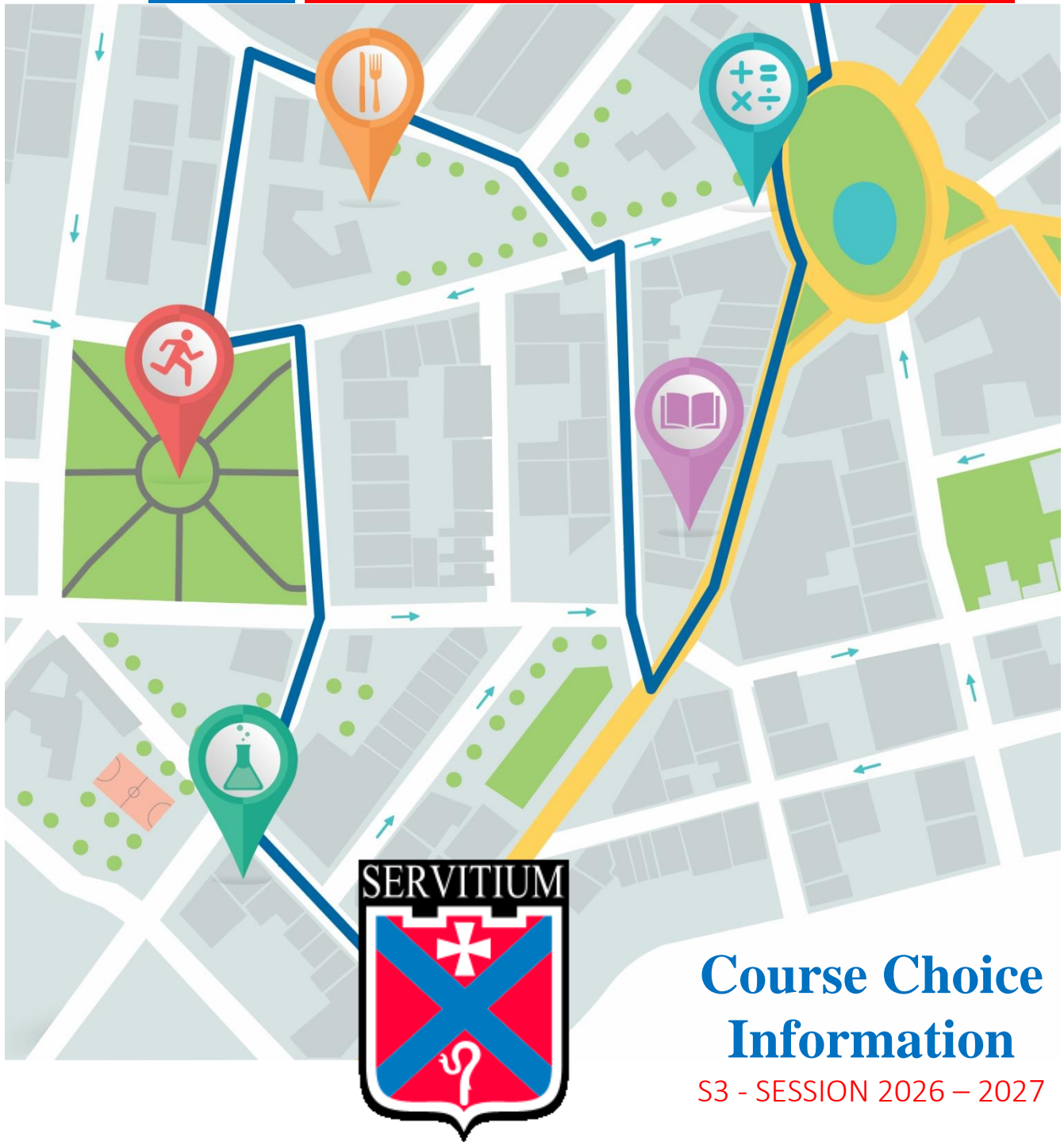


# Which Way Now?

## Information for S2 pupils Moving into S3

January  
2026

Mearns Castle High School



Dear Pupil

Making the right course choices for S3 is a very important part of your educational progress. The choices that you make at this time are crucial to your educational future and your possible career thereafter. It is vitally important therefore that you take the option choice process seriously and that you give it your full attention and commitment.

It is important that your course choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. You should read it carefully; noting also that the most up to date subject information can be found on the SQA website: [www.sqa.org.uk](http://www.sqa.org.uk). You should also discuss your course choices with your family and friends as this will give you every opportunity to think through your decisions.

You will of course receive advice and support from staff in the school. All S2 pupils will have a formal meeting with your Pupil Support Teacher and you should also take the opportunity to talk to your subject teachers about your choices. In addition, all pupils will meet with an SDS Adviser. Pupils and Parents may find it useful to access the My World of Work website <https://www.myworldofwork.co.uk/> for additional help and guidance.

The forthcoming course choices are vitally important to your future, think carefully before you make any decisions and remember if you have any concerns ask for advice.

Mr. S. Clark  
Head Teacher

### Important dates for your Diary

DATE	EVENT
9 Feb 2026	S2 Reports issued
12 Feb 2026	S2 Options Evening
12 Feb 2026	S2 Online option form opens
17 Feb 2026	S2 Online option form closes
18 Feb 2026	S2 Options ELM Meeting
19 & 20 Feb 2026	S2 Options Interviews

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# **Subject Information**



# Administration & IT

The course helps candidates to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations.

It enables candidates to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

The Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills.

# Aims

# Course Structure

The course comprises two areas of study:

## Theory

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

## IT applications

Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- skills in using technology for electronic communication and investigation
- skills in organising and supporting events
- problem-solving skills in administrative contexts
- theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation

# Skills, knowledge and understanding

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

Administration theory in the workplace  
Word-processing and/or desktop publishing  
Spreadsheets  
Databases  
Presentations  
Electronic communication

## Course Assessment

### National 4

#### 3 Unit Assessments

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

#### Added Value Unit

- This will be an IT based assignment drawing on the knowledge, understanding and skills developed across the Course. This will require learners to extend administration-related knowledge, understanding and skills, and to apply them in the context of organising and supporting a small-scale event.

All work is internally assessed.

Course is not graded

### National 5

#### Assignment (70 marks)

Candidates work through a series of planning, support and follow-up tasks related to an event or business. The assignment gives candidates the opportunity to demonstrate:

- skills in using IT functions
- skills in using technology for investigation
- skills in using technology for communication
- skills in problem-solving
- administration theory

#### Exam Question paper (50 marks)

The question paper gives candidates the opportunity to demonstrate:

- using IT functions in spreadsheet and database applications to produce and process information
- problem-solving
- administration theory

Course award will be graded A-D

## Skills for Learning, Life and Work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

#### Numeracy

Information handling

#### Employability, enterprise and citizenship

Employability

Information and communication technology (ICT)

#### Thinking skills

Remembering

Understanding

Applying



# Art & Design

The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design, media, equipment and materials creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work. The Course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work. This subject will encourage creative learning through problem solving, independent learning, innovative and collaborative approaches.

Course Aims

## Course Structure

The Course include practical learning activities and supporting contextual knowledge and investigation into art and design practice. Learners will complete portfolios of work which will be externally assessed. There is a question paper which is also externally assessed by SQA.

### Art and Design: Expressive Portfolio

Learners will develop their personal thoughts and ideas in visual form. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli.

The expressive portfolio has three sections.

**Section 1** titled 'process' has 40 marks.

**Section 2** titled 'skills' has 50 marks.

**Section 3** titled 'evaluation' has 10 marks.

### Art and Design: Design Portfolio

Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

The design portfolio has three sections.

**Section 1** titled 'process' has 40 marks.

**Section 2** titled 'skills' has 50 marks.

**Section 3** titled 'evaluation' has 10 marks

### External Examination Paper and Portfolio

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through the expressive and design portfolios and a question paper.

The question paper adds value by requiring integration and application of knowledge demonstrating a critical understanding of artists'/designers' working practices and the main social and cultural influences affecting their work.



# Skills, knowledge and understanding

It assesses the following skills, knowledge and understanding:

- producing relevant investigative research appropriate to an agreed theme/stimulus
- producing a single line of development showing visual continuity with the investigative research
- demonstrating the refinement and realisation of the single line of development, leading to a final piece
- producing a single line of development showing visual continuity with the investigative material and market research
- demonstrating understanding of design elements in response to the agreed design brief requirements
- expressing justified personal opinions on decisions and the effectiveness of the design qualities of the portfolio

## Key Learning Activities

As well as offering learners the opportunity to further enhance knowledge of Art & Design as a curricular area, pupils will experience:

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

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Research tasks
- Drawing
- Exam technique questions

# Assessment Detail

### National 4 (N4)

#### Design Folio

- Unit of Work
- Portfolio
- Critical studies

#### Expressive Folio

- Unit of Work
- Portfolio
- Critical Studies

All work is **internally assessed**.  
Course award will not be graded.

### National 5 (N5)

#### Design Folio (100 marks)

- Portfolio
- Design Critical studies

#### Expressive Folio (100 marks)

- Portfolio
- Expressive Critical studies

Both portfolios are externally assessed and a course award will be graded.

