutrition and consumer needs.

### Skills that the pupils need:

On entry into this course pupils should be able to demonstrate good kitchen and personal hygiene as learned in National 4 Health and Food Technology or S1/2 BGE Home Economics courses. They should also be able to conduct food preparation and production using an element of independence using a variety of skills and ingredients.



## Career Options:

- Teaching
- Hospitality Management/Industry
- Food Product Development/Food Manufacturing & Technology/Food Science
- Sports Coaching & Nutrition
- Chef/Catering Industry
- Tourism
- Health Promotion & Social Care
- Dietetics

## Assessments:

Throughout the course there will be various written assignments which will assess the pupil's knowledge and understanding of the topics covered. There will also be assessments on pupil's practical food preparation skills through teacher led feedback and peer assessment tasks.

### National 4

Pupils will have to complete three internally assessed units: Food for Health, Food Product Development and Contemporary Food Issues and an Added Value unit which will incorporate all the skills learned in the units. These tasks are sufficiently open and flexible to allow some personalisation and choice.

### National 5

Pupils will complete various tasks which will cover all aspects of the course. These tasks will be assessed with pupils receiving feedback on strengths and areas for improvement rather than an overall mark. The final grade for the course will be a combination of an external exam and a project based assignment which will require pupils to work with independence to develop a food product to meet a given scenario. This allows pupils to demonstrate both application of their knowledge and use skills learned from all unit work. These tasks are sufficiently open and flexible to allow personalisation and choice.



**Pupil Quotation:** - "I like and enjoy being able to learn and understand which foods can benefit me to be a healthier person." **Marayam Shabbir**

Subject:

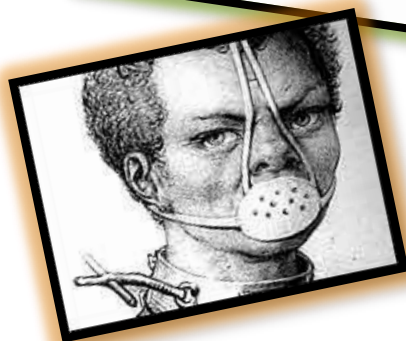
History National 4 and 5



**Skills that the pupils will gain:**



Pupils will be able to read, analyse and evaluate a variety of sources. They will become increasingly confident in discussions and will develop their listening and talking skills. There is also a focus on group work and interactive learning. Pupils will also develop their ability to explain historical events and be able to understand different points of view, as well as forming balanced conclusions. They will also develop their literacy skills especially reading and writing.



**Experiences that the pupils will encounter:**

Pupils will get the opportunity to learn about topics such as the Ku Klux Klan and Martin Luther King. They will also look at the role of Scotland in the British Empire and study the Atlantic Slave Trade, which will allow them to make links between their own lives and the wider world they live in. They will achieve this by using a wide variety of sources such as film, song and personal stories.



**Skills that the pupils need:**



Pupils will regularly use their literacy skills which will be further developed throughout the course. Pupils will be encouraged to read for both personal enjoyment and information and will also work collaboratively.



**Career Options:** History teaches a wide range of analytical skills and qualities which are readily transferrable to a wide range of careers such as:

Journalism  
Publishing  
Teaching  
Law  
Human  
Resources  
Engineering  
Construction  
Accountancy  
Financial services  
Business/Enterprise  
Medicine/ Veterinary  
medicine  
And many more ... ☺



**Assessments:**



**National 4** - Pupils will have to complete four internally assessed units: Migration and Empire, the Atlantic Trade, Civil Rights in the USA and an investigation based on pupils' own research.

**National 5** - Pupils will have to complete three internally assessed units: Migration and Empire, the Atlantic Slave Trade, Civil Rights in the USA. Pupils will also complete an investigation based on pupils' own research and a final exam, both of which will be externally assessed.



**Pupil Quotation:** - 'History isn't just about the past, it helps us understand our world today. The History Department has given us a great learning environment and that's why we're still here!'

**-Advanced Higher class of 2019-20**



**Subject:**

**Mathematics National 4 and 5**



**Skills that the pupils will gain:**

- mathematical thinking and reasoning
- new concepts, facts and techniques
- confidence in using and applying their newly acquired skills and concepts
- further numeracy skills

**Experiences that the pupils will encounter:**

Pupils will have the opportunity to study new topics like trigonometry; statistics; the straight line and enhance and develop their skills and knowledge in algebra, geometry and numeracy.

**Skills that the pupils need:**

On entry into this course, the skills the pupil has acquired in S1/2 will be developed and expanded further. Their ICT skills and ability to work with others should be sound as they will be required to work collaboratively with each other on a regular basis.

