

WOODFARM HIGH SCHOOL

BGE Curricular Pathways and the
Journey to National Qualifications

Information Booklet



**WOODFARM
HIGH SCHOOL**



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UNCRC Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Dear Parent,

As your child approach the end of their first two years of secondary school, we would like to consider the areas of study in which their strengths lie adjust their curriculum to allow for more focussed and in depth study of a fewer number of subjects. Throughout S1 and S2, young people have continued to experience their entitlement to a Broad General Education [BGE] within A Curriculum for Excellence. They have had opportunities to develop skills for learning, life and work, with a continuous focus on literacy, numeracy, and health and wellbeing through their 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.

Faculty Heads 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.

- b. 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.
- c. 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. A member of the Careers Service is linked to the school and will provide information about this website.
- d. 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.
- e. At the Curricular Choice Day on **Monday 21st 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.

We will endeavour to give your child the courses of their choice but if an insufficient number of pupils opt for a subject or if there are unforeseen circumstances, a subject may have to be withdrawn. There may be rare occasions where the column structure on offer does not suit an individual pupil and they may wish to pursue alternatives. If this is the case, please put this in writing, addressed to me. Once the school timetable and staffing quotient for next session has been completed, we will look to see if we can further accommodate pupils preferred choices.

Throughout S3 and S4, the progress of your child will be carefully monitored, tracked and reported on. Conversations with learners and parents/carers will continue to look for interventions to support all young people to maximise their potential.

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.

Gillian Boyle
Head Teacher

Article 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

What do my choices mean for S3?

Moving from S2 into S3 is an important step in your learning journey here at Woodfarm. You will 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. The number of subjects you study will reduce to nine, which allows you 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 you will be fully engaged in studying for SQA qualifications known as Nationals.

When you are ready you will work towards one of three levels, appropriate to your progress, in each chosen subject area: Level/National 3; Level/National 4; or Level/National 5.

Your teachers will continue to consider progress against the assessment standards integral to the Broad General Education. As and when you are ready to explore work towards Nationals, they will introduce the language of the National Qualifications and allow you to begin familiarising yourself with the type of assessment used in S4 and beyond during the senior phase.

What can I choose from?

In line with Curriculum for Excellence, we have designed your S3 curriculum to ensure that you follow an individual pathway which gives breadth and balance to your education and leaves the widest possible choice of career path in the future.

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

Expressive Arts	Languages
Health and Wellbeing	Mathematics
Religious and Moral Education	Sciences
Social Studies	Technologies

Therefore, the individual pathway structure is designed to allow you to choose English, Mathematics, Modern Languages, Physical Education, a Social Subject, a Science Subject, a Technologies Subject, and a Creative Subject. Core elements of Religious and Moral Education, and Personal, Social & Health Education continue.

In S3 each pupil will have:

- Four periods of English (with 5 periods in S4)
- Five periods of mathematics (with 4 periods in S4)
- Three periods of the other seven subjects chosen (including PE)
- Two periods of Religious and Moral Education
- One period of Personal, Social & Health Education

How do I know what to choose?

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.

Personal, Social and Health Education

In S3 you will receive one period of PSHE per week, which builds on the experiences and outcomes covered in S1/S2. The skills and knowledge you gain through PSHE help you develop the personal qualities and skills that are vital for learning, life and work. You learn about personal safety and improve your understanding of positive and respectful relationships. The course in S3 is designed to cover the following:

Skills for Work	Health and Wellbeing
Work Placements and Careers	Sexual Health and Relationships
Body Image	Life Skills/Personal Safety
Domestic Abuse	Internet Safety

In S3, you will also participate in a Developing the Young Workforce day, and in S4 you have the opportunity spend time out of school completing a week of work experience.

When will I make my choices?

Being prepared is an important life skill, and you should make note of some key dates in the Curricular Choice process.