**Question Paper (External exam- 50 marks)**





# Biology

N4 and N5 Biology courses aim to develop learners' knowledge and understanding of Biology including applications of Biology and the impact these make in society and the environment. This will enable learners to make their own decisions on issues within a modern society where the body of biological knowledge and its applications and implications are ever developing. Learners must be able to use and understand biological literacy, in everyday contexts, to communicate ideas and issues and to make biologically informed choices.

The courses are also designed to encourage the development of a range of scientific inquiry and investigative skills, scientific analytical thinking, planning and problem solving all in a biological context.

## Aims Courses

## Course Structure

The N4 and N5 Biology courses cover major areas of Biology ranging from cellular to whole organisms and up to ecosystems. The key areas of biodiversity, interdependence, body systems, cells and inheritance are developed through the Course.

An experimental and investigative approach will be used to help learners develop their knowledge and understanding. The courses also allow for flexibility and personalisation by offering learners choice in some of the contexts being studied.

Learners will also be given the opportunity to discuss ethical issues around how advances in Biology impact on society.

*Each course has three Units and an Assignment or Added Value Unit. There is some variation in the topics covered in the two courses.*

### Unit 1: Cell Biology

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering and respiration.

### Unit 2: Multicellular Organisms

The key areas covered are: cells, tissues and organs; cell division & stem cells; control and communication; reproduction, variation & inheritance; the need for transport and exchange systems in animals and plants.

### Unit 3: Life on Earth

The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; photosynthesis, sampling techniques, measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

### Added Value Unit/Assignment

In this assignment learners are expected to carry out an experimental investigation and write a report on their findings. Learners will be given the opportunity to investigate their chosen topic over several weeks and will be required to present their findings in a supervised assessment.

### External Examination Paper

In addition N5 Biology will also include an external exam. Performance in the exam will provide the basis for grading attainment in the course award.

# Skills, knowledge and understanding

In Biology, learners will be expected to:

- demonstrate their knowledge and understanding of Biology
- apply Biology knowledge to new situations
- plan, design, and safely carry out investigations
- select, present and process information
- make predictions and generalisations based on evidence or information
- draw valid conclusions and give explanations supported by evidence
- suggest improvements to investigations.

As well as offering learners the opportunity to further enhance their knowledge of Biology as a curricular area, pupils will experience:

- An active, challenging but enjoyable learning experience
- Active learning approaches including class and peer discussion, self and peer assessment and individual and group presentations
- Group and collaborative working through the use of practical and investigative activities
- Opportunities to research topics and present their findings
- Choice in selecting activities and investigations where appropriate
- Opportunities to develop a range of skills required for life, learning and work.

## Key Learning Activities

## Home Learning

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- HW questions on key facts and problem solving
- Preparing for or writing up an investigation or some aspect of practical work
- Researching and fact finding
- Preparing a presentation
- Regular consolidation of course work using notes, textbooks and online resources.

# Assessment Detail

### National 4 (N4)

Each unit will be assessed.

Added value unit will be assessed.

Assessments will take place internally and then be verified by the SQA.

Assessments will be pass or fail.

**N4 Biology will not have an external exam.**

Learners must pass all assessments to gain a course award.

**Course award will not be graded.**

### National 5 (N5)

Each unit will be assessed internally.

There are no longer SQA unit assessments.

Pupils will complete an **assignment** worth 20% of final exam in school but it will be sent to the SQA for marking.

**N5 Biology will have external exam set and marked by SQA.**

**Course award will be graded.**



# Business (N4)

## Aims Course

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices.

The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage enterprising attitudes.

## Course Structure

There are two units in the course which are internally assessed. They will be assessed on a pass/fail basis within centres. There is also an Added Value Unit towards the end of the course.

### Unit 1: Business in Action

Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

### Unit 2: Influences on Business

Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

### Added Value Unit: Business Assignment

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course.

# Skills, knowledge and understanding

- Knowledge and understanding of the role of business and its impact on our daily lives
- Knowledge and understanding of entrepreneurial attributes in the context of business start-up
- Interpreting and drawing conclusions from business information
- Demonstrating independence and communication skills, including the ability to use ICT and work with others, through applying knowledge of business-related concepts

## Key Learning Activities

As well as offering learners the opportunity to further enhance knowledge of Business as a curricular area, pupils will experience:

- Pair and group discussions
- Analysis of research scenarios
- Analysis of real life applications of theory
- Formal presentations

## Home Projects

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- E-Learning activities
- Research Tasks
- Exam technique questions
- Various study techniques (Mind Maps, Flash Cards, etc)

# Assessment Detail

## National 4 (N4)

- 2 Unit Assessments
- Added Value Unit

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course.

Learners will research and communicate findings on a business-related assignment. This will involve them choosing a business and investigating a particular aspect of that business.

The business-related assignment will be sufficiently open and flexible to allow personalisation and choice as to the business they choose to research and how the findings may be presented.

This will be awarded Pass/Fail.



# Business Management (N5)

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role. The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

The course enables candidates to develop:

- ◆ knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- ◆ an insight into the systems organisations use to ensure customers' needs are met
- ◆ enterprising skills and attributes
- ◆ financial awareness, in a business context
- ◆ an insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- ◆ an awareness of how external influences impact on organisations

## Aims

## Course Structure

The course comprises 5 areas of study:

### Understanding Business

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

### Management of Marketing

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

### Management of Operations

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

### Management of People

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

### Management of Finance

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.



# Skills, knowledge and understanding

Pupils will develop a knowledge and understanding of:

- ♦ knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- ♦ decision-making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems
- ♦ communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity
- ♦ knowledge and understanding of how enterprising skills can help in business development
- ♦ understanding how to enhance employability skills
- ♦ knowledge and understanding of the contribution of staff to business success
- ♦ interpreting and evaluating straightforward business financial data to ensure effective financial management
- ♦ analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction
- ♦ evaluating a range of production techniques used to maximise the quality of goods/services
- ♦ basic knowledge of using existing and emerging technologies in current business practice

As well as offering learners the opportunity to further enhance knowledge of Business Management as a curricular area, pupils will experience:

- Pair and group discussions
- Analysis of research scenarios
- Analysis of real life applications of theory
- Formal presentations

**Key Learning  
Activities**

**Home  
Study**

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- E-Learning activities
- Research Tasks
- Exam technique questions
- Various study techniques (Mind Maps, Flash Cards, etc)

## Assessment Detail

### National 5 (N5)

#### Added Value Unit and External Assessment

- Learners will be assessed through a combination of a Business Management examination and a business-related assignment.
- The business-related assignment will involve researching a real-life business and the knowledge gained in the course.

**The Course assessment is graded A-D.**

### Assignment (AVU)

- The assignment requires learners to apply their research, decision making and communication skills by producing a proposal to improve the effectiveness of a small to medium-sized business. The assignment is completed in centres under some supervision and control. This is worth 25% of the course award and normally takes place at the end of S4.

### Examination

- The purpose of this question paper is to address breadth and application by drawing on and applying the skills, knowledge and understanding developed from across the Course. This is worth 75% of the course award.



# Chemistry

The aims of the N4 and N5 courses are to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens who are able to review the science-based claims they will meet.

Learning and teaching within a class will be organised to allow a range of learners' needs to be met. A wide variety of resources and approaches to learning will be used to support each child's learning. These will include practical activities and investigations, use of ICT, and group working.

The courses give opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. The key skills of scientific inquiry and investigation are integrated and developed throughout the course.

**Aims Courses**

**Course Structure**

**The course has three Units and an Added Value Unit/Assignment Task.**

## Unit 1: Chemical Changes and Structure

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate the rates of reaction and the chemistry of neutralisation reactions. The connection between atoms, bonding and chemical properties of materials is investigated, and pupils will learn how to write chemical formulae and perform mole calculations.

## Unit 2: Nature's Chemistry

The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of many carbon based compounds. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the energy produced on burning different fuels.

## Unit 3: Chemistry in Society

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture many industrially important chemicals.

## Added Value Unit/Assignment

In this assignment learners are expected to carry out an experimental investigation and write a report on their findings. Learners will be given the opportunity to investigate their chosen topic over several weeks and will be required to present their findings in a supervised assessment.

## External Examination Paper

In addition N5 Chemistry will also include an external exam. Performance in the exam will provide the basis for grading attainment in the course award.



# Skills, knowledge and understanding

An investigatory approach will be used in Chemistry, with learners actively involved in developing their skills, knowledge and understanding by investigating a range of relevant chemistry applications and issues. They will demonstrate knowledge and understanding of chemistry by making statements, describing information, providing explanations and integrating knowledge. They will apply their knowledge of chemistry to new situations, interpreting information and solving problems. Learners will plan and design experiments/investigations to test given hypotheses or to illustrate particular effects.

As well as offering learners the opportunity to further enhance knowledge of chemistry as a curricular area, pupils will experience:

- An active, challenging, but enjoyable learning experience.
- Active learning approaches including class and peer discussion, self and peer assessment and individual and group presentations
- Group and collaborative working through the use of practical and investigative activities.
- Opportunities to research topics and present their findings
- Choice in selecting activities and investigations where appropriate.
- Opportunities to develop a range of skills required for life, learning and work.