**Career Options:**

- accountancy
- actuarial work
- any engineering course
- any science course
- teaching



## Assessments:

**National 4:** Pupils will have to complete four internally assessed units: Expressions and Formulae; Relationships; Numeracy and an Added Value unit.

**National 5:** There are no internal units to complete but pupils will also gain a Numeracy qualification with a successful National 5 course award.

There is an SQA external exam in May of S4 with a non-calculator paper worth 50 marks and a calculator paper worth 60 marks.



**Pupil Quotations:** - "The support I get in Maths is amazing. My confidence in the subject has soared! This is down to the excellent teaching." **Eve Wengel**

"I enjoy Maths because I can see how the subject fits into real life contexts."  
**Karen King'Ori**

"I enjoy maths when we get to work together in groups because we can help each other and contribute new ideas together." **Abby McCann**

"Maths helps me to apply my own creative ideas. I have made a lot of progress in the subject." **Imran Akrim**

**Subject:**

## **Applications of Mathematics National 5**



### **Skills that the pupils will gain:**

- analyse real-life situations and problems involving mathematics
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- communicate mathematical information in an appropriate way

### **Experiences that the pupils will encounter:**

Pupils will have the opportunity apply mathematics to real life contexts such as managing money, budgeting, credit cards and foreign exchange. They will develop their geometric skills and be in a position to apply these skills to particular questions in context. Pupils will learn to develop confidence in the subject and enhance their attitude towards the use of mathematics in real-life situations. The course also has a statistical section that looks at probability, standard deviation, and graphs.

### **Skills that the pupils need:**

On entry into this course, the skills the pupil has acquired in S1/2 will be developed and expanded further. Their ICT skills and ability to work with others should be sound as they will be required to work collaboratively with each other on a regular basis.

### **Career Options:**

- nursing
- teaching
- police, paramedics and fire services
- computing and statistics

### Assessments:

There are no internal units to complete but pupils will also gain a Numeracy qualification with a successful National 5 course award.

There is an SQA external exam in May of S4 with a non-calculator paper worth 45 marks and a calculator paper worth 65 marks.



### Pupil Quotations: -

"Nat 5 Apps helped me understand more about real life and I work better in this environment and I feel better when I get what I am doing"

**Freya Holmes**

"Pick it because there is no Algebra." - **Logan Boyd**

"Maths Applications made me less up tight than normal maths. Also no Algebra woohoo!" - **Mary Bruce**



## Subject: Modern Studies - National 4 & 5



Modern Studies is the fourth most popular subject choice in Scotland! It holds this esteemed position for a number of reasons: it deals with real world issues such as decision making in a democracy, poverty, crime and international terrorism. It is interesting, relevant and produces outstanding SQA results across Scotland each year.



### Skills that pupils will gain:

Pupils will read and analyse a wide range of information and sources. There is significant opportunity for discussion and debate in Modern Studies and this will help pupils develop their interpersonal skills. Pupils will be given the opportunity to learn in a variety of ways, including through group work and interactive learning. Pupils will develop the ability to explain the world around them and understand a variety of ideologies. They will also have extensive opportunity to develop their literacy numeracy skills through reading and analysing information.



and

### Experiences that pupils will encounter:

Pupils will be given the opportunity to learn about contemporary and exciting topics such as international terrorism, crime and law and democracy and decision making in Scotland. Pupils will learn about democracy and how and why decisions are made, the causes and impact of crime and why people choose to commit acts of terrorism.

### Skills that pupils will need:

Pupils will regularly use their literacy and analytical skills, which will be further developed throughout the course. Through working collaboratively, pupils will develop excellent communication skills.



**Career options:** Modern Studies teaches a wide range of analytical skills and qualities which are readily transferrable to a wide range of careers such as:

Police  
Law  
Politics  
Civil Service  
Journalism  
Publishing  
Teaching  
Human Resources  
Engineering  
Construction  
Accountancy  
Financial services  
Business/Enterprise  
Medicine/ Veterinary medicine  
And many more ...



### **Assessment:**

**National 4:** Pupils will complete three internally assessed units on Democracy in Scotland and the UK, Social Issues in the UK and International Issues. In addition, pupils will complete an investigation on a topic of their choice.

**National 5:** Pupils will complete three internally assessed units on Democracy in Scotland and the UK, Social Issues in the UK and International Issues. Pupils will also complete an Assignment and final exam, both of which are externally assessed.