On **Wednesday 5th January**, you will have an assembly to talk through the process where you are issued copies of this booklet and a printed copy of the choices sheet. You will be issued your full S2 report on **Thursday 20th January**. You will then complete your choices electronically by **Thursday 3rd February**. Your pastoral teacher and year group DHT will then look carefully at your choices and meet with you on **Monday 21st February** for your curricular choice interview where we will discuss your pathway and future aspirations before finalising your choices.



How do I prepare for my interview?

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

- **Your wishes and career intentions** (if known)

Prepare for the interview by discussing your choices with your parents and thinking about your career intentions. Be realistic about your school performance and chances of success in a particular subject. It is also a good idea to have alternative choices in mind for each column where possible.

Choose a subject because you are good at it and enjoy it - it should be necessary or useful for the career you have in mind. Avoid choosing subjects because your friend is taking the subject or you think it will be easy – you should be challenging yourself and aiming high. You should also consider choosing subjects that give you the best chance of achieving a good range of qualifications in S4 and therefore progression opportunities for S5.

How can I support my choices and future learning?

Evidence shows that you do better when supported in your learning. Each subject entry in the 'Course Information' section of this booklet has information which explains how you and your family will be able to support your learning.

- During this curricular choice process please reflect on your learning and aspirations for the future
- During the remainder of S2, be actively engaged in your class work and homework, and work together with your teachers to take forward advice shared during learning conversations. This will help you to prepare fully for the challenges of S3 and beyond
- Discuss the information contained in this booklet with your family and access support online such as My World of Work and Parent Zone.



Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Part Two: Course Information

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ADMINISTRATION & INFORMATION TECHNOLOGY



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"> • tasks (duties) of administrators • skills/qualities of administrators • customer service: features, benefits and consequences • health and safety: features of current legislation and organisational responsibilities • security of people, property and information: organisational responsibilities and features of current legislation • sources of information from internet: features and benefits of reliable internet sources and consequences of unreliable internet sources • file management: features, benefits of good and consequences of poor file management • corporate image: features, benefits of having a corporate image and consequences of no/negative corporate image • electronic communication: methods, features, uses and benefits 	<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"> • Databases • Spreadsheets • Word-processing and/or desktop publishing • Presentations • Electronic communication

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 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

ART & DESIGN

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



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

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.

The course covers three areas

- Design Activity
- Expressive Activity
- Art & Design Studies.

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

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.

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

- 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

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.

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 description

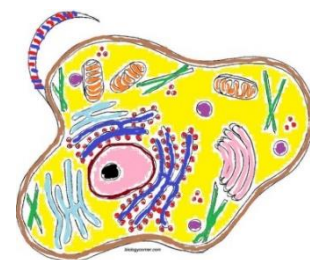
The National 4 and 5 courses have three mandatory Units.

- **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 Added Value Assignment

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.



National 5 Assignment & Question Paper

- Assignment: 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.
- 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.

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.

Supporting your child's learning

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.

Supporting your child's learning

- Encourage your child to regularly check 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

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.

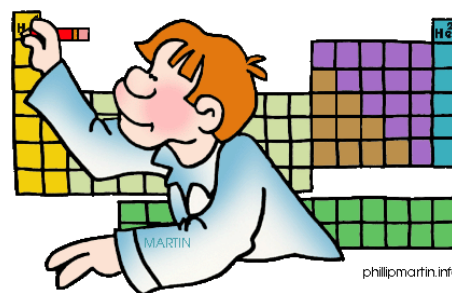
National 4: Those pupils wishing to follow the National 4 course will need to have shown a keen interest in chemistry and have developed the relevant scientific skills needed to access chemistry at a higher level.

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 description

The National 4 and 5 courses have three mandatory Units.

- **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

National 4 Added Value Assignment

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.

National 5 assignment and a question paper.

- 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.
- 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.

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.

Supporting your child's learning

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.

Computer Games Development (NPA)

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. See relevant job profiles at www.myworldofwork.co.uk/



Prior learning

It would be beneficial if learners possessed basic IT skills.