## Key Learning Activities

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- HW questions on key facts and problem solving
- Preparing for or writing up an investigation or some aspect of practical work
- Researching and fact finding
- Preparing a presentation
- Regular consolidation of course work

# Assessment Detail

## National 4 (N4)

Each unit will be assessed.  
Added value unit will be assessed.  
Assessments will take place in school and be verified by SQA.  
Assessments will be pass or fail.

***N4 Chemistry will not have an external exam***

Learners must pass all assessments to gain a course award.

***Course award will not be graded***

## National 5 (N5)

***N5 Chemistry will have external exam set and marked by SQA.***

**Component 1: Question Paper 100 marks**

**Component 2: Assignment 20 marks**

The marks are scaled such that the assignment task contributes 20% of the overall grade.

The course award is graded A-D.



# Computing Science

The course helps candidates to understand computational processes and thinking. It covers a number of themes that are used to explore a variety of specialist areas, through practical and investigative tasks. It enables candidates to:

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

**Aims**  
**Course**

**Course Structure**

The course has four areas of study:

## **Software Design and Development**

This develops programming and computational-thinking skills by analysing problems and implementing and testing practical solutions and explaining how these programs work.

## **Computer Systems**

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

## **Database Design and Development**

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

## **Web Design and Development**

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

# Skills, knowledge and understanding

Skills and Knowledge developed in the course:

- applying aspects of computational thinking across a range of contexts
- designing, implementing, testing and evaluating digital solutions
- developing skills in computer programming and the ability to communicate how a program works
- communicating understanding of key concepts related to computing science,
- understanding of legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

As well as offering learners the opportunity to enhance technical knowledge of Computer Software and Information Systems as a curricular area, pupils will experience:

- Activity based learning activities
- Pair and group discussion/presentations
- Analysis of programming and information systems environments.
- Develop abstract thinking through the interpretation and implementation of program code for real-life applications.
- Computational thinking activities
- Investigatory research tasks

## Key Learning Activities

## Home Learning

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Research tasks
- Exam technique questions
- Programming activities
- Software based learning activities
- Various study techniques (Mind Maps, Flash Cards, Inquizitor, etc)

# Assessment Detail

## National 4 (N4)

### 2 Unit Assessments

#### Added Value Unit

- This will be an assignment in analysing a problem, designing and implementing a solution using an appropriate application and testing and reporting on the functionality of that solution

**Course is not graded**

## National 5 (N5)

### Final External Exam

The question paper gives candidates an opportunity to demonstrate skill and knowledge gained throughout the course. The external exam accounts for 67% of the course award.

### Assignment

The assignment is set by SQA, on an annual basis and is undertaken towards the end of S4. It is submitted to SQA for external marking. The assignment accounts for 33% of the course award.

**The Course assessment is graded A-D.**



# Drama

In this course learners will develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

The course aims to enable candidates to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge and understanding of the use of a range of production skills when presenting drama
- explore form, structure, genre and style

## Aims Course

The National 5 Drama course has an integrated approach to learning which develops practical and evaluative skills as well as knowledge and understanding of drama and its influences. Throughout the course, candidates explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters.

They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.

Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting.

Candidates develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

### Question paper

The purpose of the question paper is to assess application of knowledge and skills from across the course. It assesses the following skills, knowledge and understanding:

**responding to stimuli - characterisation techniques- character relationships and status - performance concepts - design concepts - form, structure and conventions- presenting — application of concepts - audience reaction analysis and evaluation skills of self and others - genre and themes - mood and atmosphere - rehearsal techniques - target audience a range of production roles - different staging, settings and styles of production - problem-solving and critical-thinking skills**

### Performance

All candidates are assessed on their preparation for performance which includes research into chosen text, thoughts and ideas for proposed performance, and the development of these thoughts and ideas.

All candidates must demonstrate skills by:

**responding to text - developing character or creatively using production skills - using a range of acting or production skills - communicating to an audience**

Candidates undertaking an **acting role** must perform to an audience. The performance must involve interaction with at least one other actor.

Candidates undertaking a **production role** are assessed on the practical realisation of one of the following: **designs for the set, including detailed ground plan(s) and elevation(s) - designs for costumes, sourced costumes, including one made or adapted costume - designs for make-up and hair and demonstrating an application of make-up and hair design - lists and designs for props and one made prop - plans for lighting and demonstrating lighting operation - plans for sound, including digital formats of music/effects for the play, and demonstrating sound operation**

## Course Structure

# Skills, knowledge and understanding

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing awareness of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of a range of production skills
- using a range of drama and production skills when presenting
- using evaluative skills within the creative process

As well as offering learners the opportunity to further enhance knowledge of Drama as a curricular area, pupils will experience:

- Listening and talking
- Personal learning
- Working with others
- Applying
- Analysing and evaluating
- Creating

## Key Learning Activities

## Home Learning

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Online research appropriate to the course eg. Characters/Text/Social factors/Costume/Set Design etc
- Reading Scripts and Texts used in the course.
- Completing Evaluation exercises based on their own and others performance
- Completing Essay style questions
- Learning Lines

# Assessment Detail

### National 4 (N4)

All units are internally assessed on a Pass/Fail basis.

#### **Drama Skills:**

Exploring and developing drama skills in order to communicate ideas and devise drama. They will use acting skills in order to portray character.

#### **Production Skills:**

Respond to stimuli to generate ideas for a production and apply a range of production skills to communicate these ideas.

#### **Added Value Unit:**

The Performance will be 'live' and carried out in front of an audience.

Pupils can be assessed in either an Acting or Production role.

They will also be asked to evaluate their own performance

### National 5 (N5)

**Question paper 40% of final mark**

**Section 1** assesses the candidate's ability to evaluate their own work and the work of others.

**Section 2** assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

Candidates are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout.

**Performance 60% of final mark**

The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.

The performance has two sections: a **performance/50** and the **preparation for performance/10**. Performances will be examined by a Visiting Examiner from SQA and the Centre Assessor for Drama.



# English

## Aims

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

## Course Structure

### National 4 and National 5

#### Unit 1: Analysis and Evaluation

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media.

#### Unit 2: Creation and Production

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

#### National Four only: Literacy Unit

Although Literacy is a separate unit, the skills, activities and outcomes will largely be covered within the work of Units 1 and 2. The Literacy Unit is about developing reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

In **National 4** English there is also a personal assignment.

#### Added Value Unit: English Assignment

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate and report on a chosen topic.

In **National 5** English there is no personal assignment but pupils complete a **portfolio** of two writing pieces: broadly creative and broadly discursive. The folio will contribute to the final grade awarded by the SQA [ It is worth 30%. ]

**National 5** English has a final external examination paper.

Paper 1: Reading for Understanding, Analysis and Evaluation. Pupils will read a passage and answer questions.

Paper 2: Critical Reading. Pupils will write a critical essay and answer questions on a Scottish Set Text.

# Skills, knowledge and understanding

- understand, analyse and evaluate texts
- create and produce texts in both written and oral forms
- develop talking and writing skills
- develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work

As well as offering learners the opportunity to further enhance knowledge of English, pupils will experience:

- Reading and study of literature and reading for pleasure
- Study of fiction, non-fiction and media texts
- Opportunities to work in groups and to make individual presentations
- Writing activities developing skills in a range of genres
- Research activities, including the opportunity to investigate a topic or text of their own choice

## Key Learning Activities

## Home Learning

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Personal reading of fiction and non-fiction
- Answering questions on texts
- Regular revision and practice of RUAE techniques and questions types.
- Writing activities
- Preparation and practice of individual talks
- Research and note-taking

# Assessment Detail

## National 4 (N4) Three units: pass/fail

### 1. Analysis and Evaluation Unit

- Reading assessment
- Listening activities

### 2. Creation and Production

- Writing
- Talk

3. Literacy skills in reading, writing, talking and listening are demonstrated through the above tasks.

**PLUS Added Value Unit:** Learners research a topic and make a written or spoken presentation.

There is no external examination.

The final award for National 4 is not graded

## National 5 (N5)

### Course assessment Spoken Response

All pupils will be assessed on their **Spoken Response**, either by individual presentation or by participating in a group discussion. While pupils must pass this assessment to obtain a full National 5 award, it carries no marks for the final grading.

**Folio** **30%**

Two writing pieces [Broadly creative and broadly discursive]

**External Exam** **70% Graded A-D**

The exam has two papers:

**Reading for Understanding, Analysis and Evaluation** [questions on a non-fiction text]

**Critical Reading:** one critical essay, one textual analysis of a previously studied Scottish literary text.





# Graphic Communication

The course is practical, exploratory and experimental in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact. It aims to develop candidates' skills in Graphic Communication techniques, including the use of equipment, graphics materials and software. Candidates will learn to apply knowledge and understanding of graphic communication standards, protocols and conventions. They will also learn to develop an understanding of the impact of graphic communication technologies on our environment and society.

## Aims Course

## Course Structure

The course develops skills in two main areas. Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

### 2D Graphic Communication

Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness. In this unit learners will produce a range of graphics using a mixture of sketching, illustrations, formal technical drawing and computer graphics.

### 3D and Pictorial Graphic Communication

Candidates develop their creativity and skills within a 3D and pictorial graphic communication context. Again, they initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts as well as some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness. There will be a mixture of sketching, illustrations, formal technical drawing and computer graphics.