**Skills that the pupils will gain:**

Pupils will become increasingly confident in various musical disciplines:

**Performing skills** – self evaluation, peer evaluation, personal target setting, self-confidence, self-motivation, developing skills on 2 instruments. Grade 2+ (National 4)  
Grade 3+ (National 5)

**Composing skills** – Evaluation, self-motivation, thinking skills, musical literacy, analysis, understanding of various musical concepts and techniques and how to use them.

**Understanding Music** – developing listening skills and comprehension of various musical concepts.

All skills outlined above are required for both national 4 and 5.

**Experiences that the pupils will encounter:**

Pupils will learn about various aspects of music through listening (*understanding music*), composing (*composing skills*) and performing (*performing skills*).

They will have opportunities to play their chosen **two** instruments regularly, developing their performance skills to at least Grade 3 standard. They will also be given the opportunity to write their own music using state of the art equipment and music software and will experience and enjoy a wide variety of musical styles.

**Skills that the pupils need:**

- Some prior experience of playing a musical instrument **or** singing
- A basic awareness of common musical concepts and a basic understanding of music literacy and music notation
- Self-motivation and dedication to their instrumental practice.

**Career Options:**

- Musician (*in a band/orchestra/freelance*)
- Musical director
- Music therapist

- Instrumental tutor
- Primary/secondary teacher
- Music industry jobs - product manager, marketing, producing, etc.

### Assessments:

- National 5 music will be externally assessed by a visiting examiner in February/March.
- Evidence will be recorded throughout the duration of the course in order to assess progress. Pupils will:
- **Perform** contrasting styles of music and evaluate own performances (*programme of 8 minutes on both instruments*). This is worth **50% of the overall course award**.
- **Compose** a portfolio of music which demonstrates different styles and techniques. This folio will be sent to SQA and is worth **15% of the overall course award**.
- Demonstrate their **listening** skills and use appropriate musical vocabulary to identify, analyse and evaluate different musical styles. This takes the form of a listening exam in April/May and is worth **35 % of the overall course award**.

### National 4

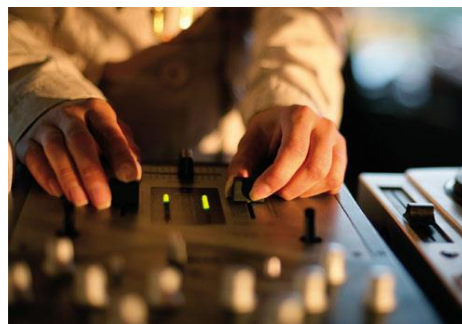
- National 4 music will be internally assessed.
- For National 4 you have to complete the '**Added Value**' Unit in music performance in order to achieve the full award (NOTE: this is not included at National 5 level).
- Pupils must perform an agreed programme of music on two instruments. This programme must contain a minimum of two contrasting pieces per instrument and must last 8 minutes in total.



**Pupil Quotation:** - "I love music because of all the different things we get to do. I love composing and playing on my instruments." - **Rebecca Tait**

**Subject:**

## **Music Technology National 4 and 5**



### **Skills that the pupils will gain:**

**Music Technology Skills** - Practical skills in the use of music technology hardware and software to capture and manipulate audio.

**Music Technology in Context** - The use of practical skills and musical understanding in at least two different contexts - e.g. creating music for film, producing a radio-show, recording a live band, sound design for audiobook, videogame sound design.

**Understanding 20<sup>th</sup> And 21<sup>st</sup> Century Music** - Listening skills in the context of 20<sup>th</sup> and 21<sup>st</sup> century music. Knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century styles and genres, and how these relate to music technology.

Pupils will develop their knowledge and understanding of music technology, and of music concepts relating to 20<sup>th</sup> and 21<sup>st</sup> century music. They will engage in the development of technical, problem solving and creative skills through practical learning and using state of the art equipment. This course will provide opportunities for learners to personalise their learning and develop skills and knowledge relevant to the needs of the music industry. In addition, the course will help to develop key skills needed for learning, life and work.

### **Experiences that the pupils will encounter:**

Pupils will:

- Develop skills in the use of music technology hardware and software to capture and manipulate audio
- Critically reflect on their own work and the work of others
- Develop skills in music analysis
- Use music technology creatively in sound production and a range of contexts
- Develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights.

