

Lourdes Secondary School

Senior Phase Options 2015/6



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Introduction

Your child's journey through **Curriculum for Excellence**, is about to enter its final stage – **The Senior Phase**

Over the next few months your son or daughter will make the very important decisions about which subjects they might take forward into either fourth, fifth or sixth year. This will involve choosing subjects from the **National Qualifications (NQ) Framework**, including the new, **National 4** and **National 5** courses (which have replaced Standard Grade and Intermediates), Highers and possibly even Advanced Highers (in S6 only)

In S4, pupils will study 8 subjects including English and Maths. Each subject will have 4 periods each week.

In S5 pupils will study 5 options for 6 periods each week. This gives them the time to study each area in depth and thoroughly prepare them for their qualifications. In S6 pupils will study a minimum of 4 options for 6 periods each week.

Our young people will be encouraged to plan for their post school destination. They will be asked to think about S4-S6 as a whole, building up to the qualifications they need over the full three years of the senior phase.

To assist our young people in making appropriate choices, a series of lessons delivered during My time and Year group assemblies has been arranged for S3 pupils. Pupils will also have the opportunity to work with their DHT, Mr Kerr and their Pastoral care teacher, Mrs Black. In addition there will be presentations and workshops from Skills Development Scotland (Careers Service) and the Employability Support Workers in the course of the session..

There will also be a careers information evening for pupils and parents on the **26th March** where experts from industry, colleges and universities will be available to answer and where information literature will be available.

The descriptions of subjects that follow are very general and, where parents and pupils are unsure of the most appropriate choice, we recommend that pupils ask their teachers for more specific details. The subjects are presented in alphabetical order.

This booklet is designed to give you the information you require to support your son or daughter in making choices for the Senior Phase. Please read it carefully. If you have any questions, please do not hesitate to contact myself or Mrs Black.

Mr Kerr

National 4 and 5

Aims of the Course

- to develop an understanding of administrative practices are applied in the workplace and legislation affecting both organisations and employees
- to develop an understanding of good customer care and its benefits to organisations
- to develop IT skills and use them to perform administrative tasks
- to acquire organisational skills to enable pupils to organise and support events

Course Content

The course uses real-life contexts which enables pupils to understand the world of work and develops their IT skills and theoretical knowledge to work towards industry standards. While the course reflects current administrative practice, it is sufficiently flexible to take account of emerging technologies to ensure its continuing currency and relevance.

Skills

The course will develop and enhance transferable skills that pupils can use to support them in the wider curriculum, further education and the work place.

Skills developed:

- team-work
- self-evaluation
- ability to prioritise tasks and work within deadlines
- ability to create and present business documents to an appropriate and professional standard

Methodology

Pupils will learn through a variety of methodologies including whole-class teaching, activity-based learning, peer and individualised learning. Pupils will experience learning through the use of ICT.

Pupil's developed knowledge will be integrated with practical activities throughout the course.

Assessment

Pupils will be assessed on each unit of the course. At the end of the year the pupils will undertake skills based project which will give them the opportunity to demonstrate their administration and IT based skills.

Homework

Pupils will be expected to undertake reading of theory notes prior to whole class teaching of the unit. Pupils will be given written homework exercises to complete, these will be based on class teaching and pupil notes can be used for reference and support.

How Can You Help?

- Encourage pupils to continually read and learn their theory notes
- Encourage your child to discuss their lessons with you and offer your knowledge/experience of the workplace
- Encourage your child to use the appropriate software/technology at home to reinforce Learning

Progression

N4 Administration and IT to N5 Administration and IT

N5 Administration and IT to Higher Administration

DRAFT

Administration & IT - Higher

Aims of the Course

The Administration and IT Course is designed to enable learners to:

- Develop knowledge and understanding of administration in the workplace and its importance
- Develop a range of advanced IT skills for processing and managing information
- Develop a range of skills to communicate complex information, making appropriate use of IT
- Acquire skills in managing the organisation of events

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Administration and IT

Course Content

The Course has three mandatory Units.

Administrative Theory and Practice (Higher) -- in this Unit, learners will develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace.

Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function e.g. effective time and task management, legislation, effective teams. The unit also covers Customer Care.