### External Examination Paper/ Assignment

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

For the assignment learners will produce a folio of work demonstrating their skills in graphic techniques. They will produce preliminary, production and promotional graphic items in response to a brief.

For the final examination learners will be expected to answer a series of knowledge questions, sketch answers and produce illustrations for descriptive purposes

# Skills, knowledge and understanding

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course: replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials

- initiating and producing preliminary, production and promotional graphics, simple informational graphics
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively
- knowledge of graphic communication standards, protocols and conventions
- applying design skills, including creativity, when developing solutions to graphics tasks
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

As well as offering learners the opportunity to further enhance knowledge of Graphic Communication as a curricular area, pupils will experience:

- Develop understanding of a range of graphic techniques and the reasons for using them.
- Understand the importance of Graphic Communication in a modern society.
- Plan, develop and produce creative presentation graphics presentations.
- Develop creativity, problem solving, critical thinking and reflective practice skills.

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Research tasks
- Sketching
- Knowledge activities based on coursework.
- Exam technique questions

# Assessment Detail

National 4 (N4)

### Assignment:

Portfolio of 2D and 3D sketching, formal drawing and computer graphics. Illustration and Presentation graphics.

No external exam. N4 Course is not graded. All Units must be passed to achieve overall pass.

### Course assessment structure:

Unit 1 - 2D Graphic Communication

Unit 2 - 3D & pictorial Graphic Communication

Unit 3 - Added Value Unit

National 5 (N5)

### Assignment:

The assignment provides an opportunity for candidates to demonstrate their graphic skills and creativity. They will use various graphic communication technologies to produce preliminary, production and promotional graphics. In addition, they will produce 2D & 3D production drawings, applying appropriate standards, protocols and conventions. They will also use illustration techniques to create graphics with relevant visual impact.

### Course assessment structure:

Component 1 - Assignment 40 marks

Component 2 - Question Paper 80 marks

**Total: 120 marks**



# Health and Food Technology

## Aims Course

The food and health industry is one of the biggest producers of jobs in the UK and world-wide given our current "health crisis". This course is an exciting addition to the Mearns Castle curriculum which covers skills relevant to all areas of this industry from health, to product development to consumer sciences.

This course is recommended at N5 level (N4 possible) in S3/4 with progression to Higher level in senior school.

Pupils can expect to cook at least once per week in this course.

Three units which will be taught using a range of modern teaching techniques including **both practical and theory work.**

### Unit 1: Food For Health

- Current dietary advice
- Analysing the impact of the nutritional intake on health
- Meeting the dietary and health needs of individuals
- Nutrients and their functions
- Dietary diseases
- Information handling

### Unit 2: Contemporary Food Issues

- Factors affecting food choice
- Contemporary food issues affecting food choice
- Technological developments affecting food choice
- Organisations which protect the interest of consumers
- Information handling

### Unit 3: Food Product Development

- Functional properties of different ingredients in food products
- The stages of food product development
- Developing food products to meet specific needs
- Sensory evaluation
- Information handling

## Course Structure

# Skills, knowledge and understanding

The course has some key skills which apply to various aspects of the course.

- Explaining
- Evaluating
- Analysing
- Identifying/ stating
- Giving reasons why
- Practical skills working hygienically and safely
- Project learning and ICT skills

As well as offering learners the opportunity to further enhance knowledge of Food, Health and Nutrition as a curricular area, pupils will experience:

- Visit to Abertay University Food Technology labs
- Attend the Royal Highland show
- Attend trip to local restaurant to experience food culture
- Develop sound knowledge which links in to lots of careers in all aspects of the Health Industry
- Opportunity to enjoy practical work to support theory based learning.

## Key Learning Activities

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Revising knowledge and understanding in preparation for class assessment.
- Research tasks on relevant topics prior to class learning.
- Exam technique questions.
- Various study techniques

## Home Learning

# Assessment Detail

### National 4 (N4)

#### Course Assessment

At National 4, the added value will be assessed using the Added Value Unit. This will be completed in class and marked internally.

### National 5 (N5)

#### Course Assessment

##### Component 1

- Coursework Assignment **completed in class**. Worth 60 marks (50%), assessed externally.

##### Component 2

- Question Paper **completed in SQA diet**. Worth 60 marks (50%), assessed externally.



# Hospitality – Practical Cookery

The Hospitality industry is now the biggest producer of employment in the UK and especially Scotland with most people working in the industry at some point in their lives whether it be part-time or full-time.

The industry offers a range of jobs and opportunities which can lead pupils all around the world. This course is designed to equip pupils with the necessary skills to thrive in this sector. The course also entails some highly popular trips to industry places which puts learning in to a real life context as we actively look to develop the pupil's skills for future employment or day to day life. Pupils can expect to cook at least twice per week in this course most weeks.

Pupils who are successful on the Hospitality course can progress to Higher Health and Food Technology in S5 or S6.

## Aims Course

## Course Structure

At the end of the two year course learners will be presented for either an Added Value Unit which is internally assessed at National 4 level or an external examination at National 5 level. At both National 4 and 5 level. There are also three units in the course which are all internally assessed. They will be assessed on a pass/fail basis within centres. Unit assessments will be used to gauge pupil progress.

### Unit 1: 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. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

### Unit 2: 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. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

### Unit 3: Organisational Skills for Cooking

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

### External Examination Paper/Added Value Unit

The course assessment will consist of one practical activity. The purpose of this practical activity is to assess learners' ability to plan, prepare and present a two or three-course meal for a given number of people.



# Skills, knowledge and understanding

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Using equipment in food preparation.</li><li>• Using weighing and measuring equipment accurately.</li><li>• Carrying out food preparation techniques.</li><li>• Using cookery processes.</li><li>• Understanding and using ingredients.</li></ul> | <ul style="list-style-type: none"><li>• Following recipes and plans to prepare dishes.</li><li>• Finishing and presenting dishes appropriately.</li><li>• Evaluating the finished dishes.</li><li>• Identifying current dietary advice relating to the use of ingredients.</li><li>• Working safely and hygienically.</li></ul> |
|---|---|

As well as offering learners the opportunity to further enhance knowledge of Practical Cookery and the Hospitality industry as a curricular area, pupils will experience:

- Attend the Royal Highland show
- Attend trip to local restaurant to experience food culture
- Develop sound knowledge which links in to lots of careers in all aspects of the Hospitality Industry
- Pupils will sit Elementary Food Hygiene REHIS awards recognised by employers
- Opportunity to enjoy practical work and develop practical skills.
- Potentially the chance to work with some industry experts.

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Practical homework tasks will be set periodically based on recipes done in class.
- Exam preparation.

# Assessment Detail

## National 4 (N4)

### Course Assessment

At National 4, the added value will be assessed using the Added Value Unit "Producing a Meal". Learners will be set a practical assignment by the teacher which meets SQA guidelines.

The assignment will be to produce a two-course meal for a given number of people, safely and hygienically.

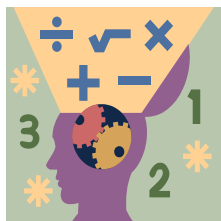
## National 5 (N5)

### Course Assessment

**Assignment** worth 13% of grade where pupils make a time plan, equipment list and service details.

**Practical activity** where pupils make 3 courses for 4 people in 2 and a half hours' worth 62%.

**Question Paper**, 30 mark paper worth 25%.



# Mathematics National 4

This course will help develop learners' knowledge and understanding of the importance of Mathematics in everyday life, allowing them to make sense of the world around us and to manage their lives.

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

## Aims Course

## Course Structure

As well as the Added Value Unit, there will be three units which are all internally assessed. They will be assessed on a pass/fail basis within the school.

### Unit 1: Expressions and Formulae

Learners who complete this unit will be able to:

- use mathematical operational skills linked to expressions and formulae
- use mathematical reasoning skills linked to expressions and formulae

### Unit 2: Relationships

Learners who complete this unit will be able to:

- use mathematical operational skills linked to relationships
- use mathematical reasoning skills linked to relationships

### Unit 3: Numeracy

Learners who complete this unit will be able to:

- use numerical skills to solve straightforward, real-life problems involving money/time/measurement
- interpret graphical data and situations involving probability to solve straightforward real-life problems involving money/time/measurement

### Added Value Unit

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge. Numerical skills underpin all aspects of the Course and the ability to use these without the use of a calculator will also be assessed. This test will be marked on a pass/fail basis and is therefore ungraded.

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



# Skills, knowledge and understanding

This Course will develop learners' ability to:

- use and understand straightforward mathematical concepts and relationships
- select and apply straightforward operational skills in algebra, geometry, trigonometry, statistics and numeracy within familiar mathematical contexts
- use reasoning skills and select a strategy to solve problems

As well as offering learners the opportunity to further enhance knowledge of Mathematics as a curricular area, learners will experience:

- direct teaching
- pair and group discussion
- learner-centred problem-solving activities
- the opportunity to enhance learning through the use of the school website

## Key Learning Activities

## Home

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

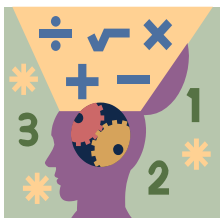
- regular homework set by the class teacher
- formal home exercises to be handed in for marking
- personal revision and consolidation to reinforce learning
- opportunity to experience exam questions

# Assessment Detail

### National 4 (N4)

- 3 Unit assessments marked on a pass/fail basis (opportunity for one re-sit)
- Added Value Unit - this will focus on breadth and challenge. The learner will draw on and apply the skills they have learned across the other three Units. This will be marked on a pass/fail basis.