### **Skills that the pupils need:**

- ICT skills
- Knowledge of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres
- A basic understanding of what music technology can include and how it can be applied in a variety of contexts



## Career Options:

- Sound Engineer/Producer
- Music and Media Production
- Primary/Secondary Education
- Studio technician
- IT Sector

## Assessments:

### National 4

- To achieve a National 4 Music Technology award, learners must pass all of the required units as well as the course assessment (known as the Added Value Unit). All units, including **one** submitted course assessment/project will be internally assessed (PASS or FAIL).
- Final project/submission - For this they must:
  - *Plan a production*
  - *Implement the production - record, mix and edit the music*
  - *Evaluate the production*

### National 5

- To achieve a National 5 Music Technology award, learners must pass all of the outcomes required as well as the final course assessments. The final course assessment will be set and graded externally by the SQA.
- Coursework will be similar to National 4 but will focus on level-specific concepts for each unit. In the course assessment, techniques and skills will be developed further and pupils will experience greater depth in their learning, which relates to real life/possible career opportunities.
- 70% (**100 marks**) of pupils' grade will come from their final **two** submitted assignments, which will be externally marked by SQA. Breakdown of marks:
  - *Plan a production (10 marks)*
  - *Implement the production - record, mix and edit the music (30 marks)*
  - *Evaluate the production (10 marks)*
- The other 30% (**40 marks**) will be listening exam paper that is set and marked externally by the SQA.

**Pupil Quotation:** - "I enjoy music technology because it is challenging. There is always a problem to solve and it is fun working on and finding a solution."



Current Music Technology Pupils

## Subject: Physical Education National 4 and 5



### Skills that the pupils will gain:

- Pupils will develop their performance using a range of skills across a variety of activities
- Pupils will develop their knowledge and understanding of factors that impact on performance
- Pupils will develop their capacity to monitor, record and evaluate their own performance development

### Experiences that the pupils will encounter:

Pupils will have the opportunity to experience and develop their performance in a range of activities. They will choose which strand of activities they wish to study from aesthetics, team games or individual games and be encouraged and supported to review their own performance, focusing on practising and refining skills as well as developing fitness. Furthermore they will be responsible for developing personal performance in an activity from their course, taking responsibility for investigating, developing and evaluating their own progress.

### Skills that the pupils need:

Pupils should have a keen interest in sport and physical activity as the course is practically based. Their ability to work in groups and give constructive feedback should be well developed as pupils will be required to complete peer observations. Pupils should also be able to write extended descriptive answers.

### Career Options:

Physical Education Teaching	Sports Coaching	Sports Management
Sports Leadership	Sports Development	Uniformed Services
Sports Science	Health and Fitness	Elite Performers
Sports Psychology	Physiotherapy	

UCAS points gained through all NQ awards can be used to help secure a place on a huge variety of college and university courses. Some courses may have specific subject requirements and should therefore be checked prior to making your option choices.

## **Assessments:**

### Performance

The candidates will be assessed on their range of skills, control and fluency, decision making, tactics/composition/role, following rules, displaying etiquette and controlling their emotions. They will select 2 different physical activities of their choice and be assessed in a single performance for each activity they have selected.

**At National 5** this performance will constitute 50% of the total mark.

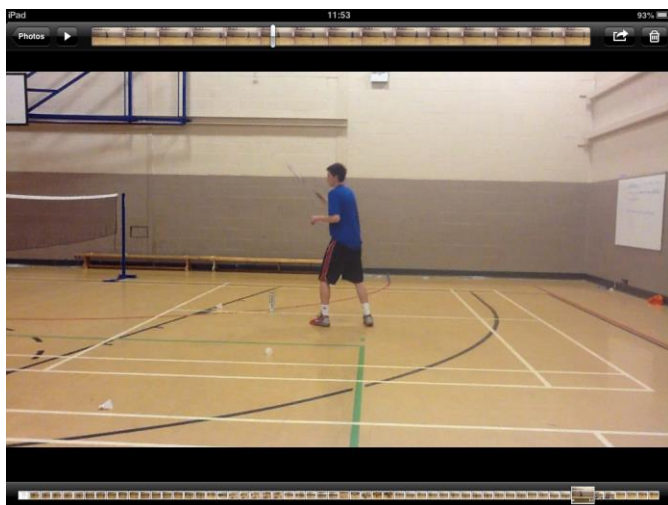
### Portfolio

The portfolio will assess the pupils' ability to apply knowledge, understanding and skills from across the units. They will be required to gather evidence on an ongoing basis during the course and plan, implement, monitor and evaluate their own personal development programmes. This will then be used to complete the written portfolio.

**At National 5** the portfolio will carry 50% of the total mark.

### Added Value

**At National 4** candidates will complete a value added unit where they must prepare for, carry out and review a performance in a physical activity.