Course description

The National Progression Award in Computer Games Development consists of 3 units

- 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.

Progression

Learners can go on to study the NPA Computer Games Development Level 5 and 6.

Supporting your child's learning:

- 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.
- 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.

COMPUTING SCIENCE

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.



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:

- Software Design and Development
 - The software development process
 - Problem solving in high level languages
 - Data storage in binary form and computer architecture
 - Awareness of contemporary software development environments
 - Produce a factual report on a software based application
- Information Systems Design and Development
 - Develop information systems using HTML and database software
 - Consider factors involved in design and implementation of an information system

National 5 covers 4 areas of study:

- Software Design and Development
 - 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.
 - Develop programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.
- Computer Systems
 - Understanding of data and instructions are stored in binary form and basic computer architecture.
 - An awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.
- Database Design and Development
 - Develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks.
 - Apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.
- Web Design and Development
 - Develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks.
 - 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

Assessment

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

National 4: 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 Assignment & Question Paper

The course consists of an assignment worth 50 marks, which is 31% of the overall marks and a question paper worth 110 marks, which is 69% of the overall marks for the course assessment.

- 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 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

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.

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

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

On-going Assessments (all levels)

- 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 4 Final Assessment

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

National 5 Final Assessment

- Practical Exam in March/April of S4. In this exam pupils will either take on the role of an actor or a designer. This will be worth 60% of a pupil's final grade in Drama and it is assessed by SQA visiting assessor.
- 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 4 pass would progress to National 5 in S5.
- Students who gain a National 5 pass would progress to Higher in S5.

Supporting your child's learning

- 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.)

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 3rd and 4th 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

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

Supporting your child's learning

- Help your child with time management of the various activities.
- Discuss with your child what they are 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.

FRENCH



The French 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.

Prior learning

The Modern Languages national qualification courses will build on the experiences and outcomes of the Curriculum for Excellence.

Course Description

National 4: You will study French 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. 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

There is no external assessment (final exam) for this course.

National 5: You will study French 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.

Assessments

National 4 – there is no external assessment

National 5 – Course Assignment, Performance & Final Exam (120 marks in total)

- Course assignment (completed during term-time): 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 French.
- SQA exam (Paper 1 – 45 marks, & Paper 2 – 30 marks)
 - Question paper 1: Reading and Writing

Reading: 30 marks, where you will read three texts in French and answer questions in English, using a dictionary. Writing: 15 marks, where you will produce one piece of writing in French, 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 French. Learners will give answers in English to questions in English in order to demonstrate understanding.

Progression

National 4 pupils may progress to N5 in S5

National 5 pupils may progress to Higher in S5

Supporting your child's learning

- Your child will have a vocabulary booklet to revise at home. They will get new words to learn every time they come to French. Please practise these with your child.
- 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 films, watch French television programmes (with subtitles in English!), listen to French songs or 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!

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

Supporting your child's learning

- 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.

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.



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.

Course description

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%.

Progression

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

Supporting your child's learning

- 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 Google Classroom.

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 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: Assignment

Candidates will complete three assessments. There will be no final exam. There will also be 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.

National 5: Assignment & Question Paper

- **Assignment:** is 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.
- **Question Paper:** 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.

Progression.

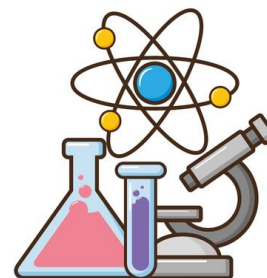
Students who gain a National 4 pass would progress to National 5 Travel and Tourism in S5. Students who gain a National 5 pass would progress to Higher History in S5.

Supporting your child's learning

- 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.

Laboratory Science

The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed. Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.