*Course Award will not be graded*



# Mathematics National 5

## Aims Course

This course will help develop learners' knowledge and understanding of the importance of Mathematics in everyday life, allowing them to make sense of the world around us and to manage their lives.

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

## Course Structure

The course content is divided into three broad areas:

### Expressions and Formulae

Learners who complete this unit will be able to:

- use mathematical operational skills linked to expressions and formulae
- use mathematical reasoning skills linked to expressions and formulae

### Relationships

Learners who complete this unit will be able to:

- use mathematical operational skills linked to relationships
- use mathematical reasoning skills linked to relationships

### Applications

Learners who complete this unit will be able to:

- use mathematical operational skills linked to applications
- use mathematical reasoning skills linked to applications

### External Examination Paper

To gain the award of this course, the learner must pass the Course assessment. This assessment will provide the basis for grading attainment in the course award.

To achieve success in the Course, learners must show that they can apply knowledge and skills across the Course to unseen situations.

There are two question papers requiring learners to demonstrate aspects of breadth, challenge and application in mathematical contexts. In one of the papers the use of a calculator will be permitted. Learners will apply breadth and depth of knowledge and skills from across the Units to answer appropriately challenging questions.

# Skills, knowledge and understanding

Learners who undertake this course will:

- develop numerical/algebraic/geometric/reasoning skills
- develop thinking skills
- develop numeracy skills

As well as offering learners the opportunity to further enhance knowledge of Mathematics as a curricular area, learners will experience:

- direct teaching
- pair and group discussion
- learner-centred problem-solving activities
- the opportunity to enhance learning through the use of the school website

## Key Learning Activities

## Home Learning

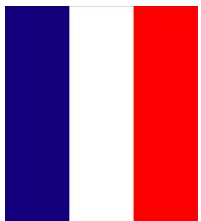
Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- regular homework set by the class teacher
- formal home exercises to be handed in for marking
- personal revision and consolidation to reinforce learning
- opportunity to experience exam questions

# Assessment Detail

## National 5 (N5)

- External examination consisting of two papers:  
Paper 1 (Non-calculator); 50 marks  
Paper 2; 60 marks
- The External examination will be graded A - D



# French

The main aim of the National 4 and National 5 course in French is to develop proficiency in the skills of talking, listening, reading and writing in French. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of the cultures of countries where French is spoken. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## Aims Course

## Course Structure

### Understanding language

Students will learn to understand written and spoken French containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

### Using language

Students will develop their skills in talking and writing in French. They will take part in conversations and role plays, write short essays, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to use detailed language and will significantly expand their range of vocabulary as well as their grammatical understanding of the French language.

### National 4

Students at National 4 level will complete internal assessments in each skill (reading, listening, talking and writing). Students will also complete an extra Added Value Unit instead of undertaking a final examination. This will involve reading about a topic of choice, making a short presentation in French on the same topic and taking part in a follow-up conversation. There is no external examination.

### National 5

Students will complete a written assignment of 120-200 words in French, using detailed language, based on one of the following themes: society, learning or culture.

### External examination

At National 5 level all four skills (reading, listening, talking and writing) are assessed by final examination. Talking exams are conducted by class teachers in February of S4, subject to verification by SQA. Reading, Listening and Writing are assessed by two final examination papers.

# Skills, knowledge and understanding

- developing reading, listening, talking, and writing skills
- acquiring and applying grammatical knowledge
- understanding the structure of French and how it relates to your own language
- raising awareness of various cultures and international citizenship
- enhancing generic skills such as working with others, research, communication and IT skills

As well as offering learners the opportunity to further enhance knowledge of French as a curricular area, pupils will experience:

- Reading comprehension activities using real life materials
- Interactive language tasks
- Pair and group activities such as conversations and role-plays
- Workshop style activities to develop writing skills
- Listening comprehension using a variety of media
- Web-based research

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Individual practice of reading/listening comprehension activities
- Writing in French to produce personal responses to questions
- Consolidation of knowledge of vocabulary and grammar
- Enhancement of cultural awareness through project work
- Preparation for oral presentations in French

# Assessment Detail

## National 4 (N4)

### Unit assessment details

- Reading comprehension assessment
- Listening comprehension assessment, using a variety of media
- Talking e.g. role-play, presentation, conversation
- Writing e.g. about personal views, to book a hotel etc.

### Added value unit

Learners will plan and research a topic of their own choice which they feel has particular relevance to them. They will record their research findings in English but make a presentation in French.

## National 5 (N5)

### Assignment - Writing

Students will complete a written assignment of 120-200 words in French, using detailed language, based on one of the following themes: society, learning or culture.

### External Exam

**Performance: Talking** - a spoken presentation and conversation in French

**Two formal examination papers:**

1. Reading Comprehension and Writing
2. Listening.



# Spanish

The main aim of the National 4 and National 5 course in Spanish is to develop proficiency in the skills of talking, listening, reading and writing in Spanish. Most pupils will have little experience of Spanish when they enter S3 but can progress quickly due to their knowledge of French. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of the cultures of countries where Spanish is spoken. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## Aims Course

## Course Structure

### Understanding language

Students will learn to understand written and spoken Spanish containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

### Using language

Students will develop their skills in talking and writing in Spanish. They will take part in conversations and role plays, write short essays, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to use detailed language and will significantly expand their range of vocabulary as well as their grammatical understanding of the Spanish language.

### National 4

Students at National 4 level will complete internal assessments in each skill (reading, listening, talking and writing). Students will also complete an extra Added Value Unit instead of undertaking a final examination. This will involve reading about a topic of choice, making a short presentation in Spanish on the same topic and taking part in a follow-up conversation. There is no external examination.

### National 5

Students will complete a written assignment of 120-200 words in Spanish, using detailed language, based on one of the following themes: society, learning or culture.

### External examination

At National 5 level all four skills (reading, listening, talking and writing) are assessed by final examination. Talking exams are conducted by class teachers in February of S4, subject to verification by SQA. Reading, Listening and Writing are assessed by two final examination papers.



# Skills, knowledge and understanding

- developing reading, listening, talking, and writing skills
  - acquiring and applying grammatical knowledge
- understanding the structure of Spanish and how it relates to your own language
- raising awareness of various cultures and international citizenship
- enhancing generic skills such as working with others, research, communication and IT skills

As well as offering learners the opportunity to further enhance knowledge of Spanish as a curricular area, pupils will experience:

- Reading comprehension activities using real life materials
- Interactive language tasks
- Pair and group activities such as conversations and role-plays
- Workshop style activities to develop writing skills
- Listening comprehension using a variety of media
- Web-based research

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Individual practice of reading/listening comprehension activities
- Writing in Spanish to produce personal responses to questions
- Consolidation of knowledge of vocabulary and grammar
- Enhancement of cultural awareness through project work
- Preparation for oral presentations in Spanish

# Assessment Detail

## National 4 (N4)

### Unit assessment details

- Reading comprehension assessment
- Listening comprehension assessment, using a variety of media
- Talking e.g. role-play, presentation, conversation
- Writing e.g. about personal views, to book a hotel etc.

### Added value unit

Learners will plan and research a topic of their own choice which they feel has particular relevance to them. They will record their research findings in English but make a presentation in Spanish.

## National 5 (N5)

### Assignment - Writing

Students will complete a written assignment of 120-200 words in Spanish, using detailed language, based on one of the following themes: society, learning or culture.

### External Exam

**Performance: Talking** -a spoken presentation and conversation in Spanish

**Two formal examination papers:**

1. Reading Comprehension and Writing
2. Listening.





# Mandarin

## Aims Courses

The main aim of the National 4 and National 5 course in Mandarin is to develop proficiency in the skills of talking, listening, reading and writing in Mandarin. Most pupils will have little experience of Mandarin when they enter S3. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of Chinese culture. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## Course Structure

### Understanding language

Students will learn to understand written and spoken Mandarin containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

### Using language

Students will develop their skills in talking and writing in Mandarin. They will take part in conversations and role plays, write short essays, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to write Chinese characters and will significantly expand their range of vocabulary as well as their grammatical understanding of the Mandarin language.

### National 4

Students at National 4 level will complete internal assessments in each skill (reading, listening, talking and writing). Students will also complete an extra Added Value Unit instead of undertaking a final examination. This will involve reading about a topic of choice, making a short presentation in Mandarin on the same topic and taking part in a follow-up conversation. There is no external examination.

### National 5

Students will complete a written assignment of 150-250 Chinese characters, using detailed language, based on one of the following themes: society, learning or culture.

### External examination

At National 5 level all four skills (reading, listening, talking and writing) are assessed by final examination. Talking exams are conducted by class teachers in February of S4, subject to verification by SQA. Reading, Listening and Writing are assessed by two final examination papers.