**Pupil Quotation:** - "I used video analysis to identify my strengths and weaknesses in badminton. I found this enjoyable and helpful and I found I did not get side on enough to produce power when hitting the shuttle."- **Calum Ross**

## Subject: Physical Education Core programme



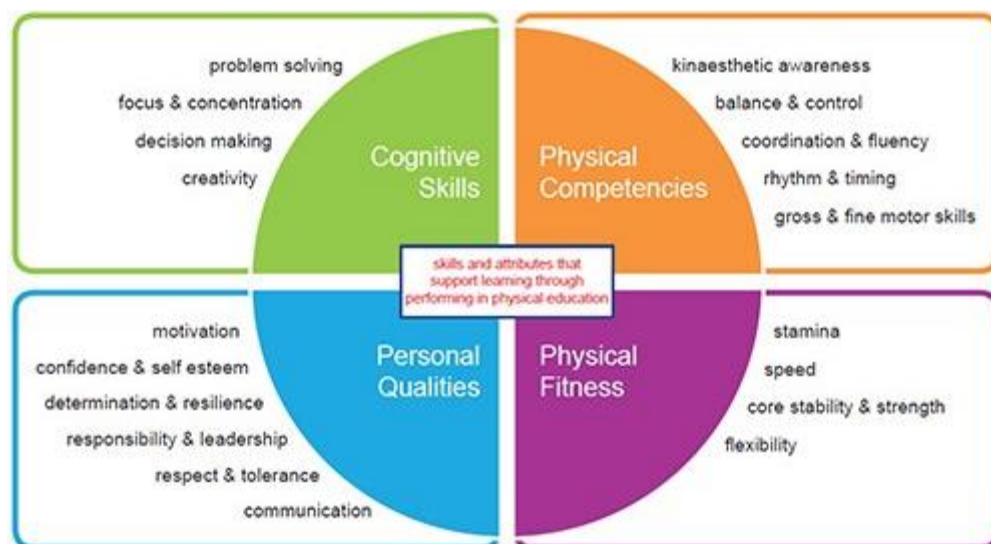
### Experiences that the pupils will encounter:

The 'core' programme will provide an opportunity for pupils to further develop within the broad general education programme that they have been working on in S1/S2.

The course is designed to be as flexible as possible, allowing the pupils a chance to negotiate some of the activities that they will take part in. The aim is to promote a positive attitude towards sport and recreational physical activity, while establishing direct links to fitness and quality of life. This course aims to provide a wide range of sporting experiences, and further develop skills, attributes and positive attitudes amongst pupils for the future.

### Skills that the pupils need:

Pupils will need to be able to work as part of a group or team, supporting each other and giving constructive feedback to further develop a wide range of skills as detailed below.



### Assessments:

Within their performance candidates will be continually assessed against the level 3 and level 4 National benchmarks.



## **Subject:           Personal Development Award (SCQF Level 4)**



### **Skills that the pupils will gain:**

- develop self-esteem, self-awareness and self-confidence.
- develop the ability to engage in learning.
- recognise opportunities and possible progression routes.
- develop the skills and attitude necessary to become successful learners and effective contributors.
- develop a range of employability skills.
- set targets for the development of interpersonal skills

### **Experiences that the pupils will encounter:**

Pupils will be encouraged to investigate their own individuality and to consider the wider contribution they can make to society as responsible citizens. They will be expected to engage in a range of learning activities within the context of personal development and employability. This course will concentrate on many of the life skills that youngsters will require in order to progress to the next level in their lives.

### **Skills that the pupils need:**

Pupils should be willing to work as part of a team, but also be prepared to take on personal projects to help improve their confidence and ability to learn.

### **Career Options:**

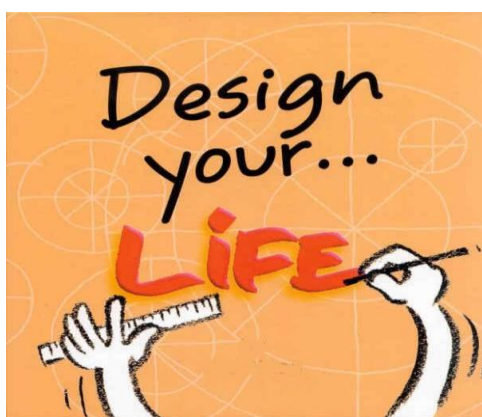
- Events Organisation
- Community Involvement
- Social Care
- Marketing
- Project Management

## Assessments:

Pupils will complete four internally assessed units: Practical Abilities, Self and Work, Self in Community and Self Awareness. Pupils will be required to collate a folio of assessment evidence from a variety of tasks and assessments carried out throughout the course in order to gain the award. All work will be graded on a pass/fail basis.