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

- Forensic science
- Food and drink technologies
- Microbiology research
- Science technician
- Quality assurance and analysis roles

Prior learning

The purpose of the course is to provide an alternative route to develop pupils' interest and enthusiasm for the practical aspects of science that were first covered in the broad general science course in S1 and S2. Lab Science takes a problem solving based approach to continuous assessments of practical techniques and skills used in an everyday lab such as health and safety or chemical management. Pupils wishing to follow this course of study will need to have a keen interest in practical experiments and the ability to work well with others in a lab setting, as well as individually, throughout the school year.

Course Structure

Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

The National 5: Skills for work course has four mandatory Units.

- **Careers using Lab Science**
This unit introduces learners to the wide range of industries and services that use scientific knowledge and laboratory skills. They learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles that use these skills
- **Working in a Lab**
This unit provides learners with the opportunity to learn basic laboratory skills such as handling chemicals and preparing solutions, and calculate and present results of their practical work.
- **Practical Skills**
This unit provides learners with the opportunity to develop the skills most commonly used in laboratories. Health and safety is integral to the unit
- **Practical Investigation**
In this unit, learners work to produce a plan, including practical procedures, to investigate a scientific topic. They devise methods that include a practical procedure to test the aim. Learners are assessed on their ability to carry out the practical procedure competently and safely. Learners produce a scientific report with their individual analysis and evaluation.

Assessment

Across all four units of work, pupils will be internally assessed with on-going continuous assessments. They must pass every outcome to achieve a pass and have the opportunity to re-sit each assessment once. There is no final exam for this course.

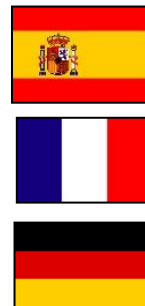
Progression

The Course consists of four mandatory Units (see above). There will be the option to progress to an NPA in S5/6 to further studies in the Science field.

Supporting your child's learning

As part of this course there will be regular assessed tasks which staff will monitor in school 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.

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 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.

Prior Learning

The Languages for Life and Work course will build on the experiences and outcomes of the Curriculum for Excellence.

Course Description

The Modern Languages for Life and Work Award (SCQF level 4) 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:

- Modern Languages for Work Purposes Unit
 - develop basic skills in talking and listening to enable them to communicate in any vocational context using the language studied.
 - reflect on skills required for employability.
- Building Own Employability Skills Unit
 - acquire the skills needed in order to gain employment.
 - skills needed to apply for a job.
- Modern Languages for Life Unit
 - 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.

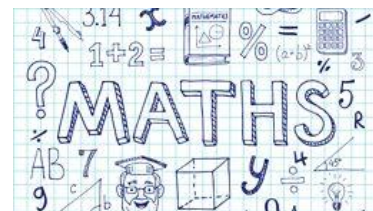
Progression

This Award may provide progression to National 4 Modern Languages Courses

Supporting your child's learning

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.

MATHEMATICS



We use numeracy every day in all areas of our lives. Our confidence and ability with numbers impacts us financially, socially, and professionally. It even affects our health and wellbeing. As such, the courses we offer in S3/4 aim to motivate and challenge learners to select and apply mathematical techniques in a variety of theoretical and real-life situations, develop confidence in the subject and a positive attitude towards further study in mathematics.

Our National 5 Mathematics course will allow learners the opportunity to develop skills in manipulation of abstract terms in order to solve problems and to generalise, interpret, communicate and manage information in mathematical form. These are skills which are vital to, for example, scientific and technological research and development. The course will also develop learner's skills in using mathematical language to explore mathematical ideas and develop skills relevant to learning, life and work in an engaging and enjoyable way.

Prior learning

The National 5 course in mathematics builds on the experiences and outcomes of Curriculum for Excellence (CfE). Learners' progress will be monitored when working 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 at National 5 level. S3 will form a transition stage, with core skills from the 4th Level of CfE being taught in tandem with concepts from the National 5 mathematics course.

Course Description

The course continues to develop algebraic, geometric, trigonometric, statistical 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, 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 assessment in class.