# Skills, knowledge and understanding

- developing reading, listening, talking, and writing skills
- acquiring and applying grammatical knowledge
- understanding the structure of Mandarin and how it relates to your own language
- raising awareness of various cultures and international citizenship
- enhancing generic skills such as working with others, research, communication and IT skills

As well as offering learners the opportunity to further enhance knowledge of Mandarin as a curricular area, pupils will experience:

- Reading comprehension activities using real life materials
- Interactive language tasks
- Pair and group activities such as conversations and role-plays
- Workshop style activities to develop writing skills
- Listening comprehension using a variety of media
- Web-based research

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Individual practice of reading/listening comprehension activities
- Writing in Mandarin to produce personal responses to questions
- Consolidation of knowledge of vocabulary and grammar
- Enhancement of cultural awareness through project work
- Preparation for oral presentations in Mandarin

# Assessment Detail

### National 4 (N4)

#### Unit assessment details

- Reading comprehension assessment
- Listening comprehension assessment, using a variety of media
- Talking e.g. role-play, presentation, conversation
- Writing e.g. about personal views, to book a hotel etc.

#### Added value unit

Learners will plan and research a topic of their own choice which they feel has particular relevance to them. They will record their research findings in English but make a presentation in Mandarin.

### National 5 (N5)

#### Assignment - Writing

Students will complete a written assignment of 120-250 Chinese characters, using detailed language, based on one of the following themes: society, learning or culture.

#### External Exam

**Performance:** Talking –a spoken presentation and conversation in Mandarin

**Two formal examination papers:**

1. Reading Comprehension and Writing
2. Listening.



# Music

## Purpose and aims

The purpose of the National 5 Music course is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

## Aims

## Course structure

The National 5 Music course has an integrated approach to learning and combines practical learning and understanding of music. In the course, learners draw upon their understanding of music styles and concepts as they experiment with these in creative ways when performing and creating music.

Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices. Through listening, candidates develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation.

Candidates develop their performing skills on two selected instruments, or on one selected instrument and voice through regular practice and self-reflection.

### Question paper 40 marks (35% of the overall course award)

The purpose of the question paper is to assess candidates' knowledge and understanding of music concepts and music literacy.

Candidates respond to questions that relate to excerpts of music in different styles. A range of question types are used in the question paper.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception and discrimination
- knowledge and understanding of a range of music styles, concepts and music literacy

### Composing Assignment 30 marks (15% of the overall course award)

The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

- composing one piece of music
- reviewing the composing process

### Performance 60 marks (50% of the overall course award)

The purpose of the performance is to allow candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

Candidates perform an 8 minute programme at Grade 3 level on two instruments or instrument and voice.

They are marked on the following areas:

**melodic accuracy/intonation - rhythmic accuracy - tempo and flow - mood and character - tone - dynamics**

# Skills, knowledge and understanding

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- skills in creating original music using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

As well as offering learners the opportunity to further enhance knowledge of Music as a curricular area, pupils will experience:

- Personal learning
- Applying
- Analysing and evaluating
- Creating

Key Learning  
Activities

Key Learning  
Activities

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Daily practise on chosen instruments or instrument and voice
- Online research and report writing to support understanding of Composers and their Social/Cultural backgrounds
- Completion of written evaluations of their own and others work
- Short Composition tasks to support the creative process
- Revision of Musical Concepts using booklets and online listening resources
- Exercises in Musical Literacy and Analysis

## Assessment Detail

### National 4 (N4)

All Units will be internally assessed based on a range of evidence throughout each unit.

#### **Performing Skills**

The Performance level required is Grade 2.

Learners will be assessed at various points when the required standard has been achieved. A record of assessments and evaluations will be gathered in written, audio and video formats.

#### **Composing Skills**

Learners will produce a musical composition with a clear sense of style and structure.

#### **Understanding Music**

Learners will recognise and identify music concepts, signs, symbols and terms through a variety of Listening tasks.

**Course is graded Pass/Fail**

### National 5 (N5)

Final marks are awarded in

Performance: 50%

Question Paper: 35%

Composing Assignment 15%

Performances will be examined by a Visiting Examiner from SQA in Feb/March of S4.

Programmes should be 8 minutes in length at Grade 3 standard



# Physical Education

The main purpose of the course is to develop and demonstrate movement and performance skills in a variety of physical activities. The Course also provides an opportunity to support the formation of individual attitudes, values and behaviours. By engaging in practical activities the learner will have an opportunity to demonstrate initiative, decision making and problem solving. Learners will also develop team building skills and enhance their ability to compete, co-operate and collaborate.

## Aims

The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed. The skills, knowledge and understanding that candidates acquire by successfully completing this course are transferable to life and to the world of work.

The course aims to enable candidates to:

- Develop the ability to safely perform a comprehensive range of movements and performance skills
- Understand factors that impact on performance
- Build capacity to perform effectively
- Develop approaches to enhance personal performance
- Monitor, record and evaluate performance development

### Area of Study 1: Performance Skills

This aims to develop the candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

### Area of Study 2: Factors Impacting on Performance

This aims to develop candidates' knowledge and understanding of factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social, and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

## Course Structure



# Skills, knowledge and understanding

- Demonstrating a comprehensive range of movement and performance skills safely
- Understanding factors that impact on performance
- Planning, developing and implementing approaches to enhance personal performance
- Monitoring, recording and evaluating performance development
- Decision-making and problem-solving in performance contexts
- Organisational skills in preparing for, and during physical activity

As well as offering learners the opportunity to further enhance knowledge of Physical Education as a curricular area, pupils will experience:

- Learner-centred problem solving activities
- Pair and group discussion
- Analysis of model performance
- Gathering data on practical performance
- Analysis of performance data
- Training programme design
- Evaluation of performance development

## Key Learning Activities

## Home Learning

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- e-Learning activities
- Research tasks
- Exam technique questions
- Analysis of results

# Assessment Detail

### National 4 (N4)

Practical Performance - pass/fail (internally assessed and externally moderated)

Internal coursework - pass/fail (externally verified)

Added Value unit - will focus on application and challenge

**Course award will not be graded**

### National 5 (N5)

Practical Performance - 50% (internally assessed and externally moderated)

Portfolio - 50% (submitted to SQA for marking)

There is no examination.

**Course award will be graded**



# Physical Education

## Sport and Recreation National 5 (SCQF level 5)

National 5 Sport and Recreation develops the skills, knowledge and attitudes, needed for work in the Sport and Recreation Industry. The specific course aims are to develop:

- ♦ skills in planning, reviewing and evaluating activity sessions
- ♦ skills in developing physical training plans, reviewing progress and setting goals for others
- ♦ a broad base of knowledge, skills and understanding related to the sport and recreation industry
- ♦ an awareness of health and safety issues relevant to a range of activities
- ♦ communication and customer care skills
- ♦ technical knowledge and skills in relation

# Aims Course

## Course Structure

The course content includes the main practical activities involved in carrying out a supportive role in sport and recreation environments. These include: helping to plan and review a training programme, sourcing information about career pathways, identifying and reviewing skill development; assisting with activity planning, setting-up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources.

The following units of the course are designed to provide an experiential learning process.

Sport and Recreation: Assist with Fitness Programming

Sport and Recreation: Assist with a Component of Activity Sessions

Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry

Sport and Recreation: Assist with Daily Centre Duties

# Course Structure

# Skills, knowledge and understanding

## Skills Knowledge and Understanding

The Skills for Sport and Recreation courses will enable learners to develop general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector. Learners will work under supervision in an appropriate sport and recreation environment, but will be expected to become more actively involved with customers and operational staff.

The course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments — helping to plan and review a training programme, assisting with planning, setting-up and delivering activity sessions, dealing effectively and courteously with clients, assisting with emergency procedures, assisting with setting up, dismantling and checking equipment and resources, establishing good practice in identifying and reviewing goals and sourcing information about career pathways .

## Key Learning Activities

## Home Study

Sport development is a key component to this course and it would be highly beneficial for the candidate to participate in sport and physical activity out with school hours. Candidates will be supported to complete planning, presentation and evaluation tasks at home.

# Assessment Detail

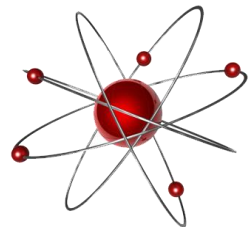
To achieve the award of Sport and Recreation (Nat 5), learners must achieve all the required units. **They will be assessed pass/fail. Skills for Work Courses are not graded.** Unit assessment evidence details.

Unit 1. Assist with a Component of Activity Sessions. Assessment evidence will take the form of: relevant information gathered for each activity regarding client(s), activity and emergency procedures (with personal client details removed), risk assessment for each activity, session plans, copies of completed emergency procedure report forms, personal action plan.

Unit 2. Employment Opportunities in the Sport and Recreation Industry. Assessment evidence will take the form of: information on three career or further education opportunities, information on skills, qualifications and experience required, specified length of experience, personal career action plan for an identified career.

Unit 3. Assist with Fitness Programming. Assessment evidence will take the form of: completed client's physical activity record questionnaire, completed fitness baseline record for one client, client's physical training plan related to two components of fitness, final review form, modified client's physical training plan for future use.