**Pupil Quotation:** - "I enjoy being able to be myself and work towards personal goals by organising different events." **Ballie Osborne**



## Subject:

## Physics National 4 and 5

As well as learning about how the universe works, you'll get a broad training in skills that all employers value - an ability grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills. All from Physics!

*Pupils learn about radioactivity*



### Skills that the pupils will gain:

Important scientific skills and knowledge related to Physics to allow them to study Physics to a more advanced level. These include:

- scientific and investigative/ research skills related to Physics
- further development of the practical skills required to investigate Physics
- an understanding of the importance of Physics in everyday life and to specific scientific issues.
- the ability to use knowledge and understanding of the key ideas in Physics and be able to use this knowledge to make predictions.
- skills for learning for life and work, including those of literacy and numeracy.
- selecting and presenting information appropriately in a variety of forms

### Experiences that the pupils will encounter:

During **Electricity, Energy and Properties of Matter** pupils will develop scientific skills and knowledge of electricity components, different forms of energy and a taste of the kinetic model. Pupils will use these skills when considering the use of electricity and energy on our lives and the impact on society/the environment.

When studying **Waves and Radiation**, learners will start by learning about sound, light and the electromagnetic spectrum. They will move on to exploring radiation including its applications and health effects.

During **Dynamics and Space**, learners will develop skills required to carry out a practical investigation related to the applications of forces and how motion can be affected by them. Learners will focus on vector, Newton's Laws of Motion, projectiles, space exploration and Cosmology.



*SmartSTEM Event*



## Skills that the pupils need:

Pupils on entry to the course should have:

- The skills to carry out a simple investigation involving practical work.
- To be able to solve problems by analysing information.
- The ability to learn and understand the key concepts in Physics.
- Key Literacy and Numeracy skills.



*Investigating energy*

## Career Options:

- A National 4/5 qualification can lead to further qualifications in Physics and subsequently to many courses at College and University. These courses include Physics, Engineering, Electrical engineering, Material science, Ophthalmics and Medical Physics.
- Physics is also often useful for many related courses in Chemistry or Biology.

## Assessments:

### National 4

Each of the three units' has a unit assessment that pupils must pass to be able to progress with the course. Pupils will also undertake an investigation on a Physics topic related to a part of the course.

### National 5

The course assessment has two components. An assignment, worth 20 marks, involves researching a topic, carrying out experimental work and writing a report under exam conditions. This is all complete during class time and makes up 20% of the pupils final award. A final course assessment consisting of a multiple choice and written exam worth 135 marks, and makes up 80% of their final award.



**Pupil Quotation:** - "I would recommend physics as it is challenging and interesting and if you do well you can do many different courses at University."

*Investigating projectile motion using rockets*



## **Subject: Practical Woodworking National 4 and 5**

### **Skills that the pupils will gain:**



- Pupils will learn various woodworking techniques.
- Pupils will develop skills in measuring and marking out timber sections and sheet materials.
- The ability to adopt safe working practices in workshop environments.
- Pupils will develop practical creativity and problem-solving skills.
- Pupils will gain knowledge on sustainability issues in a woodworking context.
- Increase their numeracy skills.
- Improve their communication skills.
- Improve their Planning, logic and analytical skills.
- Understand how to read technical drawings.

### **Experiences that the pupils will encounter:**

Pupils will be introduced to a wide range of woodworking tools, equipment and materials in a safe and correct manner for woodworking tasks with some complex features. Pupils will be able to read and interpret drawings in familiar and unfamiliar contexts. They will produce a range of woodwork projects which contain some complex cutting and shaping tasks. Pupils will gain knowledge on the properties and uses of common woodworking materials and show independence to use practical problem-solving approaches to woodwork tasks.

### **Skills that the pupils need:**

On entry into this course pupils should be demonstrate basic tool skills and have a very good awareness of safe working practice in a workshop area.

### **Career Options:**

- Joinery, Cabinet making, woodworking.
- Medical profession.
- Model Making.
- Construction.
- Architecture.

## Assessments:

Pupils will have to complete three internally assessed units: Flat-frame Construction, Carcase Construction and Machining and Finishing and an Added Value Unit which will incorporate all the skills learned in units.