IT Solutions for Administrators (Higher) -- in this Unit learners will be enabled to extend their problem solving skills through having to provide solutions given a specific brief. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, or emerging equivalent technologies, and will use them to analyse, process and manage complex information.

Communication in Administration (Higher) -- in this Unit learners will develop a range of IT skills for communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood.

The Unit will look at the security and confidentiality of information.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- IT applications – word processing, spreadsheets, databases, desktop publishing and presentation software
- Using technology – internet for electronic communication
- Organising, managing and communicating relatively complex information
- Managing the organisation of events

- Solving problems in an administrative--related context
- Knowledge and understanding of administration in the workplace
- Knowledge and understanding of legislation in the workplace
- Knowledge and understanding of effective teams and time and task management
- Knowledge and understanding of impact of IT on the working practices
- Knowledge and understanding of good customer care

Methodology

The Course is a blend of experiential learning and related theory and uses real--life contexts, which make it relevant to the world of work. It enables users to work towards industry standards in IT in an administration-related context. The course reflects current administrative practices and takes account of emerging technologies to ensure currency and relevance.

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam (30%) and an IT-based Assignment (70%).

Homework

Formal written homework will be issued to prepare learners for assessments and the final exam.

Art & Design

National 4 and National 5

Within these courses candidates must undertake work in 3 specific areas:

- **Expressive Area** - Drawing, Painting or Print Making etc. A Folio of work is produced on a specific theme, investigating and responding to visual stimuli.
- **Design Area** – Jewellery, Fashion, product design and graphics etc. A Folio of work is produced from the chosen area. Evaluation of the process and solutions is required
- **Art & Design Studies.** In this unit you will undertake two studies, one linked to Expressive Activity and one to Design Activity. Knowledge, understanding and appreciation of the visual arts and design, is developed through researching and investigating areas, past and present, presenting informed personal views, opinions and judgments.

Entry Requirements:

National 4 for **National 5**

BGE or National 3 for **National 4**

Art & Design - Higher

Within these courses candidates must undertake work in 3 specific areas:

- **Expressive Area** - Drawing, Painting or Print Making etc. A Folio of work is produced on a specific theme, investigating and responding to visual stimuli.
- **Design Area** – Jewellery, Fashion, product design and graphics etc. A Folio of work is produced from the chosen area. Evaluation of the process and solutions is required
- **Art & Design Studies.** In this unit you will undertake two studies, one linked to Expressive Activity and one to Design Activity. Knowledge, understanding and appreciation of the visual arts, is developed through researching and investigating areas, past and present presenting informed personal views, opinions and judgments.

Entry Requirements:

National 5 or Intermediate 2 Art and Design

Art & Design - Advanced Higher / Folio Preparation

For candidates wishing to further their experience of Art & Design in preparation for Further Education. This course provides you with opportunities to select and develop in depth, through practical activity, a visual study reflecting interests and strengths to promote knowledge and understanding, skills of media handling and communication of ideas and feelings.

Entry Requirements:

Higher Art & Design Grade A/B. Strong commitment to the subject and ability to work independently are necessary.

Business Management

National 4 and 5

Aims of the Course

The Business Management Course is designed to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

Course Content

The course contains three units: Understanding Business, Management of Marketing and Operations, and Management of People and Finance. These core concepts of Business theory and practice will be explored with current and relevant examples of the Business world to place the knowledge elements in context. Pupils will have the opportunity to research real life Business situations and use the case study method to improve both their analytical and literacy skills and ability to work in a group. Pupils will also work collaboratively on business themed presentations which will develop communication skills.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- Research and investigation
- Presenting and communicating
- Decision making
- Analytical and evaluative skills
- Literacy
- Numeracy
- Team working

Methodology

A myriad of learning and teaching techniques are in practise in the department. These include whole class teaching, effective questioning, and cooperative learning activities such as the case study method, and individual work. ICT is also used regularly to enhance pupils learning. Active learning is at the heart of the course.

Assessment

Pupils will be assessed on each of the course elements listed above. Pupils will have to successfully gather evidence for each unit in order to enable to sit the final exam.