Unit 4. Assist with Daily Centre Duties. Assessment evidence will take the form of: learner's completed work schedule — showing setting up equipment, taking down equipment, storing equipment, cleaning and tidying facilities, centre/organisation equipment and facility reports completed by the learner, assessor checklists, evidence of client interactions.



# Physics

## Aims Course

N4 and N5 Physics provide a wonderful opportunity to develop each learner's interest and enthusiasm for physics. Through learning in physics, learners develop their interest in and understanding of the world. They will engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills developed by physics are needed across all sectors of society.

The physics courses will encourage resourcefulness, which leads to becoming a confident individual. Successful learners in physics think creatively to analyse and solve problems. Physics can produce responsible citizens, through studying the impact it makes on their lives, on the environment, and on society.

The courses are also designed to encourage the development of a range of scientific inquiry and investigative skills, scientific analytical thinking, planning and problem solving all in a physics context.

## Course Structure

**The course has three Units and an Added Value Unit.**

### Unit 1: Electricity and Energy

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. The Unit covers key areas such as energy conservation, generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Unit 2: Waves and Radiation

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation. The Unit covers key areas such as wave characteristics, sound, electromagnetic spectrum and nuclear radiation. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Unit 3: Dynamics and Space

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. The Unit covers key areas such as speed and acceleration, relationships between forces, motion and energy, satellites and cosmology. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Added Value Unit/Assignment

In this assignment learners are expected to carry out an experimental investigation and report on their findings. Learners will be given the opportunity to investigate their chosen topic over several weeks and will be required to present their findings in a supervised assessment.

### External Examination Paper

In addition N5 Physics will also include an external exam. Performance in the exam will provide the basis for grading attainment in the course award.

# Skills, knowledge and understanding

In Physics, learners will be expected to:

An investigatory approach will be used in physics, with learners actively involved in developing their skills, knowledge and understanding by investigating a range of relevant physics applications and issues. They will demonstrate knowledge and understanding of physics by making statements, describing information, providing explanations and integrating knowledge. Learners will also apply their knowledge of physics to new situations, interpreting information and solving problems. Learners will plan and design experiments/investigations to test given hypotheses or to illustrate particular effects

As well as offering learners the opportunity to further enhance their knowledge of physics as a curricular area, pupils will experience:

- An active, challenging but enjoyable learning experience.
- Active learning approaches including class and peer discussion, self and peer assessment and individual and group presentations
- Group and collaborative working through the use of practical and investigative activities.
- Opportunities to research topics and present their findings
- Choice in selecting activities and investigations where appropriate.
- Opportunities to develop a range of skills required for life, learning and work.

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- HW questions on key facts and problem solving
- Preparing for or writing up an investigation or some aspect of practical work
- Researching and fact finding
- Preparing a presentation
- Regular consolidation of course work

# Assessment Detail

### National (N4)

Each unit will be assessed.

Added value unit will be assessed.

Assessments will take place in school and be verified by SQA.

Assessments will be pass or fail.

**N4 Physics will not have an external exam.**

Learners must pass all assessments to gain a course award.

**Course award will not be graded**

### National 5 (N5)

**N5 Physics will have external exam set and marked by SQA.**

**Component 1: Question Paper 135 marks**

**Component 2: Assignment 20 marks**

The marks are scaled such that the Assignment contributes 20% of the overall grade.

The course award is graded A-D.





# Practical Woodworking

## Aims Course

The main 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
- An understanding of sustainability issues in a practical woodworking context

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

The Course consists of **three practical units** and a **log book**

### Model 1: Practical Woodworking: Flat-frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Learners will also be able to read and use drawings and diagrams.

### Model 2: Practical Woodworking: Carcase Construction

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams that require some interpretation on the part of the learner.

### Model 3: Practical Woodworking: Machining and Finishing

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

### Log Book and Safe Working Practices

Learners are required to maintain a logbook throughout the duration of this course to illustrate the progression of their knowledge and understanding. Learners will use the log book to reflect on their work and give reference to the safe working practices used within the workshop. Learners must be aware of the importance of responsible working and the need to ensure the safety of themselves and others at all times.

## Course Structure

# Skills, knowledge and understanding

- Using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks
- Adjusting tools where necessary, following safe practices
- Reading and interpreting drawings and diagrams
- Measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- Applying knowledge and understanding of safe working practices in a workshop environment
- Knowledge and understanding of the properties and uses of a range of woodworking materials
- Knowledge and understanding of sustainability issues in a practical woodworking context

As learners progress through the units of work they will develop practical skills in the use of woodworking tools and machinery

Learners will also develop knowledge and understanding of woodworking processes and techniques in the production and finishing of a range of projects

Learners will develop transferable skills in workshop practice which can be applied to a range of different situations and contexts

## Key Learning Activities

## Home Study

Further learning, research and knowledge of woodworking theories and techniques can be further enhanced by home study

Research

Knowledge and understanding of manufacturing processes and materials based on coursework.

Exam technique questions

Learners should develop their knowledge and understanding of such areas as benchwork tools, machinery, the care and maintenance of woodworking tools and machinery through home study

# Assessment Detail

### National 4 (N4)

All units are internally assessed

**Practical Woodworking:** Flat-frame Construction

**Practical Woodworking:** Carcase Construction

**Practical Woodworking:** Machining and Finishing

**Assignment:** Making a Finished Product from Wood

Final course assessment will be derived from a finished product in wood, combining skills learned from units and produced to a given standard.

### National 5 (N5)

**Component 1:** The question paper is worth **60 marks** out of **130 marks**. This is scaled by SQA to represent **30%** of the overall marks for the course assessment. This written question paper is set and marked by SQA and conducted under conditions specified for external examinations by SQA. Candidates will complete this in **1 hour**.

**Component 2:** The practical activity is worth **70 marks** out of **130 marks**. This represents **70%** of the overall marks for the course assessment.

The practical activity is set by SQA, on an annual basis and conducted under supervision by the class teacher. The practical activity is undertaken in open-book conditions and candidates are expected to progress through each stage of the practical activity independently. Candidates will complete this activity during class time.



# Religious, Moral & Philosophical Studies

This course helps candidates to develop an understanding of the society in which they live and work; through learning about, and from, religious beliefs, non-religious viewpoints and personal experience. The course encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour; and examine how religion, morality and philosophy might help people find meaning and purpose in life. Candidates have opportunities to develop literacy, personal learning and thinking skills as well as a sense of responsible citizenship.

## Aims Course

National 5 will contain an external examination paper and assignment project; this will be assessed after the two year period of the course. At National 4 level, learners will only have to pass the three course units and an added value unit project. All will be internally assessed.

### Unit 1: World Religions

For this part of the course the learner will demonstrate knowledge and understanding with analysis and evaluative skills through the following.

- *Nature of God, Dual nature of human beings, Free will, Sin, The Exodus, The Covenant, Judgement, Messiah, Olam Ha-Ba, Living according to the Torah, Worship*

**Course unit: Judaism**

### Unit 2: Morality and Belief

For this part of the course, the learner should be able to do the following at a straightforward level:

- *the value of life: right to life, right to die, sanctity of life, personal autonomy*
- *use of embryos: reproductive, research, therapeutic*
- *end-of-life care: palliative, hospice*
- *euthanasia and assisted dying: voluntary euthanasia, non-voluntary euthanasia, assisted*
- *dying provided by individuals or organisations*

**Course unit: Morality, Medicine and the Human body**

### Unit 3: Religious and Philosophical Questions

For this part of the course, the learner should be able to do the following at a straightforward level:

- *The Nature of God*
- *The Cosmological argument, Aquinas' cosmological argument & counter arguments, The Big Bang theory & evidence.*
- *The Teleological argument, Paley's teleological argument & counter-arguments, Evolutionary theory & evidence.*

**Course unit: The Existence of God**

### External Examination Paper/Added Value Unit

At National 5 level the learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit 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.

# Course Structure

# Skills, knowledge and understanding

## Pupils will develop the following:

- Knowledge and understanding of the impact, relevance and significance of religion through studying some beliefs and practices found within religion and the contribution these make to the lives of followers.
- Knowledge and understanding of moral issues and responses.
- Knowledge and understanding of religious and philosophical issues and responses.
- Analysing and evaluating religious, moral and philosophical issues and responses.
- Expressing views about religious, moral and philosophical issues and responses.

As well as offering learners the opportunity to further enhance knowledge of RMPS as a curricular area, pupils will experience:

- Personal reflection on key issues in religious, moral and philosophical concepts
- Activity based learning activities.
- Pair/group/class discussions to develop communication skills.
- Develop Higher Order Thinking Skills.
- Pair/group presentations.
- Read, analyse and evaluate sources on religious beliefs, moral issues and philosophical issues.
- Investigatory research tasks.

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Guided research of topical/ relevant issues
- Exam technique revision
- A range of KU questions based on topic areas

# Assessment Detail

## National 4 (N4)

### Unit assessment

- All Units are internally assessed against the requirements shown in the Unit Specifications.
- They can be assessed on a Unit-by-Unit basis or by combined assessment.
- They will be assessed on a pass/fail basis within centres.

In the National 4 RMPS Course, the Added Value Unit will focus on:

- challenge
- application

The learner will extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by an assignment in which learners will research and present findings on a modern studies topic or issue.

