

# Woodfarm High School



BGE Curricular Pathways and the Journey to  
National Qualifications

Pupil and Parent Information Booklet



# CONTENTS

Foreword by the Head Teacher

## **Part One: Introduction for Parents**

- Courses in S3 – Broad General Education and the Pathway to S4 Qualifications
- Progression to S5/6
- Curricular Choices
- Staff involved in the Pastoral Support of pupils
- Subject Leaders – who to contact
- Personal, Social and Health Education
- Equal Opportunities
- Support
- Final Thoughts
- S2 Curricular Choice Support timeline

## **Part Two: For Pupils**

- Choosing courses
- Explanation of courses

Dear Parent/Carer

Your child is nearing the end of the first two years of secondary school. Throughout this time your child has continued to experience his or her entitlement within the Broad General Education [BGE] phase of Curriculum for Excellence. All children have opportunities to develop skills in all the experiences and outcomes [Es & Os], up to and including fourth level, where appropriate for their individual learning needs. Pupils have developed skills for learning, life and work, with a continuous focus on literacy, numeracy, and health and wellbeing through curricular experiences, interdisciplinary learning and involvement in the wider life of the school.

To support ongoing development and to ensure appropriate challenge, breadth and as much personalisation and choice as possible, your child is now being offered a choice of subjects across the 8 curricular areas of Curriculum for Excellence.

To assist you and your child in making this choice the school offers support in a number of ways:

- a. This booklet contains information on each of the subjects on offer in S3.
- b. Principal Teachers will issue information to pupils on the nature and depth of study required in their subject. At the same time, they can give an assessment of a pupil's abilities and potential in the subject. The pathway choice process and the S2 reporting programme are interlinked. Parents and young people will have received the full S2 report before making a final decision on the individual pathway. Teacher contacts for each subject appear on the contents page.
- c. Pastoral Support Staff know pupils very well and, having carefully gathered information on performance and application in all subjects, are able to answer questions of a wider or more general nature. They are able to advise on a pupil's overall progress and match career ambition to potential. Each pupil will be interviewed by their Pastoral Support teacher; individual career aspirations will be discussed, and advice will be given on most appropriate course choices to ensure success.
- d. A link to the Careers Service delivered by Skills Development Scotland can be made through the 'My World of Work' website on [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk). A member of the Careers Service is linked to the school and will provide information about this website.
- e. All information pertaining to the S2 into S3 curricular choices will be issued to all S2 learners and copies will put on-line on our website.
- f. At the Curricular Choice Day on **Monday 22<sup>nd</sup> February** pupils will meet their PT Pastoral Support, individually to discuss subject choices, based on draft choices made in January. The curricular choices agreed by each pupil with their Pastoral Support Teacher will be printed onto a confirmation of curricular choice sheet. Parents will sign to agree final choice.

In reaching a decision about the curricular areas to be taken, the following factors should be taken into account.

1. Subjects that have been experienced successfully in S1 and S2 are likely to offer the best opportunity for success in S3 and beyond.
2. Subjects which your child enjoys may encourage extra commitment.
3. Subjects which may be required for a future career.
4. Specific subjects where progression may become overly challenging in future years.

Every effort is made to accommodate selected course choices. However, where uptake is low, this may not be possible.

Throughout S3 and S4, the progress of your child will be carefully monitored and tracked. At times changes to the level of study may be necessary. You will be notified of any proposed changes in advance and will be welcome to discuss proposed changes before they take effect.

I hope that this information will be of use to you at this important stage in your child's school career, and that you will feel able to make decisions in the light of advice given. If you have any difficulties, please feel free to contact the school for an appointment with the most appropriate member of staff to deal with your enquiry.

Please note that while Part 2 of this booklet is addressed to pupils, young people will gain the greatest benefit reading and discussing the details with a parent/carer.

Mrs Nicola MacGlashan  
Head Teacher

# PART ONE: INTRODUCTION FOR PARENTS

## **Courses in S3**

S3 is a period of transition. Pupils move on from the Experiences and Outcomes which make up the broad general curriculum into fourth level Experiences and Outcomes which form the basis of study in the Senior Phase. By reducing the number of subjects taken in S3, pupils will be able to build the depth of knowledge, understanding and application of skills necessary to lay the foundations of more specialised learning in the senior phase. During S4 pupils will be fully engaged in studying for the new SQA qualifications known as Nationals. Pupils will sit their first National examinations at the end of S4.

The Scottish Qualifications Authority has developed these qualifications to build on the approaches to learning and teaching embedded in the BGE phase of Curriculum for Excellence.

When pupils are ready, they will begin work towards National Qualifications at one of three levels – Level/National 3, Level/National 4 or Level/National 5. Pupils will study subjects at a level appropriate to their abilities. Pupils will progress towards National qualifications at different rates depending on progress and skill development.

Class teachers will continue to consider pupil progress against the assessment standards integral to the Broad General Education. As and when pupils are ready to explore work towards Nationals, teachers will introduce the language of the National qualifications and begin to familiarise pupils with the type of assessment used in the S4 and beyond during the senior phase.

## **Progression to S5/6**

Below you will see the usual progression pattern for a pupil achieving a certain award in S4 and then continuing that subject into S5.

S4 Award	Level of study in S5	Level of study in S6
Level 3 / National 3	Level 4 / National 4	Level 5 / National 5
Level 4 / National 4	Level 5 / National 5	Level 6 / Higher
Level 5 / National 5	Level 6 / Higher	Level 7 / Advanced Higher

## **Curricular Choice**

In line with Curriculum for Excellence, we have designed the S3 curriculum to ensure that young people follow individual pathways which give breadth and balance to their education and that leave the widest possible choice of career path in later years.

The S3 curriculum will ensure that pupils are secure in their learning across all key curricular areas. The eight curriculum areas are:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Therefore, the individual pathway structure is designed to allow pupils to choose English, mathematics, modern languages, a social subject, a science subject, a technological subject, a

creative subject and physical education. Core elements of religious and moral education and personal, social & health education continue.

Most young people will have the opportunity to study nine certificated subjects as appropriate to individual learning needs.

In S3 each pupil will have

- five periods of English
- four periods of mathematics
- three periods of the other seven subjects chosen including PE.
- one period of religious and moral education
- one period of personal, social & health education

The one remaining period in the week, **the elective** period, has been allocated to promoting wider achievement and further developing Health and Wellbeing.

### **Details of the elective period**

During the curricular choice process, S2 pupils will be asked to specify their choice for the elective period. Electives on offer:

- Duke of Edinburgh Award Scheme
- National Progression Award in Dance
- Sports Coaching Award

Pupils will select **one** elective. Full details of each elective on offer are given in part two of this booklet.

### **How you can support your child's choices and future learning**

Children and young people do better when families support their learning. Each subject entry in the 'Course Information' section of this booklet has a section which explains how you will be able to support your child.

- During this curricular choice process, please help your child to reflect on his or her learning and aspirations for the future.
- During the remainder of S2, take an active interest to ensure that class work and homework are being completed. This will help your child to prepare fully for the challenges of S3 and beyond.
- Discuss the information contained in this booklet and access support web sites such as My World of Work and Parent Zone.

[www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)

[www.engageforeducation.org](http://www.engageforeducation.org)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

### **Staff involved in the Pastoral Support of pupils**

- Arran - AR1 & AR2                      Mr R. Ward
- Bute – BU & BU2                        Ms E. Douch
- Cumbrae - CU1 & CU2                  Mr G. Lamb
- Tiree - TI1 & TI2                         Mrs L. Strain
- Learning Support                        Ms S. Wilson
- S2 Year Head                             Mr. J Fuchs
- S3 Year Head                              Mr. R. Hillis
- Careers Adviser (SDS)                Ms J. Whelan

### **Subject Leaders**

For further information about subject choices, please contact the leader of the relevant subject(s) as indicated below.

<b>Business &amp; Information Technology</b> Mr P. Lindsay	Administration and IT Business Management Computing Science Computer Game Development
<b>Performing Arts</b> Mrs A. Bryce	Drama Music
<b>English</b> Mrs S. Kennedy	English
<b>Mathematics</b> Mrs Ward	Mathematics Application of Mathematics
<b>Modern Languages</b> Mrs Thomson	French Spanish Languages for Life & Work
<b>Health &amp; Well Being</b> Mr McCracken	Physical Education Wellbeing & Sport in the Community Practical Cookery Electives
<b>Science</b> Mrs McLachlan	Biology Chemistry Physics Environmental Science
<b>Social Subjects</b> Mr McDonald	Geography History Modern Studies RMPS Scottish Studies Personal Development
<b>Design &amp; Technology</b> Mr Doohan	Art & Design Graphics Woodwork

## **Personal, Social and Health Education**

In S3 the young people receive one period of PSHE per week, which builds on the experiences and outcomes covered in S1/S2. The unique body of knowledge that young people learn through PSHE helps them develop the personal capabilities and skills that are vital for learning, life and work.

PSHE helps young people learn about personal safety and improves their understanding of positive and respectful relationships. It can help pupils to recognise positive parenting and family relationships, as well as abusive, harmful or inappropriate behaviours. It can support children to develop the confidence to ask for help and provide them with the knowledge of who to approach for help.

The course in S3 is designed to cover the following:-

- Skills for Employment
- Work placements and careers
- Health and Wellbeing
- Sexual Health and Relationships
- Body Image
- Life skills/Personal safety
- Domestic abuse
- Internet safety
- Skills Profile

These topics are delivered through a variety of teaching methodologies and by a number of professionals, such as the school-based Skills Development Scotland worker, Campus Police Officer and Pastoral Support Teacher. The learning environment may differ slightly from other curricular areas, as PSHE is very much lead by the young people through group discussion and debate. In S3, pupils participate in a Development the Young Workforce day and in S4 they have the opportunity to go out of school to complete a week of work experience.

## **Equal Opportunities**

As a Rights Respecting School, we address the subject of **Equal Opportunities** with all children and we would appreciate your support in this matter. Our clear position is that there are no such things as “boys” subjects or “girls” subjects. In the world of work in adult life, all jobs are open to both sexes.

Please try to ensure that your child is not rejecting a subject that he/she is good at because of some mistaken belief that the subject is unsuitable for girls or boys.

## **Support**

For pupils with identified additional support needs, additional assessment arrangements will be put in place. Other pupils who, in the course of their studies, experience difficulties may receive additional support in the form of:

- Advice from a pastoral support teacher
- Help from a pupil support assistant within the classroom
- The provision of appropriate additional resources

## **Final Thoughts**

If you are unsure about any aspect of transition into S3 and the curricular choice process as a whole, please do not hesitate to contact your child's pastoral support teacher to discuss your concern. The school can advise and recommend but, ultimately, with parental guidance, the pupil chooses.



## **Woodfarm High School S2 Curricular Choice Support Timeline**

### **Supporting pupils through the transition from S2 to S3**

The table below highlights the various stages in the curricular choice procedure.