Progression

Students who gain a good National 5 award could progress to Higher Mathematics or Higher Application of Mathematics.

Supporting your child's learning

- Check that your child regularly practices work covered in class – all classes will receive daily as well as formal pieces of homework.
- Help your child with time management.
- Generic support materials will be provided for pupils on the National 5 Resource Classroom in addition to specifically-tailored homework and revision exercises issued by teachers through their individual Google Classroom. Parents can assist their children in using these materials as consolidation exercises or in preparation for assessments.

MATHEMATICS APPLICATIONS



Applications of Mathematics is a distinct course which focusses on functional mathematics and the techniques and skills required in everyday situations including financial matters, statistics, and measurement. The mathematical skills within each level of the course are underpinned by numeracy, and are designed to develop young peoples' mathematical reasoning skills in areas relevant to learning, life and work. The courses we offer in S3/4 aim to motivate and challenge learners to make sense of the world around us and to manage their day-to-day lives using mathematics to model real-life situations, analyse information, simplify and solve problems, assess risk and make informed decisions.

Application of Mathematics is available at National 3 4 and 5. National 5 Applications of Mathematics is a highly respected qualification and is as well regarded by employers, colleges and universities as National 5 Mathematics. There is a clear and distinct pathway to Higher Applications of Mathematics and this new course can open up further career opportunities to our young people particularly within psychology, social sciences and the finance industries.

Prior learning

Learners' progress will be monitored when working 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 between CfE and Applications of Mathematics with the level of presentation being determined by the end of S3.

Course Description

The National courses build on the experiences and outcomes of the Curriculum for Excellence. Each level has a strong focus on numeracy and continues to build upon and develop geometric and statistical skills. Pupils will routinely 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 three internally assessed units of work.
- National 4: the learner will complete three internally assessed units of work. In addition, pupils will complete an added value unit of work which is also internally assessed in a summative fashion.
- National 5: to gain the course award, 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 assessment in class.

Progression from S4

Students who gain a National 3 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.

Supporting your child's learning

- Check that your child regularly practices work covered in class – all classes will receive daily as well as formal pieces of homework.
- Help your child with time management.

- Generic support materials will be provided for pupils in addition to specifically-tailored homework and revision exercises issued by teachers through their individual Google Classroom. Parents can assist their children in using these materials as consolidation exercises or in preparation for assessments.

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 description

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

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

Assessment

National 4 Assignment

Candidates will complete three assessments. There will be no final exam. The course does however include 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.

The National 5 Assignment and Question Paper

- 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).
- 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.

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.

Supporting your child's learning

- 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.

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 4 and 5.

You will study:

- **Music: Performing Skills**
In this unit, learners, with guidance, will develop performing skills on two selected instruments, or on one selected instrument and voice. They will play level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.
- **Music: Composing Skills**
In this unit, learners will use knowledge of music styles and concepts when creating their own music. Learners will experiment with and use straightforward compositional methods and simple music concept in imaginative ways. Learners will, with support, reflect on their own creative choices and decisions and those of others.
- **Understanding Music**
In this unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.



The skills developed throughout the National Music course will 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

National 4 – Composition, Practical Exam and Folio

- 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 – Composition, Practical Exam and Listening Exam

- 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 4 pass would progress to National 5 in S5.

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

Supporting your child's learning

- 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.

PERSONAL DEVELOPMENT AND WELLBEING

This course allows pupils the opportunity to gain two qualifications:

- Personal Development
- Wellbeing

These level 4 and 5 courses 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.



Prior learning

These courses will build on S1/S2 skills from across the curriculum

Course description

Personal Development	Wellbeing
<ul style="list-style-type: none"> • Self-awareness • Self in Community • Self and Work • Practical Abilities 	<ul style="list-style-type: none"> • Improving Wellbeing • Exploring Wellbeing • Personal Develop Project

General aims 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

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:

On successful completion of this award learners are encourage to select an appropriate HWB course, such as Cake Craft, Practical Cookery, Sports Development or Physical Education, or progress to N5 Travel and Tourism.