### National 4

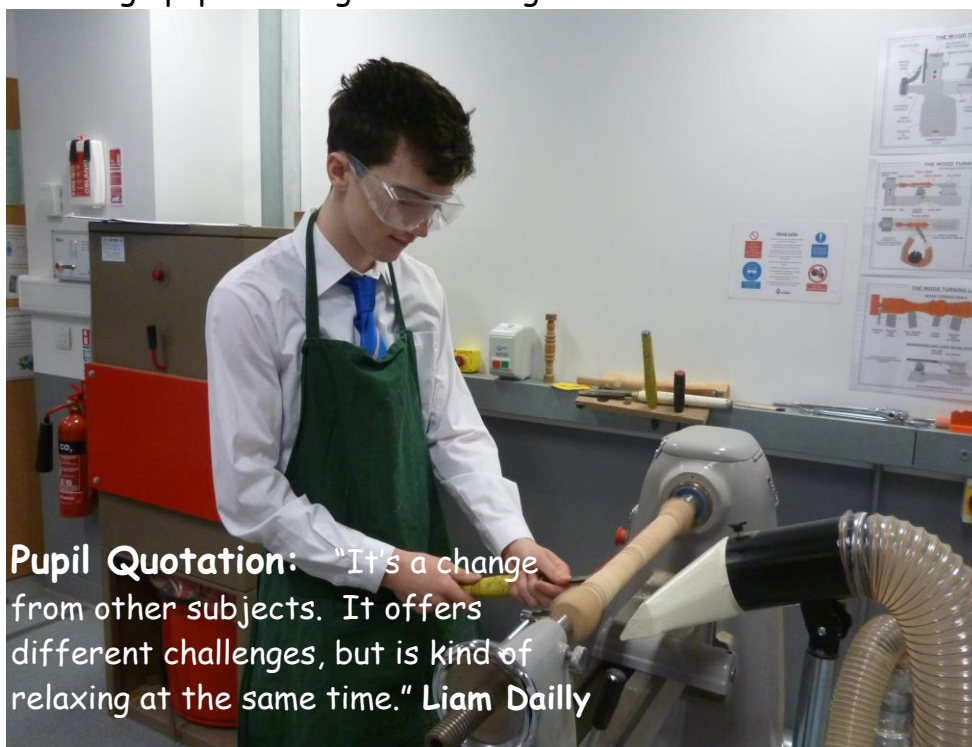
Pupils will have to complete three internally assessed units: Flat-frame Construction, Carcase Construction and Machining and Finishing and an Added Value Unit which will incorporate all the skills learned in units.

**FINAL ASSESSMENT-** Pupils will complete a practical project which will involve making a woodwork item covering all the skills learned over S3 and S4. The final grade will be solely down to their performance in the practical assignment (Pass or Fail).

### National 5

Pupils will complete various projects to cover the three units: Flat-frame Construction, Carcase Construction and Machining and Finishing. All will be of a practical nature, and rather than being awarded a grade for each, pupils will receive feedback on their strengths and areas for improvement.

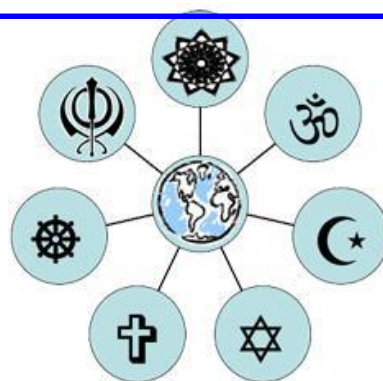
**FINAL ASSESSMENT-** Pupils will complete a practical project which will involve making a woodwork item covering all the skills learned over S3 and S4. The final grade will be a combination of this practical assignment (70%) and an exam (30%) based on the knowledge pupils have gained throughout the course.



**Pupil Quotation:** "It's a change from other subjects. It offers different challenges, but is kind of relaxing at the same time." **Liam Dailly**

**Subject:**

**RMPS National 5**



### **Skills that the pupils will gain:**

Pupils will be able to discuss and evaluate key questions in life.

- . To analyse relevant texts and sources for world religions
- . Pupils will be able to express their own views in written form with well reasoned arguments

### **Experiences that the pupils will encounter:**

Pupils will encounter a variety of relevant and contemporary religious, moral and philosophical issues of importance in the world today. They will study contemporary moral questions such as Euthanasia. In addition one World Religion will be studied in depth.

### **Skills that the pupils need:**

Pupils need to be able to read, understand and evaluate a number of texts and sources. They need to be able to identify in greater depth, key facts and opinions from a wide variety of sources.

### **Career Options:**

Teaching

Law

Social Work

Politics

Journalism

## Assessments:

### National 5

The course assessment will consist of two components: a question paper and an assignment. The question paper will have three sections.