#### **S2 Options Programme September 2020 – March 2021**

<b>Date</b>	<b>Activity</b>	<b>Details</b>
29 <sup>th</sup> September	S2 Tracking Report	Every pupil will receive a tracking report for each S2 subject.
Week beginning 9 <sup>th</sup> November to Week beginning 30 <sup>th</sup> November	S2 PSHE Lessons	Parents/carers informed about the curricular choices programme. A range of materials and resources will be used to help pupils explore subject choices including career choice information. Week beginning the 16 <sup>th</sup> November <ul style="list-style-type: none"><li>○ S2 Curricular Pathways Booklet will be posted on Google Classroom and on the school's Website</li><li>○ Pupils will be issued with a sample option choice form.</li></ul> Pupils will discuss the curricular pathways with their parents/carers.
November/December	Subject Information	Staff will support pupils with subject choices by <ul style="list-style-type: none"><li>• sharing information/presentations on subjects</li><li>• recommending appropriate subjects or alternative pathways</li><li>• discussing number and combination of subjects</li></ul>
Week beginning 7 <sup>th</sup> December	S2 Electives Assembly (PE Department)	<ul style="list-style-type: none"><li>• Sports Development</li><li>• Duke of Edinburgh</li><li>• Dance</li></ul>
5 <sup>th</sup> January	S2 Curricular Choice Presentation	Draft form for choosing subjects will be issued to pupils. Pupils will have a question and answer session with the DHT responsible for timetabling.
14 <sup>th</sup> January	S2 Pupils return curricular choice form with draft choices indicated	Choice forms returned during Maths. Pupil Support Teacher will use the draft choices indicated to prepare for individual pupil interviews.
18 <sup>th</sup> January	S2 Full Report	Every pupil will receive a full report for each S2 subject. Performance in each subject should be considered when making a final curricular choice.
22 <sup>nd</sup> February	Curricular Choice Interview Day	Pupils will meet with their Pupil Support Teacher to discuss their subject choices, based on draft choices made in January. Final Curricular Choices will be agreed at this meeting.
26 <sup>th</sup> February	Confirmation of Curricular Choices Form Issued	The final curricular choices agreed by each pupil with their Pupil Support Teacher will be printed onto a confirmation of curricular choice sheet. Parents will sign to agree final choice.
5 <sup>th</sup> March	Curricular Choice Form Returned	Final S2 Curricular Choice Form signed by parents/carers returned to school office by Friday 5 March.

**Please note that any request for a subject change after 2nd March can only be made in exceptional circumstances.**

## **PART TWO: FOR PUPILS**

During the first and second year of your Broad General Education you have been studying a wide range of subjects – English, Mathematics, French, Science, BIT, Social Subjects, Home Economics, Technical, Art, Music, Drama, PE, RME and PHSE.

These subjects ensured that you covered the 8 curricular areas which make up Curriculum for Excellence. During S3 you will move to a blended curriculum of level 3 and 4 Experiences and Outcomes and National Qualifications. By reducing the number of subjects taken in S3, you will be able to build the depth of knowledge, understanding and application of skills necessary to lay the foundations of more specialised learning. During S4 you will be fully engaged in studying for the new SQA qualifications known as 'Nationals'. Your first set of National courses will be completed by the end of S4. If you are sitting National 5, you will take an examination or complete another type of assessment that will be assessed by the Scottish Qualifications Authority (SQA). If you study at National 3 or National 4 level, you will be assessed through internal, school based assessment which is verified by the SQA.

In S3 you need to continue to study elements from the 8 key curricular areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

In reality this means that you will must choose English, Mathematics, a Modern Languages course, Physical Education, a Social Subject, a minimum of one Science subject, a Technological subject and a Creative subject. Core elements of Religious and Moral Education and Personal, Social & Health Education continue will also continue.

### **Courses**

You will be studying up to nine subjects which will lead to presentation of up to 9 National Courses in S4. Where appropriate, vocational opportunities may form part of your learning pathway. Progression in S5 usually involves five subjects. Pupils can opt to choose from the broad range of vocational opportunities available in S5 to ensure each individual pathway best meets the needs of the pupil concerned.

### **The Importance of Choice**

The choices you make now can affect the kind of job or career for which you will be qualified when you leave school. There are certain subjects that you will have to take if you want to follow a particular career.

Ask your Pastoral Support Teacher for information on subject requirements for any careers which you may want to know about before you make your choices. If you are unsure about which career you wish to follow when you leave school, try to take a course which will leave you with as wide a choice as possible.

## **You Will Need Help to Choose**

Your main source of help will be your Pastoral Support Teacher. He or she will review your progress in S2 and then interview you to discuss your individual curricular pathway. You will agree your courses with your Pastoral Support Teacher and then your parents will sign a confirmation form to agree these options.

In discussing your course with you, your Pastoral Support Teacher will take account of:

- i) Your wishes and career intentions (if known)
- ii) Your school performance so far and your chances of success in a particular subject.

### **(i) Your Wishes**

Prepare for the interview. Discuss the choices with your parents. Think about your career intentions. Be **realistic** about your school performance and your chances of success in a particular subject. For each column have alternative choices in mind – do not fix your mind on one subject.

#### **Choose a Subject for a Good Reason**

- You are good at it and like it
- It is necessary or useful for the career you have in mind
- The subject helps to keep your career options as open as possible

#### **Do Not Choose a Subject for a Poor Reason**

- Your friend is taking the subject
- You like the teacher not the subject – you may not have the same teacher
- You think it will be easy and you will not have too much homework

### **(ii) Chances of Success**

- As well as considering future career needs, you also need to consider your chances of success in each subject you intend to take. It is obviously unwise to choose subjects which are unlikely to provide you with much chance of success. You should choose subjects that give you the best chance of achieving a good range of qualifications in S4 and positive progression opportunities for S5.
- As well as having your assessment results, you will be told by each subject department how well you are likely to cope with the future demands of the subject, e.g. a Higher is likely in S5; a possible Higher in S6; presentation at National 3 or 4 only.

## **Availability of S5/6 Subjects**

In S5, you will do further study in five of the nine subjects you were studying in S3/4. Again, National Courses are offered at different levels; National 4, 5, Higher and Advanced Higher (for S6). Depending on pupil uptake, you will have the opportunity to continue with subjects you like, at which you are good or in which you need qualifications for your chosen career.

## **Course Information**

Course Information is organised in faculty subjects.

<b>Business &amp; Information Technology</b>	Administration and IT Business Management Computing Science Computer Game Development
<b>Performing Arts</b>	Drama Music
<b>English</b>	English
<b>Mathematics</b>	Mathematics Application of Mathematics
<b>Modern Languages</b>	French Spanish Languages for Life & Work
<b>Health &amp; Well Being</b>	Physical Education Wellbeing & sport in the Community Practical Cookery Electives
<b>Science</b>	Biology Chemistry Physics Environmental Science
<b>Social Subjects</b>	Geography History Modern Studies RMPS Scottish Studies Personal Development
<b>Design &amp; Technology</b>	Art & Design Graphics Woodwork

# BUSINESS & INFORMATION TECHNOLOGY

## 1a

### BUSINESS MANAGEMENT

Scotland needs entrepreneurs; it needs team players who are confident in their approach to business. These courses could set you on the path to success. Through the study of various entrepreneurs as well as an in depth look at what makes businesses successful you will be well equipped for life after school, be it academic study or straight into the world of work.



#### **Prior learning**

The National courses in Business build on the experiences and outcomes of Curriculum for Excellence. Courses emphasise skills development and take into account emerging technologies to best equip learners for the world of work.

#### **Course description**

The National 4 and 5 courses provide a broad range of learning contexts covering how businesses start, the functional areas of business and the impact of internal and external stakeholders. To consolidate theory, we take learning outside the classroom to examine how businesses such as Tunnocks and Iron Bru have become so successful.

#### **National 4 covers 2 units:**

Business in Action  
Influences on Business

#### **National 5 covers 5 areas of study:**

Understanding Business  
Management of People  
Management of Finance  
Management of Marketing  
Management of Operations

Both levels include an assignment which takes a hands on approach through researching a small business and producing a report to communicate findings.

#### **Assessment**

Formative and Summative assessment are used throughout both levels of the course. *There will be no final exam at National 4.*

National 5 includes a final exam which requires pupils to demonstrate a breadth of skills, knowledge and understanding from across the course. The question paper is worth 90 marks, which represents 75% of the overall marks for the course assessment. The question paper has a greater emphasis on the assessment of knowledge and understanding than the assignment. The assignment at National 5 is worth 30 marks, which represents 25% of the overall marks for the course assessment.

At National 5 level the assignment requires the learner to demonstrate their ability to:

- select an appropriate business topic
- research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources
- apply knowledge and understanding of business concepts to explain and analyse the key features of the topic
- draw valid conclusions and/or recommendations to make informed business judgements and/or decisions
- produce an appropriately formatted business report suitable for the purpose, intended audience and context of the assignment

**Progression**

Successful completion of National 4 at the end of S4 offers progression to National 5 in S5/6

Successful completion of National 5 in S4 offers progression to Higher in S5/6

**Supporting your child's learning:**

- Encourage your child to regularly check Show My Homework and Google Classroom to ensure deadlines are met
- Encourage your child to research and read further on topics covered in class
- Use the local library and internet to access current business stories in the media
- Sign learner profiles to allow you check your child's progress

ICT is a key component in many careers. This course equips learners with the skills to use ICT to undertake complex tasks required to be successful in today's dynamic business environment. The course focuses largely on practical skills with knowledge and understanding of successful business practice built in.



### **Prior learning**

The National courses in Administration and IT build on the experiences and outcomes of Curriculum for Excellence. Courses emphasise skills development and take into account emerging technologies to best equip learners for the world of work.

### **Course description**

The National 4 and 5 courses provide a broad range of learning contexts covering the practical use of IT in business as well the knowledge and understanding required to run a successful Administrative function.

### **National 4 covers the following units:**

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

### **National 5 covers 2 areas of study as shown in the table below:**

Theory	IT Solutions for Administrators
<p>Learners 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.</p> <p>Theory includes:</p> <ul style="list-style-type: none"> <li>• tasks (duties) of administrators</li> <li>• skills/qualities of administrators</li> <li>• customer service: features, benefits and consequences</li> <li>• health and safety: features of current legislation and organisational responsibilities</li> <li>• security of people, property and information: organisational responsibilities and features of current legislation</li> <li>• sources of information from internet: features and benefits of reliable internet sources and consequences of unreliable internet sources</li> <li>• file management: features, benefits of good and consequences of poor file management</li> <li>• corporate image: features, benefits of having a corporate image and consequences of no/negative corporate image</li> <li>• electronic communication: methods, features, uses and benefits</li> </ul>	<p>Learners 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.</p> <p>IT applications include:</p> <ul style="list-style-type: none"> <li>• Databases</li> <li>• Spreadsheets</li> <li>• Word-processing and/or desktop publishing</li> <li>• Presentations</li> <li>• Electronic communication</li> </ul>

Both levels include an assignment which takes a hands on approach through planning, organising and supporting a small scale event.

### **Assessment**

Formative and Summative assessment are used throughout both levels of the course. *There will be no final exam at National 4.*

At National 5 an SQA set question paper (50 marks) and assignment (70 marks) is used to assess candidates and involves the preparation of an event and follow up activities. It is conducted under controlled conditions and marked externally by the SQA.