## National 5 (N5)

### Assignment (20%)

The assignment component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

### External Exam (80%)

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.





# Geography

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. Through the study of Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures.

Learners will build up a framework of geographical knowledge and understanding with which to understand and respond to global issues which can help them develop a sense of responsible citizenship. Through the skills and content of this Course, learners will develop an increased understanding of the environment, sustainability and the impact of global issues.

## Aims Course

### Unit 1: Geography: Physical Environments

In this Unit, learners will develop geographical skills and techniques in the context of physical environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

- Weather.
- Glaciated upland;
- Coastlines of erosion and deposition

### Unit 2: Geography: Human Environments

In this Unit, learners will develop geographical skills and techniques in the context of human environments.

- Contrasts in development
- World population distribution and change
- Issues in changing urban and rural landscapes

### Unit 3: Geography: Global Issues

In this Unit, learners will develop skills in the use of numerical and graphical information in the context of global issues.

- Environmental hazards
- Health

### Added Value Unit

At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit 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. At National 4 level, learners' will only have to pass the three course units and an added value unit project. They will be assessed on a pass/fail basis within centres. All will be internally assessed.

### External Examination Paper

At National 5 level the learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. This will be assessed after the two year period of the course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

## Course Structure



# Skills, knowledge and understanding

Geography learners will be:

- developing and applying skills, and detailed knowledge and understanding in geographical contexts
- with guidance, researching and using information collected from a range of sources about geographical issues which are mostly familiar
- using a range of mapping skills, including the use of Ordnance Survey maps in mostly familiar contexts
- using a range of research skills, including fieldwork skills, in mostly familiar contexts
- using and interpreting a range of numerical and graphical information in mostly familiar contexts

As well as offering learners the opportunity to further enhance knowledge of Geography as a curricular area, pupils will experience:

- a range of geographical skills and techniques
- detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- an interest in, and concern for, the environment leading to sustainable development

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Guided research of topical/ relevant issues
- Exam technique revision
- A range of KU questions based on topic areas

# Assessment Detail

## National 4 (N4)

Unit assessment

- All Units are internally assessed against the requirements shown in the Unit Specifications.
- They can be assessed on a Unit-by-Unit basis or by combined assessment.
- They will be assessed on a pass/fail basis within centres.

In the National 4 Geography Course, the Added Value Unit will focus on:

- challenge
- application

The learner will extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by an assignment in which learners will research and present findings on a Geography topic or issue.

## National 5 (N5)

### Assignment (20%)

The assignment component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

### External Exam (80%)

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

The purpose of History is for learners to develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship.

This Course contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

## Unit 1: Historical Study: Scottish

In this Unit, learners will develop techniques to evaluate a range of historical sources. Learners will develop knowledge and understanding of a Scottish area of historical study.  
*Course Unit: Mary Queen of Scots, and the Reformation, 1542-1587*

## Unit 2: Historical Study: British

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Learners will develop knowledge and understanding of a British area of historical study.  
*Course Unit: The Atlantic Slave trade 1770-1807*

## Unit 3: Historical Study: European and World

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Learners will develop knowledge and understanding of a European and World area of historical study.  
*Course Unit: Hitler and Nazi Germany, 1919-1939*

## Added Value Unit

At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit 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. At National 4 level, learners will only have to pass the three course units and an added value unit project. They will be assessed on a pass/fail basis within centres. All will be internally assessed.

## Assignment and External Examination Paper

At National 5 level the learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. This will be assessed after the two year period of the course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

# Skills, knowledge and understanding

History learners will be;

- Developing and applying skills, knowledge and understanding across contexts from Scottish, British and European and world history
- Evaluating the impact of historical developments, presenting information in a structured manner

As well as offering learners the opportunity to further enhance knowledge of History as a curricular area, pupils will experience:

- evaluating the origin, purpose, content and/or context of historical sources
- evaluating the factors contributing to historical developments, drawing reasoned conclusions supported by evidence
- with limited guidance, researching and analysing historical information
- developing a detailed and mostly accurate knowledge and understanding of historical themes and events in Scottish, British, European and world contexts

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Guided research of topical/ relevant issues
- Exam technique revision
- A range of KU questions based on topic areas

# Assessment Detail

## National 4 (N4)

Unit assessment

- All Units are internally assessed against the requirements shown in the Unit Specifications.
- They can be assessed on a Unit-by-Unit basis or by combined assessment.
- They will be assessed on a pass/fail basis within centres.

In the National 4 History Course, the Added Value Unit will focus on:

- challenge
- application

The learner will extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by an assignment in which learners will research and present findings on a History topic or issue.

## National 5 (N5)

### Assignment (20%)

The assignment component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

### External Exam (80%)

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.



# Modern Studies

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units of the Course. Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

## Aims Course

National 5 will contain an external examination paper and assignment project; this will be assessed after the two year period of the course. At National 4 level, learners' will only have to pass the three course units and an added value unit project. All will be internally assessed.

### Unit 1: Democracy in Scotland and the United Kingdom

For this part of the course, the learner will be required to provide evidence of the ability to use a range of sources of information to detect and explain exaggeration and selectivity in the use of facts drawn from political issues in Scotland and the UK. The learner will also be expected to demonstrate knowledge and understanding which is mainly factual but has some theoretical content, of political issues in the United Kingdom

**Course unit: Democracy in the United Kingdom**

### Unit 2: Social Issues in the United Kingdom

For this part of the course, the learner will be required to provide evidence of the ability to use a range of sources of information to make and give detailed justifications of decisions about social issues in the United Kingdom. The learner will also be expected to demonstrate knowledge and understanding of crime and the law in the United Kingdom.

**Course unit: Crime and the Law**

### Unit 3: International Issues

For this part of the course, the learner will be required to provide evidence of the ability to use a range of sources of information to draw and give detailed support for valid conclusions about international issues. The learner will also be expected to demonstrate knowledge and understanding of international issues drawn from the study of socio/economic and political issues in a significant world power.

**Course unit: World Powers - the USA**

### External Examination Paper/Added Value Unit

At National 5 level the learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit 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.

## Course Structure

# Skills, knowledge and understanding

Modern Studies Learners will be;

- developing and applying detailed skills, knowledge and understanding in political, social or international contexts
- with guidance, researching and using information collected from a range of sources about contemporary issues which are mostly familiar

As well as offering learners the opportunity to further enhance knowledge of Modern Studies as a curricular area, pupils will experience:

- using a range of sources of information to support and oppose a statement/viewpoint in mostly familiar political contexts
- giving detailed justifications for decisions made in mostly familiar social contexts using a range of sources of information
- giving detailed support for valid conclusions drawn from a range of sources of information about mostly familiar international issues

## Key Learning Activities

## Home Study

Learners are expected to undertake tasks and activities related to their learning at home. These activities will be guided by the subject teaching staff and range from:

- Guided research of topical/ relevant issues
- Exam technique revision
- A range of KU questions based on topic areas

# Assessment Detail

## National 4 (N4)

### Unit assessment

- All Units are internally assessed against the requirements shown in the Unit Specifications.
- They can be assessed on a Unit-by-Unit basis or by combined assessment.
- They will be assessed on a pass/fail basis within centres.

In the National 4 Modern Studies Course, the Added Value Unit will focus on:

- challenge
- application

The learner will extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by an assignment in which learners will research and present findings on a modern studies topic or issue.

## National 5 (N5)

### Assignment (20%)

The assignment component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

### External Exam (80%)

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.



# MEARNS CASTLE HIGH SCHOOL

## S2 OPTIONS FORM



A	B	C	D	E	F	G	H	I
ENGLISH	MATHS	MODERN LANGUAGE	SOCIAL STUDIES	SCIENCES	TECHNOLOGIES	EXPRESSIVE ARTS	OPTION	OPTION
ENGLISH	MATHS	FRENCH	GEOGRAPHY  HISTORY  MODERN STUDIES	BIOLOGY  CHEMISTRY  PHYSICS	BUSINESS MANAGEMENT  COMPUTING SCIENCE  GRAPHIC COMMUNICATION  HEALTH & FOOD TECHNOLOGY  PRACTICAL COOKERY	ART & DESIGN  DRAMA  MUSIC  PRACTICAL WOODWORKING  SPORT & RECREATION	ART & DESIGN  ADMINISTRATION & IT  CHEMISTRY  DRAMA  MANDARIN  PRACTICAL WOODWORKING  SPANISH	PE  RMPS

Please note that course availability is subject to uptake.

A	B	C	D	E	F	G	H	I
ENGLISH	MATHS	FRENCH	1 <sup>st</sup> choice:	1 <sup>st</sup> choice:	1 <sup>st</sup> choice:	1 <sup>st</sup> choice:	1 <sup>st</sup> choice:	1 <sup>st</sup> choice:
			2 <sup>nd</sup> choice:	2 <sup>nd</sup> choice:	2 <sup>nd</sup> choice:	2 <sup>nd</sup> choice:	2 <sup>nd</sup> choice:	2 <sup>nd</sup> choice:



At this stage, options are provisional. Your choices will only be confirmed when you are issued your new timetable in June.  
We will do our best to ensure that every pupil receives the options that they have chosen.