(National 5)

- The course is broken down as 30% Assignment which is completed in class and a final written exam worth 70% of the final mark.
- For the Assignment, pupils will identify a local business and collect and gather information on the business and report on it. It is divided into 2 stages: the planning and research stage and the report writing stage.
- For the written exam, pupils will sit a paper divided into 2 sections. Section 1 is worth 30 marks based around a Case Study. Section 2 is worth 40 marks with the questions being extended response questions. All questions are compulsory.
- The course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils will often have to research business concepts for homework. This could mean watching the news and being prepared to present back to class or creating a presentation on a current business issue. Formal written homework will be issued to prepare pupils for assessments.

How Can You Help?

Doing the following will help your child to become more skilled in Business Management:

- Encourage your child to read business news either in print or online.
- Encourage your child to watch the business news and business themed programmes such as Dragons Den and The Apprentice.
- Encourage your child to practise presentations at home.

Progression

This course allows learners to progress to:

- Higher Business Management Course or relevant components Units
- Further study, employment or training

Business Management - Higher

Aims of the Course

The Business Management Course is designed to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an understanding of a range of methods businesses use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing them with opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses can use resources to achieve maximum efficiency
- an understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Business Management
- Literacy Unit (National 5)
- Numeracy Unit (National 5)

Course Content

The Course has three mandatory Units.

Business Enterprise (Higher) - in this Unit, learners will extend their understanding of organisations in the private, public and third sectors. Learners will also analyse and evaluate the impact that the external factors have on an organisation's activity.

Business Decision Areas: Marketing & Operations (Higher) - in this Unit learners will carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with awareness of relevant issues facing firms.

Business Decision Areas: Human Resource Management & Finance (Higher) - In this Unit learners will carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain, analyse and evaluate relevant business financial information.

Methodology

A myriad of learning and teaching techniques are in practise in the department. These include whole class teaching, effective questioning, cooperative learning activities such as the case study method, and individual work. ICT is also used regularly to enhance pupils learning. Active learning is at the heart of the course.

Skills

Skills will be developed to allow pupils to be successful in many key transferable skills:

- Research and investigation
- Analytical and evaluative skills – drawing business conclusions and decision making
- Literacy
- Numeracy – interpreting data, tables & charts
- Reliability and working with others
- Using ICT in a business context
- Employability skills and entrepreneurial spirit
- Presenting and communicating

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam.

Homework

Learners will be expected to keep up to date with current business news. Formal written homework will be issued to prepare learners for assessments and the final exam.

How Can You Help?

Doing the following will help your child to become more skilled in Business Management:

- Encourage your child to read business news either in print or online.
- Encourage your child to successfully complete homework issued

Computing

National 4 and 5

Aims of the Course

- to develop an understanding of the impact of computing science in changing and influencing our environment and society
- to develop pupils ability to write programmes in the context of games, phone apps and web development
- to enhance pupil's ability to communicate computing concepts clearly and concisely using appropriate terminology
- to enhance digital literacy skills in a number of software environments

Course Content

The course is designed to develop pupil's ability to use computers to solve modern day problems.

Pupils will learn how to analyse these problems and design and create solutions using a range of applications including; Scratch to create games, Visual Studio to develop programming skills, Serif WebPlus and Microsoft Expression Web to develop websites. There will be numerous opportunities for pupils to become more confident in their analytical and computational skills.

The course has three main elements:

- Software Design and Development
- Information System Design and Development
- Assignment – pupils will complete a coursework task in class where they will design, develop and evaluate a software solution, for example a Database or Web Page along with an associated computer program.

This coursework accounts for 40% of the learner's final grade in the subject

A major feature of the course will be the development of pupils as independent learners as they work on various tasks throughout the session.

Skills

Pupils will handle information using a variety of different applications and show creativity with the development of new software. In addition, pupils will enhance their problem solving skills and tailor software solutions to meet specific problems. These skills will benefit all pupils in their future career paths and will be transferable across many different subject areas. Pupils will require a higher level of skill and a greater depth of knowledge at National 5 than those required for National 4.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning. Pupils will spend a large proportion of time using computing technology.

Assessment

Pupils will be assessed on each of the course elements listed above. Pupils will complete a number of end of unit assessments and be required to submit a variety of practical coursework to meet the unit outcomes. The Assignment will further demand that pupils extend the skills which they have learned in the first two elements and apply these to a computer science problem set by the SQA.