At National 5 level the assignment requires the learner to demonstrate:

- skills in using IT functions in word-processing, desktop publishing, and presentations to produce and process information
- skills in using technology for investigation
- skills in using technology for electronic communication
- skills in problem-solving
- knowledge in administration theory

### **Progression**

Successful completion of National 4 at the end of S4 offers progression to National 5 in S5/6

Successful completion of National 5 in S4 offers progression to Higher in S5/6

### **Supporting your child's learning:**

- Encourage your child to regularly check Show My Homework and Google Classroom to ensure deadlines are met
- Encourage your child to research and read further on topics covered in class
- Sign profiles to allow you check your child's progress



The course covers a common core of concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas.



and

### **Prior learning**

National courses in Computing Science build on the experiences and outcomes of Curriculum for Excellence. Courses emphasise skills development and take into account emerging technologies to best equip learners for the world of work.

### **Course description**

The National 4 and 5 courses provide a broad range of learning contexts covering the practical use of Computing in society

### **National 4 covers 2 units:**

<b>Software Design and Development</b>	<b>Information Systems Design and Development</b>
<ul style="list-style-type: none"> <li>• The software development process</li> <li>• Problem solving in high level languages</li> <li>• Data storage in binary form and computer architecture</li> <li>• Awareness of contemporary software development environments</li> <li>• Produce a factual report on a software based application</li> </ul>	<ul style="list-style-type: none"> <li>• Develop information systems using HTML and database software</li> <li>• Consider factors involved in design and implementation of an information system</li> </ul>

### **National 5 covers 4 areas of study:**

<b>Software Design and Development</b>	<ul style="list-style-type: none"> <li>• Develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments.</li> <li>• Develop programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.</li> </ul>
<b>Computer Systems</b>	<ul style="list-style-type: none"> <li>• Understanding of data and instructions are stored in binary form and basic computer architecture.</li> <li>• An awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.</li> </ul>
<b>Database Design and Development</b>	<ul style="list-style-type: none"> <li>• Develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks.</li> <li>• Apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.</li> </ul>

<b>Web Design and Development</b>	<ul style="list-style-type: none"> <li>• Develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks.</li> <li>• 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.</li> </ul>
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### **Assessment**

Formative and Summative assessment are used throughout both levels of the course. *There will be no final exam at National 4.*

At National 4 level the assignment involves the application of skills and knowledge from the other Units to analyse and solve an appropriately challenging computing science problem.

National 5 includes a final question paper worth 110 marks, which is 69% of the overall marks for the course assessment. The course also includes an assignment worth 50 marks, which is 31% of the overall marks for the course assessment.

At National 5 level the assignment requires the learner to demonstrate the following skills, knowledge and understanding:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- developing skills in computer programming
- applying computing science concepts and techniques to create solutions across a range of contexts

The question paper requires learners to demonstrate aspects of breadth and application in theoretical contexts. The paper consists of 25 marks for short answer questions and 85 marks for extended response questions.

### **Progression**

Successful completion of National 4 at the end of S4 offers progression to National 5 in S5/6

Successful completion of National 5 in S4 offers progression to Higher in S5/6

### **Supporting your child's learning:**

- Encourage your child to regularly check Show My Homework and Google Classroom to ensure deadlines are met
- Encourage your child to research and read further on topics covered in class
- Sign profiles to allow you check your child's progress

## **1d NPA Computer Games Development**

Woodfarm High School – Level 4 and 5

### **Course Outline**



Computer gaming is a growing industry, with Scotland one of the global leaders. Scotland's computer games industry has been subject to major investment with the aim to support existing companies and create many new ones. In Scotland there are more than 50 companies, mostly based in Dundee, Edinburgh and Glasgow. These companies rely on a range of creative skills such as art, design, animation, audio and programming. Employers increasingly expect candidates to have critical thinking and problem solving abilities, to be good communicators and able to work within a group/team, as these are essential skills for working in a modern business environment.

### **Recommended Entry**

- It would be beneficial if learners possessed basic IT skills.

### **Qualification Breakdown**

#### **NPA Computer Games Development – SCQF Level 4 and 5**

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development



### **The Course aims to enable learners to:**

- Investigate the computing gaming industry/genres/hardware/trends and emerging technologies;
- Gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design;
- Gain the knowledge and skills required in the creation of media assets and games development;
- Work with others to test a game and give constructive feedback;
- Collaborate with others in an enterprise activity to promote/market a game.

### **Assessment:**

Units are internally assessed against SQA requirements and include rigorous SQA quality assurance procedures. Learners are expected to create a portfolio of their work providing evidence of their progress throughout the units. There is **no** external exam.

### **Homework**

Home learning will consist of tasks such as research, revision and suggested practical activities. As the nature of the course is practical it is expected that learners will use additional time to develop their portfolio of evidence for each unit.

### **Progression**

Learners can go on to study the NPA Computer Games Development Level 5 and 6. See relevant job profiles at [www.myworldofwork.co.uk/](http://www.myworldofwork.co.uk/)

### **Supporting your child's learning:**

- Encourage your child to research and read further on topics covered in class;
- Support your child by encouraging them to access sites such as Code Academy to develop their coding skills.

# PERFORMING ARTS

2a



## Why Study Drama?

Drama is a powerful art form that allows young people to explore the world we live in. They will develop creative, performance and technical theatre skills that will allow them to understand how dramatic meaning is conveyed.

Through the study of Drama, pupils will also enhance their skills for life, work and learning. They will have the opportunity develop their skills in the areas of communication, confidence, problem solving, research, team work, self-evaluation and textual analysis.

There are many careers where Drama will prove useful: theatre making, TV & film, make-up artistry, law, journalism, teaching, events management, social work, medical profession.

## Prior learning

The National Drama courses will build on the experiences and outcomes of the Curriculum for Excellence. In particular, pupils will continue to develop their creative skills, performance skills, knowledge of technical theatre and evaluative skills.

## Course description

The aims of the Course are to enable learners to:

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

## What you will study at all levels:

### Drama Skills



This part of the course involves the pupils becoming playwrights and working to devise their own piece of theatre. This is group task in which each pupil in the group is given responsibility for one scene.

Within this process, pupils will be expected to perform in their drama and will have responsibility for directing their scene. They will evaluate both the ongoing process and the final product.

### Production Skills

In this unit pupils will learn the technical skills used in the theatre, including Acting, Costume, Hair & Make-up, Props, Set Design, Sound and Lighting. We will study how these theatre arts can enhance a performance and the responsibilities associated with each role.

Pupils will then have the chance to apply these skills to a range of different published plays. This will include using specialist equipment, finding and organising resources, running rehearsals and performing in front of others.



### **You will learn (skills developed in the course)**

- Performance: Adapting voice and movement to create characters to present to an audience.
- Technical Skills: Using theatre technology to enhance the mood and atmosphere.
- Textual Analysis: Responding to a range of stimulus-including text -to develop ideas for drama.
- Literacy and Evaluation: Using critical language to evaluate work.
- Teamwork and Communication: Discussion, negotiation, decision making and expressing ideas in production groups.

### **Assessment (approaches and examination details)**

The level of study available in Drama in S3 & S4 will be National 3, 4 and 5. The courses have a range of approaches to assessing pupils' progress.

#### On-going Assessments

- **Folios** are collated for each section of the course to record the creative process.
- **Observational checklists** are used to track the progress of practical skills and set targets.
- **Class tests** at the end of each project to check understanding and track progress.

#### National 3 & 4 Final Assessment

- A **Practical Exam** in March/April of S4. In this exam pupils will either take on the role of an act or a designer. It is assessed internally by the class teacher.
- A **Folio** of work recording the creative process that each pupil has gone through to arrive at their final theatrical ideas.

#### National 5 Final Assessment

- A **Practical Exam** in March/April of S4. In this exam pupils will either take on the role of an act or a designer. This will be worth **60%** of a pupil's final grade in Drama and it is assessed by SQA visiting assessor.
- A **Written Exam** in May of S4. This will assess each pupil's evaluative skills and their creative ideas for theatrical performances. This will be worth **40%** of a pupil's final grade in Drama.

### **Progression**

- Students who gain a National 3 pass would progress to National 4 in S5.
- Students who gain a National 4 pass would progress to National 5 in S5.
- Students who gain a National 5 pass would progress to Higher in S5.

### **How you will be able to support your child's learning at home**

- Check that your child regularly reads over the work covered in class.
- Check formal pieces of homework.
- Support and encourage them with learning lines.
- Help source props, costume and sound effects as required.
- Going to the theatre
- Critically discussing any form of drama watched at home (TV drama, films, soap operas etc.)





# Music

## Why Study Music?

The purpose of studying music is to provide a broad practical experience giving pupils the opportunity to create, perform and respond positively to music. The courses are practical and experiential in nature and include flexibility in the contexts for learning. It helps learners to develop a general interest in music and to develop performing skills on two selected instruments, or on one instrument and voice. Music making develops creativity, listening skills, powers of co-ordination, decision-making skills and self/peer evaluation. Pupils of all ranges of ability will realise their full musical potential in Performing skills, composing skills and understanding music at an achievable pace.

## Prior learning

Learners will have attained the skills, knowledge and understanding required through the relevant experience and outcomes of the S1 and S2 course in Music. The ability to play an instrument is preferable.

## Course description

The level of study available in Music in S3 & S4 will be National 3, 4 and 5.



## You will study (course content)

### Music: Performing Skills

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

### Music: Composing Skills

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

### Understanding Music

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

## You will learn (skills developed in the course)

The skills developed throughout the National Music course will support pupils to:

- develop performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- create music using straightforward compositional methods and music concepts
- develop understanding of the things that influence composers and their work
- develop understanding of music and musical literacy by listening to music and identifying simple music signs, symbols and concepts
- identifying areas for improvement in their work, with support and guidance

## Assessment (approaches and examination details)

### National 4

- **A Composition** is completed in S4. Over the course of S3 and S4 pupils will compose a **piece of music** approximately 1 minute in length. This will assess a pupil's understanding of influences that inspire composers and their ability to use straightforward compositional methods imaginatively in their own music. This will be assessed internally by the class teacher.

- A **Practical Exam** in S4 to assess each pupil's performing skills. Learners will be required to provide evidence of musical performing skills on their two selected instruments, or instrument and voice. This will involve maintaining the musical flow and play, with acceptable accuracy, a selection of level-specific music. This will be assessed internally by the class teacher.
- An on-going **folio** of assessments is collated to assess each pupil's understanding of Music. As part of this pupils will listen to a variety of music extracts and identify music concepts and different music styles, as well as identifying simple music signs and symbols used in music notation.

#### National 5

- A **Composition** completed by Feb of S4. Over the course of S3 and S4 pupils will compose a **piece of music** with a minimum duration of 1 minute. This will assess a pupil's understanding of the things that influence and inspire composers and their ability to use straightforward compositional methods imaginatively in their own music. This will be worth **15%** of a pupil's final grade in Music.
- A **Practical Exam** in Feb/March of S4 to assess each pupil's performing skills. Learners will be required to provide evidence of musical performing skills on their two selected instruments, or instrument and voice. This will involve maintaining the musical flow and play, with acceptable accuracy, a selection of level-specific music. This will be worth **50%** of a pupil's final grade in Music and it is assessed by SQA visiting examiner.
- A **Listening Exam** in May/June of S4 to assess each pupil's understanding of Music. The exam will assess their ability to listen to a variety of music extracts and identify level-specific music concepts and different music styles, as well as identifying simple music signs and symbols used in music notation. This will be worth **35%** of a pupil's final grade in Music.