Supporting your child's learning

Parents/carers can reinforce the importance of completion of homework and training targets which will be documented in pupil course notes and workbooks

PHYSICAL EDUCATION

PE provides exposure to a variety of skills necessary for success in the 21st 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.



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. 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

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 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.

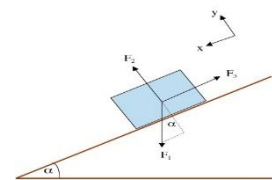
Progression

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

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.

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 and 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.

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 description

The National 4 and 5 courses have three mandatory Units.

- 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

N4 Assignment

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.

N5 Assignment and Question Paper

- Assignment: 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.
- 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

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

Supporting your child's learning

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.

PRACTICAL COOKERY

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.

Prior learning

This Course builds on the Experiences and Outcomes of Curriculum for Excellence.

Course description

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

Pupils will study 4 units of work:

- Cookery Skills, Techniques and Processes
- Understanding and using ingredients
- Organisational skills for cooking
- 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 & 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: 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.

Supporting your child's learning

- 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.

PRACTICAL CRAFTSKILLS

This course will build a range of practical skills which encourages independent learning to both read instructions and diagrams and produce artefacts. It 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.



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.

Course Description

This Course can be studied at National 4 and National 5 levels. It is largely workshop based, providing a broad introduction to practical woodworking. 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 Finishing**
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.

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

National 4: the practical assignment is worth 100% the overall grade.

National 5: pupils will complete a practical assignment worth 70% and a final exam worth 30%.

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.

Supporting your child's learning

- 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.

PSYCHOLOGY

This N5 course introduces you to a range of Psychology topics. The course is designed to develop learner's knowledge and understanding of Psychological explanations for individual and social behaviour. Studying psychology will enable learners to find out some of the ways that thoughts and the environment can affect how we feel and behave.



Prior learning

Pupils will have spent lots of time considering why people behave the way they do, both formally within classes for example in Social Subjects, Science and Drama, or informally as they observe the world around them. National 5 Psychology will build on this natural curiosity about human behaviour by approaching it in a scientific way and through theories and research. National 5 Psychology will also use the skills developed within the literacy and numeracy experiences and outcomes in S1 and S2 by continuing to enhance communication, evaluation and data analysis. Pupils will develop problem solving and analysis skills transferable to any role in the world of work.

Course description

Learners will cover the following four topics:

- Sleep and Dreams (theories of why we sleep and dream)
- Phobias (causes and treatments)
- Non-verbal communication (functions and how it develops)
- Conformity (why people conform and factors that impact conformity)

Candidates will also learn about how research is carried out in Psychology and plan their own research study, which will contribute 30% of their final mark.

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

- Using investigation skills to select, organise and interpret information in Psychology
- Applying knowledge and understanding of psychology to explain human behaviour
- Using research evidence to explain human behaviour
- Interpreting basic descriptive statistics in Psychological research
- Using communication and literacy skills appropriate to Psychology
- Learning to evaluate the strengths of research and theories

Assessment

Assignment: 30% of final mark

Question Paper: final theory exam 70% of final mark

Progression

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

Supporting your child's learning

- Encourage your child to regularly check Google Classroom to ensure deadlines are met
- Encourage your child to take advantage of the range of revision resources provided, including digital flashcards, topic summary sheets and question banks
- Test your child's knowledge, understanding and retrieval by using the supported revision resources available, for example quiz tables
- Discuss the topics being learned with your child – have them teach you about Conformity, Sleep and Dreams, or Phobias

SPANISH



The Spanish 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.

Prior learning

The Modern Languages national qualification courses will build on the experiences and outcomes of the Curriculum for Excellence.

Course Description

National 4: You will study 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. 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 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.