National 5

- The course is broken down as 40% Practical Assignment which is completed in class and a final written exam worth 60% of the final mark.
- For the Practical Assignment, pupils will develop a solution to an appropriately challenging computing science problem. The Assignment will assess learners' skills in analysing a problem, designing, implementing and testing a solution to the problem. This Assignment is out of 60 and will be marked internally by teachers in Lourdes Secondary. This marking will be moderated by the SQA.
- For the written exam, pupils will complete a 90 mark question paper, covering questions from the 2 Topics – Software Design and Development and Information Systems Design and Development.
- The course is graded from A--D on the basis of all course assessments combined.

Homework

Pupils will be expected to complete regular homework exercises which will reinforce class learning.

Pupils will also be encouraged to practise the skills that they have developed at school

How Can You Help?

Doing the following will help your child to become more skilled in Computing Science:

- Encourage your child to practise the skills learned in class.
- Encourage pupils to develop problem solving skills using internet research to find appropriate information.
- Encourage your child to learn about new computing science developments.

Progression

- Pupils may progress in the following ways:
- National 4 Computing Science into National 5 Computing Science
- National 5 Computing Science into Higher Computing Science
- National 5 Computing Science into NPA Games Development

Computing - Higher

Aims of the Course

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Course aims:

- to further develop pupils ability to write computer programmes
- to further enhance pupil's ability to communicate computing concepts clearly and concisely using appropriate terminology
- to develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Entry Requirements

Learners are expected to have the pre-requisite qualifications:

- National 5 Computing Science
- Standard Grade Computing Studies

Course Content

The Course has two mandatory and one optional Unit.

Computer Systems

In Computer Systems we develop an understanding of the principles of computer systems and practical skills related to computer systems through the use of contemporary hardware and software.

This includes investigating:

- How data is stored in a computer system
- The structure and functions of a computer system and the factors that affect performance
- Types of networks and associated hardware
- The characteristics of computer hardware and software.

Software Development

In Software Development we develop practical skills in software development through the use of a high level language within an appropriate software development environment.

Learners who complete this Unit will be able to:

- Design, implement, test and evaluate programs created to solve specific problems.
- Explain how programs work, drawing on an understanding how computers work.
- Produce a detailed report on the impact of cutting edge computing technologies.

Computer Networking

This Unit develops an understanding of the principles of networking and practical skills related to networking through the use of contemporary hardware and software.

This unit includes investigating:

- Network Protocols
- Web design using HTML and WML
- Social, ethical, commercial and legal implications of networks
- Possible threats to networks
- Methods of data transmission

Skills

Pupils will handle information using a variety of different applications and show creativity with the development of new software. In addition, pupils will enhance their problem solving skills and tailor software solutions to meet specific problems. These skills will benefit pupils in their future career paths and will be transferable across many different subject areas.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning. Pupils will spend a large proportion of time using ICT.

Assessment

Learners will be assessed internally by an end of unit assessment for each topic. In addition learners will be assessed by a Final Exam (70%) and an Assignment (30%). This assignment will be completed during class time.

Homework

Pupils will be expected to complete regular homework exercises which will reinforce class learning.

Pupils will also be encouraged to practise the skills that they have developed in class and attend a lunchtime club to develop their programming, web design and database skills.

How Can You Help?

Doing the following will help your child to become more skilled in Computing Science:

- Download and install Visual Basic onto your home computer and encourage your child to practise the skills learned in class.
- Ensuring that all Computing Science homework is completed and submitted on time.
- Encourage your child to read over course notes and resources on departmental study wiki.

National 4 and 5

Aims of the course

- To develop skills in design and manufacturing models, prototypes and products
- To gain knowledge and understanding of manufacturing processes and materials
- To understand the impact of design and manufacturing technologies on our environment and society

Course Content

The Course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

The Course combines scientific, mathematical and technological rigour with design and manufacturing creativity and innovation. It is at this interface that the Course demonstrates broad options, possibilities and flexibilities in supporting educational growth. Pupils will be encouraged to broaden and deepen their skills base and to widen their horizons. The Course provides pupils with skills that allow them to learn.