#### **Progression**

Students who gain a National 3 pass would progress to National 4 in S5.  
 Students who gain a National 4 pass would progress to National 5 in S5.  
 Students who gain a National 5 pass would progress to Higher in S5.

#### **How you will be able to support your child's learning at home**

- Ensuring all homework is completed on time.
- Encouraging regular practice on both instruments chosen.
- Checking that the 'next steps' suggested by the teacher for the Composition are clearly being actioned either in class or at home.
- Supporting them to attend supported study and extra-curricular activities on Homework takes the form of regular practice of both instruments chosen.
- Encouraging regular revision of the musical concepts and the completion of practice questions using the following websites:
  - <http://www.educationscotland.gov.uk/nqmusic>
  - <http://www.educationscotland.gov.uk/learnlisteningonline>
- Ensuring full attendance at ERC instrumental lessons, if applicable, either in school or at Saturday Music centre.



# ENGLISH

## 3 ENGLISH

### Why study English?

The short answer is because it is compulsory. Studying language is compulsory because it is a vital skill which enhances your quality of life. You're using it now to read this entry and you and your carers will use language to talk about your option choices: **different** forms of language to discuss with your parents, chat with your pals, and inform your teachers of your decisions. How successfully we communicate with others determines our success: academically, at work, personally and socially. We want you to acquire the best literacy skills possible to ensure your future success and well-being.

Good literacy skills are required for all aspects of life but they are particularly looked for in careers such as marketing & sales, journalism & publishing, teaching, acting, writing, advertising, library & information work, public relations and local government.

### Prior learning

The National courses all build on the experiences and outcomes of Curriculum for Excellence based on the skills of reading, writing, talking and listening. In S4 you will study a National course which continues the development of these skills from your performance in the Broad General Education in English and Literacy. Pupils will continue to work through 3<sup>rd</sup> and 4<sup>th</sup> levels, with the goal of achieving either completely before embarking on National 4 or 5. National courses incorporate and build on the significant aspects of learning so central to the BGE experience.



### Course description

National 3, 4 and 5 courses all develop the skills of reading, writing, talking and listening. Students will be given a wide range of literature, non-fiction and media texts to understand, analyse and evaluate by listening & watching and by reading. You will also create and produce a wide range of materials in both spoken and written form. Some of these texts and materials will be Scottish. Students will also be expected to plan and research, showing that they can apply their literacy skills to various tasks, and that they can do this independently at the end of the course.

### Assessment

At National 4 there are 3 Units to be completed. There is also a Literacy course comprising 4 Units. There is **no** examination.

National 5 covers 4 main skills: reading, listening, talking and writing. In addition to the examination (worth 70% of marks) a portfolio completed in school and submitted to SQA counts for 30% of the available marks.

### Progression

Students who gain a National 3 award will progress to study National 4.

Students who gain a National 4 award will progress to study National 5.

Students who gain a National 5 award will progress to study Higher.

### How parents/ carers can support young people's learning at home:

- Help your child with time management of the various activities.
- Discuss with your child what he/she is reading in class – characters, plot, themes.
- Encourage reading of a variety of texts – blogs, fiction, websites, the media etc.
- Ask your child why the text was produced, who for and what they think of the format, not just the content.
- Discuss current affairs/ news with your child to help form opinions and use of evidence.
- Read over the essays / written work your child is producing and give an opinion.
- Act as an audience / critical friend to rehearsals for solo talks or presentations.





## MATHEMATICS AND APPLICATION OF MATHEMATICS

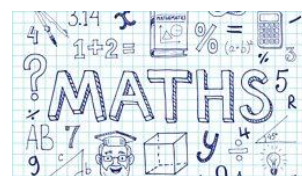
#### **4. Mathematics and Application of Mathematics**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Courses we offer in S3/4 aim to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations, develop confidence in the subject and a positive attitude towards further study in mathematics, develop skills in manipulation of abstract terms in order to solve problems and to generalise, allow learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development, develop the learner's skills in using mathematical language and to explore mathematical ideas and develop skills relevant to learning, life and work in an engaging and enjoyable way.

## S3/4 Course

- National 3 Applications of Mathematics
- National 4 Mathematics
- National 5 Mathematics



### How level of study will build on prior learning

Learners' progress will be monitored when progressing through the S1/S2 CfE courses and pupils would be expected to have attained the appropriate level of skills and knowledge to be able to achieve success in National 3, 4 or 5. S3 will form a transition stage. The level of presentation will be determined by the end of S3.

## Course Description

The National courses in Mathematics build on the experiences and outcomes of the Curriculum for Excellence. The course continues to develop algebraic skills, geometric skills, trigonometric skills, statistical skills and numeric skills. Pupils will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. They will also develop mathematical reasoning skills and will gain experience in making informed decisions.

## Assessments

To gain the course award:

- National 3 Applications of Maths: the learner will complete 3 units. Across all three units of work, pupils will be internally assessed using assessments along with on-going formative assessments.
- National 4: the learner will complete 3 units and an added value unit in the form of an internal test which is assessed as pass/fail. Across all three units of work, pupils will be internally assessed using assessments along with on-going formative assessments.
- National 5: the learner will complete an external exam, in the form of a non-calculator paper and a calculator paper. This is externally marked and is graded. Throughout the course, pupils will be internally assessed using summative assessments along with on-going formative assessments.

## Progression from S4

Students who gain a National 3 Applications of Maths award could progress to National 4 where appropriate.

Students who gain a National 4 award could progress to National 5 where appropriate.

Students who gain a good National 5 award could progress to Higher.

**How you will be able to support your child's learning at home:**

- Check that your child regularly practices work covered in class.
- Check formal pieces of homework as well as daily homework.
- Help your child with time management.
- Support materials will be provided for pupils on GLOW and parents can assist their children using these materials in preparation for assessments.

## MODERN LANGUAGES

5a



Modern Languages: French or Spanish



The Modern Languages courses provide candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The courses provide candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

**National 3: You will study French or Spanish in the meaningful real-life contexts of:** family & friends; interests/hobbies; where languages are spoken; roles & responsibilities; learning a language; education in another country; aspects of school; future plans; planning a trip; lifestyles; customs & traditions; the Arts. There is **no external assessment (final exam)**.

You will complete **two** units:

- Modern Languages: Understanding Language (National 3)
- Modern Languages: Using Language (National 3)

**National 4: You will study French or Spanish in the meaningful real-life contexts of:** family relationships/ rules/housework / importance of friends; physical, mental & social wellbeing; languages; global citizenship; education; money; jobs; planning for work experience/preparing CVs; choice of and evaluation of trip; culture/celebrations/events in another country; fiction, TV & films in the modern language. **There is no external assessment (final exam) for this course.**

You must complete **three** units:

- Modern Languages: Understanding Language (National 4)
- Modern Languages: Using Language (National 4)
- Added value unit – Modern Languages Assignment and Presentation

**National 5: You will study French or Spanish in the meaningful real-life contexts of:** relationships; healthy/unhealthy lifestyle; new technology; language-learning; town and country; environment; opinions of subjects/preparing for exams; education system; learner responsibilities; part-time jobs & studying; future jobs/future plans; work experience; achievements/ambitions; importance of travel & languages; describing a holiday; aspects of other countries; special occasions/traditions/ celebrations/events; literature, film & TV in the modern language. **There is an external assessment (final exam) for this course.**

**Completed during term-time**

**Course assignment: Writing – 15 marks**

Candidates will be assessed on one of three contexts: society, learning or culture.

**Performance - talking: 30 marks.** Learners will deliver a presentation (10 marks) and conversation (20 marks) in the modern language.

## SQA exam

### Question paper 1: Reading and Writing

#### Reading: 30 marks.

You will read three texts in French and answer questions in English, using a dictionary.

**Writing: 15 marks.** One piece of writing in the modern language will be produced, in response to a job advert stimulus, using a dictionary.

**Question paper 2: Listening - 30 marks.** Learners will listen to one monologue and one short conversation in the modern language. Learners will give answers in English to questions in English in order to demonstrate understanding.

### Total marks 120 marks including course assignment writing and performance

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

### How you will be able to support your child's learning at home: (all levels)

- Your child will have a vocabulary booklet to revise at home. She/he will get new words to learn every time she/he comes to French. Please practise these with him/her.
- There are excellent websites your child can use to revise at home. These will be suggested in class, via the vocabulary booklet or at Parentzone on the Scottish National Centre for Languages Website at <http://www.scilt.org.uk/LearnersParents/Parentzone/tabid/1874/Default.aspx>
- Sometimes your child will have a piece of writing, a talk or a presentation to prepare. Please help them by allowing them time to research at home, or simply by being a willing 'audience'.
- If you have the chance, take your child to see suitable French or Spanish films, listen to a radio station online where these languages are spoken, take them to a French or Spanish restaurant or buy foreign newspapers and magazines to look at together!

### Pathways in Modern Languages

Choice in S3		Pathway in S4		Level of study in S5
Languages for Life and Work 3	>	Languages for Life and Work 4	>	National 4 French/Spanish
French	>	National 4/5 French	>	National 5/Higher French
French and Spanish	>	National 4/5 French and Spanish	>	National 5/Higher French and/or Spanish

**Why study Modern Languages for Life and Work?**

The Modern Languages for Life and Work Award provides learners with the opportunity to develop language skills combined with employability skills. This award is a broad based qualification which although is suitable for all learners, it provides sufficient flexibility to enable learners to achieve in different ways and at a pace which suits each individual learner. The main purpose of this Award is to study one or two languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills.

The Modern Languages for Life and Work Award (SCQF level 3) provides learners with the opportunity to:

- Develop language skills in combination with employability skills
- Follow their own interests in a cultural context
- Develop language skills in one or two modern languages that they can apply in life and work
- Develop their roles as active citizens
- Gain a greater understanding of their own and other cultures by comparing aspects of life in different countries
- Play a fuller part as global citizens.

The award comprises 3 units:

**1. Modern Languages for Work Purposes Unit**

This provides learners with:

- The opportunity to develop basic skills in talking and listening to enable them to communicate in any vocational context using the language studied.
- The opportunity to reflect on skills required for employability.

**2. Building Own Employability Skills Unit**

This provide learners with:

- The opportunity to acquire the skills needed in order to gain employment.
- The skills needed to apply for a job.

**3. Modern Languages for Life Unit**

This allows learners to:

- Develop basic skills in listening and talking in practical and relevant contexts using the language studied.
- Explore the culture and everyday life in countries where the modern language is used.

**Assessment**

This will consist of:

- Gathering evidence to show that the candidate is able to successfully complete all the Outcomes in the Units.
- Evidence can be presented in any form appropriate to the candidate and the activity undertaken.

**Progression**

This Award may provide progression to:

- Modern Languages for Life and Work Award at SCQF level 4 in the same modern language(s)
- National 3 Modern Languages Courses

**How you will be able to support your child's learning at home**

You can support your child at home by ensuring that they complete homework tasks and are well prepared for assessments. You can also help by encouraging them to learn and revise vocabulary for 15 minutes at least three times a week.