**Pupil Quotation:** - "RMPS helps you to appreciate the different viewpoints people have on important moral issues."



**Subject:** Spanish National 4 and 5



### Skills that the pupils will gain:

- Pupils will become increasingly confident when speaking, reading, writing and listening to Spanish and will have the opportunity to practise and improve their literacy and comprehension skills.
- Pupils will gain knowledge of how the language works and apply this knowledge in the four skills above.
- Pupils will develop their communication, presentation and ICT skills.
- They will develop awareness of Spain and of the culture and lifestyles of the country and of other countries around the world where Spanish is spoken.

### Experiences that the pupils will encounter:

Pupils will have the opportunity to read a wide range of texts in Spanish and they will interact with others by listening and talking in Spanish. Pupils will also listen to audio clips and watch videos in Spanish as well as participate in games and interactive tasks to learn and consolidate key vocabulary.

They will learn to write about themselves and their own interests and to share their opinions and reasons for them. Pupils will also learn how to give advice in Spanish relating to protecting the environment and keeping healthy and to discuss the advantages and disadvantages of a range of topics such as the internet and technology. Pupils will also learn how to write in specific contexts such as applying for a job abroad and will give a presentation in Spanish about a topic of interest. They will also watch and analyse a Spanish language film.

### Skills that the pupils need:

On entry into this course, pupils should be able to understand simple written and spoken Spanish. They should also be able to take part in simple conversations and use basic writing skills to communicate in Spanish. They should have an ability to work with others as they will be required to work collaboratively with each other on a regular basis and be able to use a dictionary to help them to work out new and unfamiliar language.

## Career Options:

There are more opportunities than ever before in both employment and further education for students who have a qualification in a foreign language. Many employers are actively looking for people who have foreign language skills to develop business and trade with other countries. The ability to communicate in a language other than English enhances employment opportunities and helps learners to develop wider cultural awareness.

Students can study languages as part of a BA or MA degree or can study a language as part of a degree in the following

- Sciences and Engineering
- Teaching
- Law and International Relations
- Business and Marketing
- Creative Arts
- Sport
- Travel and Tourism
- Fashion

## Assessments:

### National 4

Pupils will have to complete 3 internally assessed units: Understanding Language, Using Language as well as an Added Value unit. These will assess the skills of reading, listening, writing and talking.

### National 5

- Pupils will complete an examination in S3 which will focus on all skills.
- Pupils will complete course assessments which will focus on their ability to speak, read, write and listen to the foreign language. There will be a formal assessed speaking performance (prepared talk and discussion) as well as formal examinations in listening, reading and writing. They will also submit an assignment piece of writing to SQA for marking during the course of S4.



**Pupil Quotation:** - "Learning Spanish has helped me to improve my communication skills and to become much more confident." (S3 pupil)

### S3 CURRICULAR CHOICE - January 2022

A	B	C	D	E	F	G	H	I
ENGLISH	MATHEMATICS	FRENCH	GEOGRAPHY	BIOLOGY	ADMINISTRATION AND IT	ART & DESIGN	ART & DESIGN	P.E. (CORE PROVISION)
		SPANISH	HISTORY	CHEMISTRY	COMPUTING SCIENCE	DESIGN & MANUFACTURE	BUSINESS/ BUSINESS MANAGEMENT	PHYSICAL EDUCATION (NATIONAL QUALIFICATION)
			MODERN STUDIES	PHYSICS	GRAPHIC COMMUNICATION	DRAMA	CHEMISTRY	
					PHYSICS	FASHION & TEXTILE TECHNOLOGY	DRAMA	
					PRACTICAL WOODWORKING	HEALTH & FOOD TECHNOLOGY	PERSONAL DEVELOPMENT	
						MUSIC	PRACTICAL WOODWORKING	
						MUSIC WITH TECHNOLOGY	SPANISH	

FIRST CHOICE  
SECOND CHOICE


## S3 CURRICULAR CHOICE

Name of pupil..... Pastoral Care Teacher.....

Following an interview with your child the following courses have been recommended:

- A English
- B Mathematics (Nat 4 / Nat 5 / Apps)
- C French / Spanish (please circle from S2)
- D .....
- E ..... (Nat 4 or Nat 5 Science)
- F .....
- G ..... (Music Perf / Tech)
- H .....
- I Physical Education (Core or Nationals)

Interviewed by

PT Pastoral Care

**I agree with the recommendations above.**

Signature of Parent/Guardian.....

Date.....

Comment

The final date for the return of the Curricular Choice Sheet is

Tuesday 26<sup>th</sup> January 2022.