Skills

- Identify factors that influence design and apply these in a design task
- Develop and communicate design concepts for a design task
- Evaluate an existing product
- Investigate materials for manufacturing tasks in a workshop
- Prepare for manufacturing tasks in a workshop
- Plan and implement a manufacturing sequence for a prototype
- Review manufacturing processes and a finished prototype

Methodology

The Course is dynamic' "hands on" and "brains on". It is intended to be delivered through the fullest range of teaching and learning strategies in order that all pupils can engage with what will be interesting, exploratory, and experimental learning activities. Most of the learning will be active learning.

Assessment

National 4

Pupils will be assessed by means of a completed design folio including an evaluation and a manufactured prototype.

National 5

Pupils will be assessed by means of an examination and an assignment with design and practical elements.

The exam carries 40% of the marks and the assignment 60%. The assignment is split evenly between design and practical manufacturing skills in the workshop.

Homework

Homework will consist of an extended design task spread over a number of weeks and individual questions on design and practical manufacturing skills learnt in class. Homework will be used to reinforce learning and as a way of assessing pupil learning.

How can you help?

Doing the following will help your child to become more skilled in Design and Manufacture:

- Encourage your child to look at everyday items and how they are affected by consumer demand
- Look at your child's homework and discuss it with them before it is submitted
- Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in other subjects.

Higher

Aims of the course

The course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use cradle-to-cradle.

Course Content

The course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

There are two units with three outcomes each:

Design

1. Identify factors that influence design and apply to a design proposal in an industrial/commercial context.
2. Develop communicate and evaluate design concepts for a design task and arrival at a resolved proposal.
3. Evaluate an existing commercial product.

Materials and Manufacturing

1. Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
2. Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
3. Manufacture a range of types of models or prototypes to inform and refine design proposals.

Skills

Design and Manufacturing provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

Methodology

The Course is dynamic' "hands on" and "brains on". It is intended to be delivered through the fullest range of teaching and learning strategies in order that all pupils can engage with what will be interesting, exploratory, and experimental learning activities. Most of the learning will be active learning.

Assessment

Component 1 ▶ Assignment 100 marks

Component 2 ▶ Question Paper 100 marks

Total Marks = 200

Homework

Homework will consist of an extended design task spread over a number of weeks and individual questions on design and manufacturing skills learnt in class. Homework will be used to reinforce learning as a way of assessing pupil learning.

How Can You Help?

Doing the following will help your child to become more skilled in Design and Manufacture:

- Encourage your child to look at everyday items and how they are affected by consumer demand
- Look at your child's homework and discuss it with them before it is submitted
- Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in other subjects.

Drama

Aims of the Course

- Pupils will be challenged to employ the full range of drama skills and contribute fully to the process of devising in order to produce creative and dynamic presentations.
- Pupils will build upon their knowledge and understanding of key production roles and how they contribute to shaping the overall performance concept.
- Pupils will participate in a final performance to showcase their learning and appreciation for collaborative working in theatre.

Course Content

The course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.

There are two mandatory units in the course. **Drama Skills** challenges pupils to work collaboratively to explore a theme/issue, employ research skills and the drama process to present a drama presentation. **Production Skills** allows pupils to learn about key theatre production roles and how different practitioners (e.g. lighting designer, stage manager etc.) work together to produce a successful performance. The **Added Value** unit challenges the pupils to use the skills developed throughout the course to produce a theatre performance to a professional level.

Skills

Pupils will continue to build on their communication, collaboration and confidence – whilst further developing their ability to self and peer evaluate.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, ICT presentations and research, as well as drama workshops. We will employ links with local theatre companies and professionals to enhance the learning and teaching of students. The course is designed to allow many opportunities for active learning and for pupils to demonstrate their creativity

Assessment

Internal:

- Pupils will complete internal assessments for each unit – both extended written responses and practical assessments must be passed in order to complete the course.
- Teachers will complete Observational Checklists throughout the units and pupils will maintain logbooks which will include personal/group research, design plans, and other tasks to support learning and teaching.
- Teachers will regularly meet with pupils individually to provide meaningful feedback and target set for the future.

Added Value Unit (National 4)

- The Added Value Unit (Performance) will require learners to apply their learning by participating in a live drama, either with an acting or production role.