## Health & Well Being

**6a**

### **PHYSICAL EDUCATION**

#### **National 4 and National 5**

##### **Prior learning**

The National courses in PE will build on skills developed and experiences and outcomes of the broad general courses followed from S1 and S2. The core course has a wide range of activities to ensure learners develop the capacities from Curriculum for Excellence. In practice this means learners take responsibility within team activities for officiating or within individual activities for using the most up to date technology to assist analysis of their own and other's performance.

Learners entering the course in S3 will work towards presentation at National 5 level.

Final presentation for either National 4 or 5 will be determined by combining practical marks and marks for the Factors Impacting Performance Unit as the course progresses.

##### **Course description**

Learners will follow two areas of study.

- Performance
- Factors Impacting performance.

The focus for study will be around developing personal performance in a range of activities. There will be an element of choice where possible about which activities are covered. Also, it will be possible in some circumstances for learners to use activities they do out of school, at clubs for example to form part of their practical score for the course award.

##### **Assessment**

Assessment of the practical element of the course will be across 2 activities, chosen by the learner in negotiation with PE staff.

For both National 4 and 5 there is no external exam. At National 4 the course will be assessed as pass/fail where as at National 5, 50% of the total mark will be for completion of a Portfolio and 50% for performance in two activities during two separate performance events.

##### **How you will be able to support your child's learning at home**

Most learners in PE have used the facility to see their own performance which has been recorded. This can be used to give clarification of performance in some activities. Sample performance development programmes will be offered and some strategies suggested to enhance overall practical ability. Parents/carers can reinforce the importance of completion of homework and training targets which will be documented in pupil course notes and workbooks. This will ensure timely completion of the Portfolio for pupils completing national 5 and for the Workbook evidence required at National 4

##### **Why study PE?**

PE provides exposure to a variety of skills necessary for success in the 21<sup>st</sup> century. For example the skills developed while working in a team to solve problems to overcome strengths of an opposition will stand learners in good stead in many environments in society. Control of emotions and managing anxiety in a competitive context are also areas which this course intends to develop.

## **6b Wellbeing and Sport in the Community**

The course will also focus on Mental Strength and Wellbeing. Pupils will achieve an Award at SCQF level 5 or SCQF level 4. The course is designed to develop learners' potential as contributing members of society through the development of understanding related to mental health and wellbeing. The award also provides opportunities for learners to demonstrate the ability to manage information and be effective communicators.

This course is designed for pupils who want to develop their own skills in a number of activities but also to investigate options which are available in our own community for minority sports. The aim is to take learners through a course which equips them with skills to participate in a variety of activities as well as appreciating the risk associated with organising an event for others to join in.

The course will focus on two major areas – personal skill development and planning, delivering and evaluating an event.

General aims of the award are to allow learners to develop:

- The capacity for successful citizenship
- Self-reliance and resilience
- Problem solving skills
- Self-esteem and self-confidence
- Personal responsibility

Specific aims of the award are to allow learners to develop knowledge and skills related to:

- Explaining the terms 'mental health' and 'wellbeing' for individuals and wider society
- Describing a range of mental health issues
- Describing the role of the brain in relation to mental health and wellbeing
- Describing factors that may cause mental health and wellbeing issues
- Describing the influences of technology and social media
- Exploring helpful and unhelpful coping strategies
- Explaining how to promote good mental health and wellbeing in self and others
- Explaining different types of support and ways to address barriers to support mental health and wellbeing

### **Course Structure and units**

Understanding Mental Health Issues  
Influences on Mental Health and Wellbeing  
Coping Strategies and Building Resilience

## **6c     PRACTICAL COOKERY**

### **COURSE TITLE: PRACTICAL COOKERY**

#### **Level of study available in S3-4**

This Course can be studied at National 4 and National 5 levels.

#### **How level of study will build on prior learning**

This Course builds on the Experiences and Outcomes of Curriculum for Excellence. The Course, which is practical and experiential in nature, extends and develops a range of practical skills and food preparation techniques introduced in S1 and S2, whilst emphasising the importance of effective time management and organisational ability. Good hygiene and safety practice underpin the Course which also develops thinking skills, particularly relating to numeracy. Pupils should ideally be enthusiastic about food preparation and/or have a genuine interest in a future career path involving an area of the hospitality industry.



#### **Course description**

##### **You will study:**

Pupils will study 4 units of work:

- a) Cookery Skills, Techniques and Processes
- b) Understanding and using ingredients
- c) Organisational skills for cooking
- d) Added value unit: Producing a meal.

##### **You will learn how to**

Understand the importance of hygiene and food safety and demonstrate a high standard in both of these areas during practical work.

Develop your cookery skills and food preparation techniques by preparing a range of dishes.

Select, weigh, measure and use appropriate ingredients to prepare and garnish or decorate dishes.

Follow cookery processes safely when producing dishes.

Select and use appropriate ingredients in the preparation of dishes.

Extend your knowledge about current dietary advice.

Develop your organisational and time management skills.

Follow recipes in the preparation of dishes and carry out an evaluation of a finished product.

Produce a meal to a given specification and present it appropriately.



#### **Assessment**

Candidates will complete assessments for each unit. National 4 candidates will also complete an Added Value unit that involves the learner being assessed by a practical activity. The activity will require learners to extend cookery related knowledge, understanding and skills and to apply them in the production of a meal to a given specification.

**National 4:** Learners will prepare and cook a two-course meal for a given number of people within a given timescale and present it appropriately. At National 4, this practical activity accounts for 100% of the final grade.

**National 5:** Learners will prepare and serve a three-course meal for a given number of people within a given timescale. At National 5, the practical activity accounts for 75% whilst the final exam accounts for 25% of the final grade.

#### **Progression**

On successful completion of the Course pupils could progress to a National 5 course in Practical Cake Craft or to further study at College, employment or training.

**How you will be able to support your child's learning at home:**

- Provide the opportunity to practise practical skills learned in school and the assessment recipes
- Check formal pieces of homework e.g. time plans
- Check Glow for weekly information and recipes.
- Read and sign pupil profiles.
- Pupil progress will be highlighted through the schools reporting system.



**Physical Education (elective option)****Why undertake the Duke of Edinburgh Bronze Award?**

This Award is an achievement which is recognised globally. Many employers rate it very highly and it provides evidence of qualities viewed as desirable by Colleges and Universities.

**Prior learning**

This course will build on skills developed and experiences and outcomes of the broad general course followed by all pupils in Woodfarm across all courses in S1 and S2.

**Progression**

Learners entering the course in S3 will embark on the Bronze Award.

It would be anticipated that having completed the Bronze Award that learners would be equipped to embark on the Silver Award and from there the Gold Award. Opportunities to progress to the Silver Award are offered in S5 and also through external providers such as ERC Young Persons Services.

**Award description**

Achievement of the Award is based on completion of work related to 4 different areas.

- Expedition – 1 night and 2 days outdoors camping
- Physical development – being involved in a team or doing something to improve your own health and wellbeing.
- Skill development – learning new skills, e.g. first aid, cooking, navigation skills
- Volunteering – doing something for other people in a structured way over a set time period.

**Assessment**

Learners have to keep a record of achievement in each of these areas and upload this onto the official website. They must provide evidence of achievement over a 3 or 6 month period for the elements listed above. Class work would support skill development and the recording of this evidence. **However, almost all core work for the Award must be completed out with the school day. Candidates will be responsible for sourcing physical development, skill development and volunteering opportunities in the community.**

**How you will be able to support your child's learning at home**

Check the timeline provided for Expedition trips, homework deadline and also encourage learner to complete online evidence deadlines at home where possible.

**Funding for Participation**

Offering the Duke of Edinburgh's award in this format is a new approach for Woodfarm High School. In response to demand from parents we hope to offer the Award to as many pupils as possible. However, this needs to be delivered within current budget constraints.

At Bronze level, the Award requires **two residential expedition experiences**. Pupils wishing to achieve the award will be expected to contribute to travel and food costs. In this trial year, Woodfarm High School aims to subsidise these costs as much as possible. Pupils will be expected to be fully involved in fundraising activities, out with the school day.

The likely additional cost per pupil will be £180 in total, depending on fundraising. To take part in the residential experiences pupils must commit to paying this sum in advance of each expedition. Additional support maybe available for pupils who have free school meal entitlement. (Contact J. Stuart DHT if you wish to discuss this further).

**Physical Education (elective option)****Why study dance?**

This course allows interested learners to gain an award in dance. The course requires study of a number of different styles of dance and develops performance and choreographic skills. There will be a final performance included in this course which will contribute to the overall practical mark gained.

**Prior learning**

This course will build on skills developed and experiences and outcomes of the broad general course followed in S1 and S2 in PE. Specifically completion of dance blocks as part of the overall PE programme will provide the necessary platform from which to begin the national Progression Award.

**Course description**

The course will cover the following:

Choreography  
Alternative Dance  
Classical Dance  
Contemporary Dance  
Jazz Dance

**Assessment**

Assessment of the practical element of the course will be across the 2 dance styles chosen and by the use of a logbook, performance checklists and a variety of performance forums chosen by the learner in negotiation with PE staff. The Award is decided on a Pass/Fail basis.

**Progression**

Learners entering the course in S3 will experience a flavour of the Higher Dance course which will be available to them in S5/6.

**How you will be able to support your child's learning at home**

Check all homework is completed and sign the homework diary where appropriate. Act as a supportive audience for practice at home. Encourage young person to participate in Dance club.

**Physical Education (elective option)****Sports Coaching and Leadership****School Based Award****Why study sports coaching and leadership?**

This course allows interested learners to gain a school based award in coaching. The course requires study of a number of different approaches to getting young people involved in physical activity.

**Prior learning**

This course will build on skills developed and experiences and outcomes of the broad general course followed in S1 and S2 in PE. All pupils will have experience in the Sports Education model used as part of their course where individuals and teams take responsibility for organising equipment, officiating and preparing for performance through warm ups.

It would be anticipated that having completed this course, learners could progress to the Sports Development Higher.

**Course description**

The course is made up of a range of areas of study:

- Factors which influence participation in sport and physical activity
- The considerations required when organising sport and physical activity sessions.
- Delivering coaching experiences to others.
- Planning a sporting event for associated Primary pupils.
- Evaluating the event organised.

**Assessment**

Assessment of course will be through the use of a logbook, performance checklists and a variety of performance forums chosen by the learner in negotiation with PE staff. The Award is decided on a Pass/Fail basis.

**Progression**

Learners entering the course in S3 will embark on the School Based Award.

**How you will be able to support your child's learning at home:**

- Check all homework is completed and sign the homework diary where appropriate.
- Encourage them to observe, read about and investigate different coaches from different sports.

# SCIENCE

## 7a

## BIOLOGY

### **Why study Biology?**

Biology provides pupils the opportunity to study the living world around them- from the planet as a whole down to the individual cells that are found in all living organisms. Through experimentation, debate and research pupils will develop their numeracy, literacy and thinking skills as part of this course. Pupils will also be challenged to apply their new knowledge to unfamiliar situations and be expected to investigate contemporary biology innovations.