Assessments

National 4 – there is no external assessment

National 5 – Course Assignment, Performance & Final Exam (120 marks in total)

- Course assignment (completed during term-time): 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 Spanish.
- SQA exam (Paper 1 – 45 marks, & Paper 2 – 30 marks)
 - Question paper 1: Reading and Writing

Reading: 30 marks, where you will read three texts in Spanish and answer questions in English, using a dictionary. Writing: 15 marks, where you will produce one piece of writing in Spanish, 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 Spanish. Learners will give answers in English to questions in English in order to demonstrate understanding.

Progression

National 4 pupils may progress to N5 in S5

National 5 pupils may progress to Higher in S5

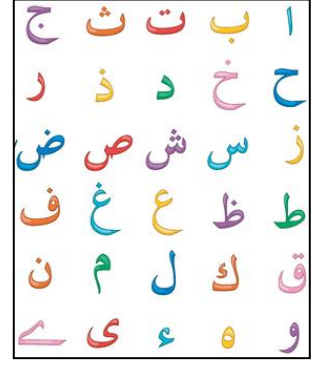
Supporting your child's learning

- Your child will have a vocabulary booklet to revise at home. They will get new words to learn every time they come to French. Please practise these with your child.
- 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 Spanish films, watch Spanish television programmes (with subtitles in English!), listen to Spanish songs or a radio station online where these languages are spoken, take them a Spanish restaurant or buy foreign newspapers and magazines to look at together!

Urdu

The Urdu 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.

Prior learning

The Modern Languages national qualification courses will build on the experiences and outcomes of the Curriculum for Excellence.

Course description

National 4: You will study Urdu 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. 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 Urdu 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.

Assessment

National 4 – there is no external assessment

National 5 – Course Assignment, Performance & Final Exam (120 marks in total)

- Course assignment (completed during term-time): 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 Urdu.
- SQA exam (Paper 1 – 45 marks, & Paper 2 – 30 marks)
 - Question paper 1: Reading and Writing

Reading: 30 marks, where you will read three texts in Urdu and answer questions in English, using a dictionary. Writing: 15 marks, where you will produce one piece of writing in Urdu, 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 Urdu. Learners will give answers in English to questions in English in order to demonstrate understanding.

Progression

National 4 pupils may progress to N5 in S5

National 5 pupils may progress to Higher in S5

Supporting your child's learning

- Your child will have a vocabulary booklet to revise at home. They will get new words to learn every time they come to Urdu. Please practise these with your child.
- 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 Urdu films, watch Urdu television programmes (with subtitles in English!), listen to Urdu songs or a radio station online where these languages are spoken, take them a Urdu restaurant or buy foreign newspapers and magazines to look at together!

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Need to get in touch?



Ms Fenton



SCAN ME

Scan the QR code to contact your Pastoral Teacher



Mrs Strain



SCAN ME



Ms Douch



SCAN ME



Mr Ward



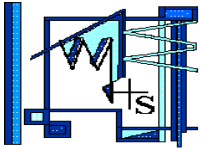
SCAN ME



Mrs Wilson



SCAN ME



Woodfarm High School S2-S3 Curricular Choices - your individual pathway for 2022-23

This is a draft form, **the final form will be on-line** and will be available to **complete between 21st January & 3rd February**.
Please discuss this at home to ensure that discussion in school is based on pupil choice supported by parental advice.
Final choices will be completed with your Pastoral Support teacher on Monday 21st February.

NAME _____

Pastoral Teacher _____

A	B	C	D	E	F	G	H	I	J
English	Maths	French Lang for Life & Work Urdu	Geography History Mod St.	Biology Chemistry Lab Science Physics	Admin & IT Business Computing Computer Game Dev Physics Sports & Recreation	Art & Design Drama Graphic Com. Music P. Cookery	Art & Design Biology Business Music Personal Dev & HWB Psychology Spanish P. Craft Skills	PE	RMPS

Please use this space to indicate any issues that you wish to draw to our attention

On the on-line form you will have the opportunity to note any issues you wish to draw to our attention