External (for National 5)

- The course assessment will consist of two components. A performance (60% of the total mark) and a question paper (40% of the total mark)
- The performance will assess the pupil's preparation and performance of a textual extract. The pupil will be assessed in either acting or a production role.
- For the written exam, pupils will complete a question paper which challenges pupil's knowledge and understanding of drama, ability to self-evaluate and respond to an unseen stimulus.
- The course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils will receive regular homework from Drama. This could be in a range of forms, which could be written personal research, completion of logbooks or revising for unit tests. However, by the nature of Drama as a subject, homework may take the form of learning lines from a script or preparing for a specific production role. Pupils must understand that working at home is an essential element of the course and is key to success at both National levels.

How Can You Help?

Your support with the following areas will help your child to achieve success in Drama.

- Help them to foster as interests in all kinds of theatre through reading plays, television, internet and theatre going. Also encourage them to attend all theatre trips offered by the department in school.
- Encourage them to complete all homework tasks on time and to the best of their ability.
- Go through lines with your child to help them prepare for presentations.

Higher

Aims of the Course

- To enable pupils to develop and apply a range of complex drama and production skills in order to contribute fully when creating performance concepts.
- To enhance pupils ability to analyse and interpret text.
- To encourage pupils to develop a detailed knowledge and understanding of the social and cultural influences on drama.
- To help pupils make more informed decisions and choices by discussing and considering examples of a variety of performances they have seen.

Course Content

The course consists of **two** mandatory plus an Added Value Unit.

In **Drama Skills**, pupils will undertake the process of the dramatic interpretation and analysis of play texts in a practical way through drama. They will look at historic, social and cultural context of the texts and consider the ideas and meaning contained within. Then using acting and directing they will apply a range of drama skills to work together in order to communicate their theatrical statement.

In **Production Skills**, pupils will research one of the play texts studied in unit one. Pupils will select a production role (actor, director or designer). Working as part of a production team they create and develop a performance concept in preparation for performance.

Skills

Please refer to the information listed in the National 4 and 5 guidelines.

Methodology

Please refer to the information listed in the National 4 and 5 guidelines.

Assessment

Internal:

- Pupils will complete internal assessments for each unit – both extended written responses and practical assessments must be passed in order to complete the course.
- Teachers will complete Observational Checklists throughout the units and pupils will maintain logbooks which will include personal/group research, design plans, and other tasks to support learning and teaching.
- Teachers will regularly meet with pupils individually to provide meaningful feedback and target set for the future.

External

Performance

The performance will have **60 marks** (60% of the marks available for the course). Pupils will approach the performance as either an **actor** or **director** or **designer**. The performance has two sections:

- **Section A: Preparation and Performance (10 marks).** This includes research on the chosen text and the processes used to reach their **acting** or **directing** or **design** concept for the performance.
- **Section B: Performance (50 marks).**
 - **Actors** will perform two contrasting roles and each performance will last approximately 7-10 minutes.
 - **Directors** will conduct a rehearsal with actors which should last approximately 30 minutes.
 - **Designers** will design a set of their chosen text and choose one other production area to compliment this. They will give a presentation lasting approximately 20 minutes.

Question Paper

The question paper will have **40 marks** (40% of the marks available for the course). The question paper will comprise of two sections each worth **20 marks**.

- **Section A:** pupils will be required to demonstrate knowledge of a text they have studied and to show an understanding of how the text can be communicated to an audience through performance.
- **Section B:** this section will take the form of a written analysis of a performance that the pupil has seen.

Homework

Pupils will receive regular homework from Drama however, due to the nature of the subject; homework may take the form of learning lines from a script or preparing for a specific production role. Pupils must understand that working at home is an essential element of the course and is key to success at Higher level.

How Can You help?

Please refer to the information listed in the National 4 and 5 guidelines.

Advanced Higher

Aims of the Course

The aim of this course is to advance the pupils' general education through provision of a range of learning experiences which will develop important skills and areas of specific drama knowledge.

The course seeks to provide opportunities for pupils to:

- acquire knowledge and understanding of 20th-century theatre practice.
- Investigate relationships through the medium of theatre
- develop theatre skills
- experience theatrical performance

Course Content

The Advanced Higher Drama course contains **three** elements of study.

Devised Drama

In this unit, pupils will use skills of creative drama and dramaturgy to explore a selected theme. A range of themes will be prescribed each year by the exam board. Each pupil will, independently, devise a complete dramatic programme suitable for presentation to an audience. All of these devised presentations must be performed to a public audience.