There are a range of potential career options for those pupils wishing to continue to study a biology course, some of these include:

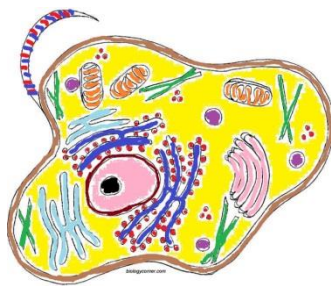
Medicine, Pharmacy, Biochemistry, Veterinary medicine, Dentistry, Zoology, Forensic science/  
Molecular biology

### **Prior learning**

The purpose of these courses are to provide opportunities for pupils to continue to study biology at a greater depth and build upon their knowledge and skills first covered in the Broad General Education Science course in S1 and S2.

National 4- Those pupils wishing to follow the National 4 course will need to have shown a keen interest in biology and have developed the relevant scientific skills needed to access biology at a higher level. The National 4 course provides an ideal opportunity to allow pupils to progress to National 5 at an appropriate pace of learning.

National 5- Those pupils wishing to follow the National 5 course will need to have a strong interest in biology and have made good progress throughout the broad general education course in S1 and S2. Effort, attainment and attitude must be of a high standard. This course is for those pupils who are expecting to continue studying biology and/or another science at Higher.



### **Course Structure**

The National 4 and 5 courses have three mandatory Units.

*You will study:*

#### **Cell Biology**

In this unit, pupils will investigate the key areas of cell division, DNA, genes, properties of enzymes and photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

#### **Multicellular Organisms**

In this unit, pupils will investigate the key areas of reproduction, survival of species, commercial use of plants and biological actions in response to internal and external changes to maintain stable body conditions.

#### **Life on Earth**

In this unit, pupils will investigate the key areas of how animal and plants species depend on each other, impact of population growth and natural hazards on biodiversity and learned behaviour in response to stimuli linked to species survival.

## **Assessment**

National 4 candidates will complete three unit assessments. There will be no final exam.

### **Biology Added Value Assignment (National 4)**

Across all three units of work, pupils will be internally assessed using end of section assessments along with on-going formative assessments. In addition to achieve a full course award pupils will need to successfully complete an assessed practical write up along with a written research report or presentation that will meet the standard for the added value component of the course.

## **Progression**

Pupils who gain a National 4 pass could progress to National 5 Biology or Lab Science in S5.

Pupils who gain a National 5 pass could progress to Higher Biology in S5.

### **Biology Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

The purpose of the assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a biological topic or issue.

Pupils will carry out a research phase followed by a report writing stage that will be completed under controlled assessment conditions over two 45 minute sessions.

### **Biology question paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course and accounts for 80% of the overall course award.

The question paper will have 100 marks, 25 multiple choice marks and 75 marks for extended responses. Pupils will complete this in 2 hours and 30 minutes.

The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

## **How you will be able to support your child's learning at home**

As part of this course there will be regular homework and assessed tasks to monitor and track the progress of all pupils following this course. Regular feedback will be provided by the teaching staff and parental feedback will be sought throughout the course. Support materials will be provided for pupils on Google Classroom and parents can assist their children using these materials in preparation for assessments.

**Why study Chemistry?**

Chemistry provides pupils the opportunity to study the properties and structure of the materials through a well balanced mix of practical experimentation and theoretical study. Through investigation, debate and research pupils will develop their numeracy, literacy and thinking skills as part of this course. Pupils will also be challenged to apply their new knowledge to unfamiliar situations and be expected to investigate contemporary chemistry.

There are a range of potential career options for those pupils wishing to continue to study a chemistry course, some of these include:

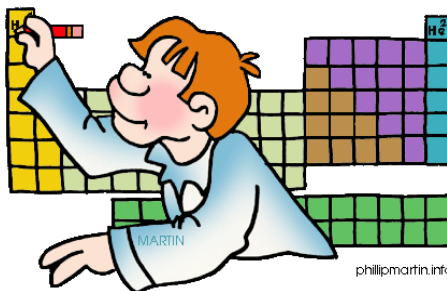
Medical Science, Engineering, Chemical Industry, Forensic Science, Teaching, Beauty Industry, Catering Industry, Animal care, Food and drinks industry.

**Prior learning**

The purpose of these courses are to provide opportunities for pupils to continue to study chemistry at a higher level and build upon their knowledge and skills first covered in the broad general science course in S1 and S2.

National 4-Those pupils wishing to follow the National 4 course will need to have shown a keen interest in chemistry and have developed the relevant scientific skills needed to access chemistry at a higher level. The National 4 course provides an ideal opportunity to allow pupils to progress to National 5 at an appropriate pace of learning.

National 5- Those pupils wishing to follow the National 5 course will need to have a strong interest in chemistry and have made good progress throughout the broad general education course in S1 and S2. Effort, attainment and attitude must be of a high standard. This course is for those pupils who are expecting to continue studying chemistry and/or another science at Higher.

**Course Structure**

The National 4 and 5 courses have three mandatory Units.

*You will study:*

**Chemical Changes and Structure**

Pupils will investigate average rates of reaction and the chemistry of neutralisation reactions. Pupils will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

**Nature's Chemistry**

Pupils will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. Pupils will investigate the comparison of energy from different fuels.

**Chemistry in Society**

Pupils will focus on the chemistry of metals and their bonding, bonding in plastics, chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear of radiation along with the chemical analysis techniques used for monitoring the environment.

## **Assessment**

### **Chemistry Added Value Assignment (National 4)**

Across all three units of work, pupils will be internally assessed using end of section assessments along with on-going formative assessments. In addition to achieve a full course award pupils will need to successfully complete an assessed practical write up along with a written research report or presentation that will meet the standard for the added value component of the course.

### **Progression**

Pupils who gain a National 4 pass could progress to Level 5 Chemistry or Lab Science in S5.

Pupils who gain a National 5 pass could progress to Higher Chemistry in S5.

### **Chemistry Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

The purpose of the assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a chemistry topic or issue.

Pupils will carry out a research phase followed by a report writing stage that will be completed under controlled assessment conditions over two 45 minute sessions.

### **Chemistry Question Paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course and accounts for 80% of the overall course award.

The question paper will have 100 marks, 25 multiple choice marks and 75 marks for extended responses. Pupils will complete this in 2 hours and 30 minutes.

The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

### **How you will be able to support your child's learning at home**

As part of this course there will be regular homework and assessed tasks to monitor and track the progress of all pupils following this course. Regular feedback will be provided by the teaching staff and parental feedback will be sought throughout the course. Support materials will be provided for pupils on Google Classroom and parents can assist their children using these materials in preparation for assessments.

**Why study Environmental Science?**

Environmental Science provides pupils the opportunity to study biological, chemical and physical aspects of the environmental world around them. Through a practical focussed approach to learning both within and out with the classroom, pupils will investigate, debate and research key topics to develop their numeracy, literacy and thinking skills as part of this course. Pupils will also be challenged to apply their new knowledge to unfamiliar situations and be expected to investigate contemporary environmental issues.

There are a range of potential career options for those pupils wishing to continue to study an environmental science course, some of these include

- Conservation
- Energy industry
- Pollution and sustainability monitoring
- Outdoor and environmental education
- Environmental law

**Prior learning**

The purpose of the course is to provide an alternative route to develop pupils' interest and enthusiasm for an area of science that was first covered in the broad general science course in S1 and S2. Environmental science takes a problem solving based approach to attempt to develop solutions to environmental issues. Pupils wishing to follow this course of study will need to have a keen interest in the environment and the ability to work well with others in both a laboratory setting and outdoors throughout the school year.

**Course Structure**

The National 4 course has three mandatory Units.

*You will study:*

**The Living Environment**

Pupils will investigate the key areas of sampling and identifying living things, from different habitats, to compare their diversity; factors influencing the distribution of living things; the process of photosynthesis and why plants are vital to sustaining life on Earth; the use of different types of chemicals in agriculture and their alternatives; and the potential impact of chemicals and their alternatives on the world's food production.

**The Earth's Resources**

Pupils will investigate the key areas of renewable energy sources including benefits and potential problems; formation, characteristics and uses of minerals; formation, characteristics and uses of common rocks; formation, characteristics and uses of soils; and useful substances which can be extracted from natural resources.

**Sustainability**

Pupils will investigate the key areas of processes which may contribute to climate change; the possible impact of atmospheric change on the survival of living things; and the causes and possible consequences of an environmental issue, and ways to manage the impact.



**Assessment**

Across all three units of work, pupils will be internally assessed using end of section assessments along with on-going formative assessments.

**Added Value Assignment (National 4)**

In addition to the unit assessments, to achieve a full course award pupils will need to successfully complete an assessed practical write up along with a written research report or presentation that will meet the standard for the added value component of the course.

**Progression**

The Course consists of three mandatory Units (see above). Each of the component Units has been designed to provide progression to the related Unit at National 4. This Course or its components provide progression for the pupils to study Environmental Science at National 4, Biology at National 4, Chemistry at National 4 and Geography at National 4.

**How you will be able to support your child's learning at home**

As part of this course there will be regular homework and assessed tasks to monitor and track the progress of all pupils following this course. Regular feedback will be provided by the teaching staff and parental feedback will be sought throughout the course. Support materials will be provided for pupils on Google Classroom and parents can assist their children using these materials in preparation for assessments.

**Why study Physics?**

Physics provides pupils the opportunity to study the physical world around them- from the behaviour of sub-atomic particles all the way through to the nature of the universe. Through experimentation, debate and research pupils will develop their numeracy, literacy and thinking skills as part of this course. Pupils will also be challenged to apply their new knowledge to unfamiliar situations and be expected to investigate contemporary physics innovations.

There are a range of potential career options for those pupils wishing to continue to study a physics course, some of these include:

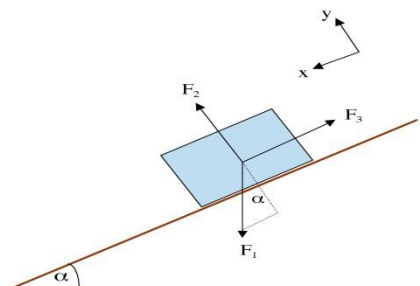
Engineering (all types), Radiology, Telecommunications, Geophysics/geology

**Prior learning**

The purpose of these courses are to provide opportunities for pupils to continue to study physics at a higher level and build upon their knowledge and skills first covered in the broad general science course in S1 and S2.

National 4-Those pupils wishing to follow the National 4 course will need to have shown a keen interest in physics and have developed the relevant scientific skills needed to access physics at a higher level. The National 4 course provides an ideal opportunity to allow pupils to progress to National 5 at an appropriate pace of learning.

National 5- Those pupils wishing to follow the National 5 course will need to have a strong interest in physics and have made good progress throughout the broad general education course in S1 and S2 and developed good mathematical skills. Effort, attainment and attitude must be of a high standard. This course is for those pupils who are expecting to continue studying physics and/or another science at Higher

**Course Structure**

The National 4 and 5 courses have three mandatory Units.

*You will study:*

**Electricity and Energy\***

In this unit pupils will consider the applications of electricity and energy on our lives, as well as the implications on society/the environment. This unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, the gas laws and the kinetic model.

*(\*topics on energy transfer and heat will only be covered at National 5)*

**Waves and Radiation**

In this unit, pupils will consider the applications of waves and radiation on our lives, as well as the implications on society/the environment. This unit covers the key areas of wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

**Dynamics and Space**

In this unit, pupils will consider the applications of dynamics and space on our lives, as well as the implications on society/the environment. This unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

## **Assessment**

### **Physics Added Value Assignment (National 4)**

Across all three units of work, pupils will be internally assessed using end of section assessments along with on-going formative assessments. In addition to achieve a full course award pupils will need to successfully complete an assessed practical write up along with a written research report or presentation that will meet the standard for the added value component of the course.

### **Progression**

Pupils who gain a National 4 pass could progress to Level 5 Physics or Lab Science in S5.

Pupils who gain a National 5 pass could progress to Higher Physics in S5

### **Physics Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

The purpose of the assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a physics topic or issue.

Pupils will carry out a research phase followed by a report writing stage that will be completed under controlled assessment conditions over two 45 minute sessions.

### **Physics Question Paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course and accounts for 80% of the overall course award.

The question paper will have 135 marks, 25 multiple choice marks and 110 marks for extended responses. Pupils will complete this in 2 hours and 30 minutes.

The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

### **How you will be able to support your child's learning at home**

As part of this course there will be regular homework and assessed tasks to monitor and track the progress of all pupils following this course. Regular feedback will be provided by the teaching staff and parental feedback will be sought throughout the course. Support materials will be provided for pupils on Google Classroom and parents can assist their children using these materials in preparation for assessments.

# **SOCIAL SUBJECTS**

## **8a**

## **GEOGRAPHY**

### **Why study Geography?**

Geography opens up for students the physical environment around them and the ways in which people interact with this environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Opportunities for practical activities, including fieldwork, will be encouraged, so that students can interact with their environment.

Geography is important in many career areas such as planning, surveying, market research, teaching, tourism, geophysics, environmental sciences.

### **Prior learning**

The Geography course builds upon the S1 and S2 Social Subjects course and selected experiences and outcomes from the science curriculum. Students will continue to develop a wide range of important and transferable skills, including using, interpreting, evaluating and analysing a range of geographical information; using a range of maps and other data to process and communicate geographical information.



### **Course Structure**

The National 4 and 5 courses have three mandatory Units.

#### *You will study:*

- Physical Environments: Location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Students will study a selection of landscape types from contexts within Scotland and/or the UK including glaciated uplands and rivers and their valleys.
- Human Environments: Students will study and compare developed and developing countries including world population distribution and change and issues in changing urban and rural landscapes.
- Global Issues: Students will study development and health and environmental hazards.

### **Assessment**

National 4 candidates will complete three assessments. There will be no final exam.

### **Geography Assignment (National 4)**

The National 4 course includes an assignment. Students will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings.

### **Progression**

Students who gain a National 4 pass would progress to National 5 Travel and Tourism in S5.  
Students who gain a National 5 pass would progress to Higher Geography in S5

### **Geography Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

The purpose of the assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

Students will choose an appropriate geographical topic or issue and collect information from sources of information, which should include the use of fieldwork and/or maps. Students will process the information gathered, using geographical techniques, analyse key features of the topic or issue and reach a supported conclusion.

Students will write up the results of their research on the topic or issue under controlled assessment conditions (1 hour).

### **Geography question paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course.

The question paper will have 80 marks. Students will complete this in 2 hours and 20 minutes.

The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

### **How you will be able to support your child's learning at home**

- Check that your child regularly reads over the work covered in class.
- If you are planning a day out, visit a place that will tie in with the work your child is doing in Geography.
- Check formal pieces of homework- practice essays and source questions.
- Support by visiting the local library to ensure your child take notes from additional texts and materials available to prepare for the assignment.
- Sign profiles to allow you to check your child's progress.



*"Those who forget the past are condemned to repeat it."*

**8b**

## **HISTORY**

### **Why study History?**

This course contributes to students' 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. The course offers a challenging and enjoyable journey for students.

There are many careers where the skills and knowledge of the historian will prove useful: law, journalism, the civil service, teaching, publishing, libraries and information, art and design.

### **Prior learning**

The National courses in History will build on the experiences and outcomes of the Curriculum for Excellence. The course continues to emphasis skills development including critical thinking, the ability to explain historical developments and events, evaluating sources and drawing conclusions.

### **Course description**

The National 3, 4 and 5 courses provide a broad range of learning contexts covering Scottish, British and European and World history in medieval, early modern and modern time frames.

*You will study 3 units:*

- Scottish: The Wars of Independence, 1286–1328
- British: The Atlantic Slave Trade, 1770–1807
- European and World: Free at Last? Civil Rights in the USA, 1918–1968

### **Assessment**

National 4 candidates will complete three assessments. There will be no final exam.

### **Progression.**

Students who gain a National 4 pass would progress to National 5 Travel and Tourism in S5.  
Students who gain a National 5 pass would progress to Higher History in S5.

### **History Assignment (National 4)**

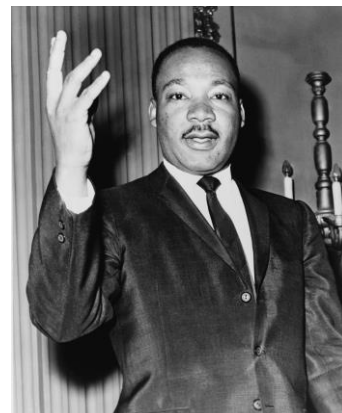
The National 4 course includes an assignment. The assignment will allow students to apply their skills as they research a historical issue of their choice and they will communicate their findings.

### **History Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

Students will write a report on their own research into a historical theme or question of their own choice. This will assess their ability to research an issue and organise their findings to present a balanced argument which leads to a reasoned conclusion based on the evidence presented.

The assignment will be written up in 1 hour using a plan which will be presented with the report using the planning template provided.



**History question paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course.

The question paper will have 80 marks. Students will complete this in 2 hours and 20 minutes. The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

**How you will be able to support your child's learning at home**

- Check that your child regularly reads over the work covered in class.
- Check formal pieces of homework- practice essays and source questions.
- Support by visiting the local library to ensure your child take notes from additional texts and materials available to prepare for the assignment.
- Sign profiles to allow you to check your child's progress.

## Why study Modern Studies?

Studying Modern studies means studying the real world and developing the skills to make sense of that world. Modern Studies is about people and power: Who gets it, how they use it and what makes a society fair? Why does political conflict occur and how is it resolved? How is power organised in different kinds of society and why do some issues become the target of policies?

Modern Studies is important in many career areas such as law, police journalism, banking, social work, local government, the civil service and teaching.

### Prior learning

The Modern Studies course builds upon the experiences and outcomes in the social studies curriculum area. The course continues to encourage students to develop an open mind and a sense of responsibility and global citizenship. Students will also continue to develop skills which will be important for their life and work including research, information handling and group work skills.

### Course Structure

The National 4 and 5 courses develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

*You will study 3 units:*

- Democracy in Scotland
- Social Issues in the United Kingdom: Crime and Law in the UK
- World Powers: China

### Assessment

National 4 candidates will complete three assessments. There will be no final exam.

### Progression

Students who gain a National 4 pass would progress to National 5 Travel and Tourism in S5.

Students who gain a National 5 pass would progress to Higher Modern Studies in S5.

### Modern Studies Assignment (National 4)

The National 4 course includes an assignment. The assignment will allow learners to apply their skills as they research an issue of their choice and they will communicate their findings.

### Modern Studies Assignment (National 5)

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

Students will research and use information. They should use at least two methods of collecting information and be able to comment upon the effectiveness of the methods of collection used. Students should use the information collected in order to demonstrate knowledge and understanding of the topic or issue studied. Students will write up the results of their research on the topic or issue under controlled assessment conditions (1 hour).

### Modern Studies question paper (National 5)

The question paper will assess higher-order cognitive skills and knowledge and understanding from the content of the Course.

The question paper will have 80 marks. Students will complete this in 2 hours and 20 minutes.



The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

**How you will be able to support your child's learning at home**

- Check that your child regularly reads over the work covered in class.
- Check formal pieces of homework- practice essays and source questions.
- Encourage your child to read a newspaper at least once or twice a week.
- Support by visiting the local library to ensure your child take notes from additional texts and materials available to prepare for the assignment.
- Sign profiles to allow you to check your child's progress.

**Why study RMPS?**

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Students will have opportunities to reflect on these and on their own experience and views.

One of the main reasons you should choose this course is because it is enjoyable but challenging. You will learn from others and develop your own opinions. Global awareness and sensitivity to others is a must when looking towards future career choices. Journalism, law, medical practice, social work and the police are a few of the careers where RMPS would be of benefit.

**Prior learning**

This course will build on the religious and moral education experiences and outcomes. Through the course, students continue to develop the four capacities. The course will do this by developing knowledge, understanding and skills; developing understanding of human beliefs, values and behaviour; and examining how religion, morality and philosophy can help people find meaning and purpose in life.

Students will also continue to develop their skills which are transferable to other areas of study and which they will use in everyday life, including investigating and explaining religious, moral and philosophical questions and responses, making comparisons and the ability to express detailed and reasoned views.

**Course Structure**

The National 3, 4 and 5 courses develop a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues.

*You will study 3 units:*

- World Religion: Islam
- Morality and Belief: Religion, Medicine and the Human Body
- Religious and Philosophical Questions: The Existence of God

**Assessment**

National 4 candidates will complete three assessments. There will be no final exam.

**Progression**

Students who gain a National 4 pass would progress to National 5 Travel and Tourism in S5.  
Students who gain a National 5 pass would progress to Higher RMPS in S5.

**RMPS Assignment (National 4)**

The National 4 course includes an assignment. Students will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings.

**RMPS Assignment (National 5)**

The National 5 course also includes an assignment. The assignment will be worth 20 marks and will have a greater emphasis on the assessment of skills.

The assignment will involve identifying an appropriate religious, moral or philosophical topic or issue for study, about which there are alternative or different points of view. Students will research their topic or issue, using a range of sources including different viewpoints, at least one of which must be religious.

They will analyse the information and draw a detailed and reasoned conclusion, with reference to both supporting information and potential challenges or counter-arguments.

Students will write up the results of their research on the topic or issue under controlled assessment conditions (1 hour).

**RMPS question paper (National 5)**

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the course.

The question paper will have 80 marks. Students will complete this in 2 hours and 20 minutes.

The question paper component of the course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment.

**How you will be able to support your child's learning at home**

- Check that your child regularly reads over the work covered in class.
- Check formal pieces of homework- practice essays and source questions.
- Support by visiting the local library to ensure your child take notes from additional texts and materials available to prepare for the assignment.
- Sign profiles to allow you to check your child's progress.

**Why study Scottish Studies?**

The award, at SCQF levels 3, 4 and 5 provides opportunities for learners to develop their skills, knowledge and understanding of Scotland — in terms of its people, languages, society, culture, natural environment and heritage — and to make connections across the curriculum.

The main aims of the Award are to give learners the opportunity to:

- Develop and apply skills, knowledge and understanding in their chosen subject areas.
- Make connections across these areas by studying them in a Scottish context
- Develop an understanding of the contribution that Scotland and its people, past and/or present, have made, and continue to make, in these areas
- Reflect on the place of Scotland within the wider context of the United Kingdom, Europe and/or the rest of the world
- Explore an aspect of Scottish Studies that is of particular interest to them
- Develop the skills of planning and using information, and basic skills of reflection
- Develop, with directive support, their abilities to become independent learners

The course could lead to vocational training or employment in a variety of sectors including tourism, hospitality and the creative, cultural and heritage industries.

**Prior learning**

The award builds upon the S1 and S2 Social Subjects course. Students will continue to develop a wide range of important and transferable skills.

**Course Structure**

All learners must complete the mandatory *Scottish Studies: Scotland in Focus* unit. They will also study the following three units:

- Modern Studies: Crime and the Law in Scotland (includes visit to Paisley Sheriff Court)
- History: The Wars of Independence and beyond (includes visit to Bannockburn)
- Scottish Stories and Film

Pupils will also be given the opportunity to earn a John Muir award by exploring and discovering the Geography of the local area.

**Assessment**

Evidence can be presented in any form appropriate for the Units chosen and for the learner. This evidence may be paper-based or recorded (oral, visual or electronic). Performance or product evidence will be supported by assessor observation checklists and/or oral questions and assessor records of learners' answers. Learners may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

**Progression**

The Scottish Studies Award may provide progression to further study:

Students who gain a Level 3 pass would progress to National 4 Travel and Tourism in S5.  
Students who gain a Level 4 pass would progress to National 5 Travel and Tourism in S5.  
Students who gain a Level 5 pass would progress to Higher in a Social Subject.

The Personal Development Award (Levels 3-5) seeks to develop students' potential as employable, contributing members of society through the development of life skills.

This course also provides opportunities for students to demonstrate the ability to manage information, communicate effectively and deliver a product or a service. Through the development of these skills and abilities pupils can become reflective learners which will help them to build self confidence and self esteem. This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

**Course Structure**

You will study 4 units:

Self Awareness  
Self in Community  
Self and Work  
Practical Abilities

**Assessment**

The Units are designed to allow pupils to improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project.

The students will complete unit assessments in class time during the course. Observation checklists and other records of assessment will be maintained and kept up-to-date in order to track progress and to provide evidence for verification. There will be no final exam for all levels.

**Progression**

A pass in Personal Development may provide progression to further study:

Students who gain a Level 3 pass would progress to National 4 Travel and Tourism in S5.  
Students who gain a Level 4 pass would progress to National 5 Travel and Tourism in S5.  
Students who gain a Level 5 pass would progress to Higher in a Social Subject.

# DESIGN & TECHNOLOGY

## **9a**

### **Graphic Communication**

#### **Why study Graphic Communication?**

Graphic Communication is a practical, creative and dynamic course that equips young people with the skills to produce high quality manual and digital graphics using industry standard software. It combines elements of creativity and communicating for visual impact with elements of protocol and allows learners to develop an appreciation of the importance of industry standards. The ability to communicate ideas and information is an invaluable skill that is highly sought after across a wide range of industries. Learners will discover why Graphic Communication is recognised as an international language within design, engineering and manufacturing industries.

#### **How level of study will build on prior learning**

The Graphic Communication course is designed to increase awareness of visual communication and how it impacts our daily life. Learners will create 2D, 3D and pictorial graphics with visual impact that transmit information digitally and on paper. The National 5 Graphic Communication course will build on topics covered in the Broad General Education and give learners the opportunity to learn about the various emerging technologies. The use of manual graphics, 3D modelling and graphic design will be further developed throughout the course. Graphic Communication provides a strong skills based foundation for careers in architecture, engineering, manufacturing, advertising, marketing, interior, graphic and product design.

#### **You will learn how to:**

- Produce the type of drawings used by Engineers to design and manufacture parts for everyday products.
- Illustrate sketches and produce high quality presentation drawings.
- Create 3D models of designs using 3D Modelling software.
- Apply your creative skills to produce promotional posters and brochures using Desk Top Publishing software.
- Read and produce drawings used in the construction industry to design and create buildings.
- Apply your numeracy skills to calculate sizes on drawings.
- Consider the environmental impact of the industries associated with Graphic communication.
- Enhance your ICT skills in realistic graphic situations.
- Use your research skills when planning projects.
- Plan and organise a graphics portfolio to demonstrate your range of skills.

#### **Assessment**

At National 5, there is a practical course assignment worth 33% and final exam worth 67%.

At Higher, there is a practical course assignment worth 33% and final exam worth 67%.

At Advanced Higher, there is a practical course assignment and final exam.

#### **Parent/carers can:**

- Support learners at home by ensuring that homework is handed in on time.
- Support in the written part of the course work in preparation for the Nat 5 written exam by helping pupils with preparation material undertaken at home.
- Parent/carers can support learners at home by accessing information which is available on Show My Homework and Google Classroom.



## **9b ART & DESIGN**

The level of study available in *Art and Design* in S3 & S4 will be National 3, 4 and 5.

### **Prior learning**

Pupils will build on the CfE experiences and outcomes explored in S1 and S2 Art & Design at Woodfarm High School, further developing skills.



### **Course description**

**Art & Design is about raising awareness about what's happening around us and creating things that make people's lives better.**

Pupils who undertake an Art and Design course in S3 will already have built up knowledge and understanding of concepts taught along with essential drawing skills. Equally important is an open-minded enthusiasm for the subject. Creativity is the key focus of the course, with personalisation and choice firmly embedded in the activities in both design and expressive contexts. Homework is expected from all of our candidates at each level of presentation, relating to and enhancing work undertaken in class.

### **Course content**

The course covers three areas –**Design Activity, Expressive Activity, and Art & Design Studies.**

#### **You will learn (skills developed in the course)**

The Design unit will allow pupils to create designs in response to a design brief, producing a single line of development that will lead to a design solution, producing a three dimensional model.

Pupils will learn to:

- Produce and compile investigation material in response to an agreed design brief.
- Learn and understand design elements/terminology such as: ergonomics, aesthetics, function, form, durability, fitness for purpose.
- Use of range of materials, techniques and/or technology.
- Develop motor and fine motor skills.
- Reflect on and critically evaluate the creative processes they have worked through, expressing justified personal opinions on their decisions and the effectiveness of the design qualities of their portfolio.

The Expressive unit will allow pupils to experiment in a variety of media in two and three dimensions in response to a theme or stimulus, producing a single line of development leading to a final piece.

Pupils will learn to:

- Produce relevant investigative research appropriate to an agreed theme/stimulus
- Develop media handling skills in a variety of media and techniques such as acrylic, watercolour, print-making.
- Develop knowledge and understanding of artistic practice.
- Use the visual elements and expressive effects in response to the agreed theme/stimulus
- Reflect on and critically evaluate the creative processes they have worked through, expressing justified personal opinions on their decisions and the effectiveness of the expressive qualities of their portfolio

Art & Design Studies - Pupils will have an opportunity to examine the work of artists and designers who have tackled projects similar to the pupils' own and from this, candidates will be able to develop their critical abilities.

Pupils will learn to:

- respond to unseen prompts and images
- demonstrate knowledge of the work of significant artists and designers from any time period
- comment on the work of artists and designers
- demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
- demonstrate knowledge and understanding of expressive art and design elements, using appropriate art and design vocabulary

A written exam will be undertaken at National 5 level.

### **Assessment**

**National 3** consists of two practical units, expressive and design, which are internally assessed on a pass or fail basis. No formal written exam.

**National 4** consists of two practical units, expressive and design and added value units, final outcomes for both expressive and design, these units are internally marked on a pass or fail basis. No formal written exam.

**National 5** consists of two practical units, expressive and design, and an art and design studies unit. Practical work will be subject to external SQA examination through the submission of a candidate folio. Pupils will sit a written exam responding to unseen prompts and images, demonstrate knowledge of the work of significant artists and designers from any time period, commenting on their work. They will be expected to demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice.

### **How you will be able to support your child's learning at home**

#### **Parent/carers can:**

- Support learners at home by ensuring that homework is handed in on time.
- Support in the written part of the course work in preparation for the Nat 5 written exam by helping pupils with preparation material undertaken at home.
- Parent/carers can support learners at home by accessing information which is available on the School website and Show My Homework.



**COURSE TITLE: PRACTICAL WOODWORKING SKILLS****Level of study available in S3-4**

This Course can be studied at National 4 and National 5 levels.

**How level of study will build on prior learning**

This course will build on topics covered in the broad general education stage of learning. It utilises all of the skills, abilities, and prior knowledge gained in S1 and S2 and builds upon that to pre-apprentice levels. The course will build a range of practical skills which encourages independent learning to both read instructions and diagrams and produce artefacts.

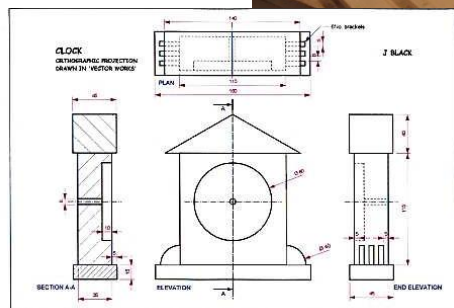
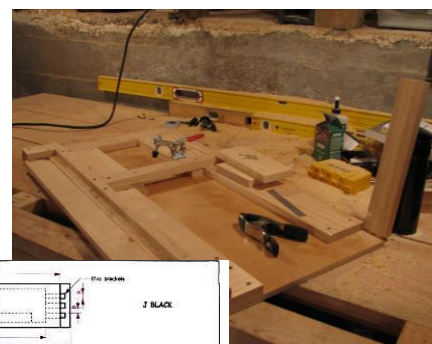
**Course Description**

The Course is largely workshop based, providing a broad introduction to practical woodworking.

**You will study**

Pupils will study three units of work:

- Practical Woodworking: Flat-frame construction**  
Develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery projects such as shoe racks etc.
- Practical Woodworking: Carcase Construction**  
Exploring the techniques and skills needed to manufacture Carcase construction projects such as bathroom shelf units or box framed clocks.
- Practical Woodworking: Machining and**  
Develop skills in using common machine and power tools to manufacture an artefact such as a table lamp or tool trays.
- Added value: Final assessment project.**  
A complex project such as a wall mounted hall cabinet with coat hanger pegs.



Finishing

**You will learn how to**

Use a range of woodworking tools, equipment and materials safely and correctly  
Read and interpret drawings and diagrams in familiar and unfamiliar contexts  
Measure and mark out timber sections and sheet materials.  
Follow the given stages of a practical problem solving approach to woodworking tasks  
Apply knowledge and understanding of safe working practices in a workshop environment

**Assessment**

At National 5 pupils will complete a practical assignment worth 70% and a final exam worth 30%. At National 4, the practical assignment is worth 100% the overall grade.

The overall grade for this course is based on this final project and, depending on the quality of the work, appropriate pace and degree of independence, the pupil will be awarded either a N4 pass or N5 at grade A – C.

**Progression**

On successful completion of the Course, which develops a substantial number of transferable life skills, pupils could progress to a school based vocational option or to further study at University/College, employment or training.

This course is an ideal preparation for the workplace and as a pre-apprenticeship programme for skilled trades such as Joinery and the Construction Industry and other manufacturing industries, owing to the precise nature of the skill set.

**How you will be able to support your child's learning at home:**

- Provide the opportunity to practise practical skills learned in school
- Read and sign pupil profiles and reports.
- Pupil progress will be highlighted through the schools reporting system.