20th Century Theatre – Theories of Performance

Pupils will be presented with an overview of 20th-century theories of performance in order to study and explore the theories and practices of leading 20th-century theatre practitioners. **Two** practitioners will be studied – **Konstantin Stanislavsky** and **Edward Gordon Craig**. Pupils must see as many theatre productions as is possible in order to study this unit.

Special Study

In this unit, pupils will opt to specialise in an aspect of performance – **acting** or **directing** or **design**. The special study will focus on the process of translating text (from a prescribed list) into theatre within the chosen option.

Skills

Please refer to the information listed in the National 4 and 5 guidelines.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, individual, group discussions activities, ICT presentations and research, as well as drama workshops. We will employ links with local theatre companies and professionals to enhance the learning and teaching of students. The course is designed to allow many opportunities for active learning for pupils to demonstrate their creativity.

Assessment

Internal:

- Pupils will complete internal assessments for each unit – both extended written responses and practical assessments must be passed in order to complete the course.
- Teachers will complete Observational Checklists throughout the units and pupils will maintain logbooks which will include personal/group research, design plans, and other tasks to support learning and teaching.

External

The course assessment will comprise one question paper and a practical examination. The total marks available will be **70 marks**. The question paper will account for **40 marks**, while the practical examination will account for **30 marks**. SQA will weight these marks to:

Question Paper – 50% of marks available **Practical Examination** – 50% of marks available

Performance

Pupils will approach the performance as either an **actor** or **director** or **designer**. The performance has two sections:

- **Section A: Report.** This includes research on the chosen text and the processes used to reach their **acting** or **directing** or **design** concept for the performance. This is **Internally Assessed**
- **Section B: Performance (30 marks).**
 - **Actors** will perform one role that will last approximately 7-10 minutes.
 - **Directors** will conduct a rehearsal with actors which should last approximately 30 minutes.
 - **Designers** will be required to present and explain a scale set model. Some of the detail of the model may have to be exemplified. For example, swatches of material or wallpaper may be used to demonstrate décor.

Question Paper:

The paper will be of **two hours** duration. It will test knowledge and understanding of the performance theories of two leading 20th century theatre practitioners. The paper is divided into **two sections**. Pupils should answer one question in each section worth **20 marks** each.

Homework

Please refer to the information listed in the Higher guidelines.

How Can You help?

Please refer to the information listed in the National 4 and 5 guidelines.

National 4

Why English?

Being able to read, speak and write well in English is the key to success in many aspects of life and work. National 4 English aims to provide students with the skills required to be competent in English for further learning or life choices. National 4 English develops reading, writing, listening and talk as well as independent learning and application.

Entry to the course:

- Access 3 units in **English**

Course Outline

The course is comprised of 4 Units:

Creation and Production

Outcome 1 - Writing

Students must undertake a piece of extended writing which is delivered in controlled conditions. This piece can take the form of:

- A report
- A discursive essay.
- A persuasive essay.

Outcome 2 - Talk

Students must undertake a talk assessment. This will be centered on the same topic as used for the piece of writing. In order to evidence the talk, the students must show evidence of:

- Talk cards.
- A formal feedback sheet.

Analysis and Evaluation

Outcome 1 - Reading

Students must undertake a reading assessment. This will be based on a piece of text which they must answer questions illustrating skills. They must demonstrate all reading skills to pass.

Outcome 2 – Listening

Students must undertake a listening assessment. This will be based on a piece of text which they must answer questions illustrating skills. They must demonstrate all listening skills to pass.

Literacy Unit

The literacy Unit is comprised of reading, writing, talking and listening skills. The students must demonstrate competency in all areas. Many of these skills can be demonstrated in the Units above. However, readers and scribes are not permitted for this Unit and some students may benefit from completing this Unit separately.

Added Value Unit

Students will choose a topic which interests them. They undertake an independent study which demonstrates their ability to research (reading), develop and essay (writing) and prepare a talk (talk and listening).

National 5

Why English?

National 5 English gives pupils the ability to be able to analyse writing and read more detailed written texts. As a result of deeper understanding they are able to create their texts to a more sophisticated level.

Entry to the course:

- National 4 in English.
- Intermediate1 in English

Course Outline

The course is comprised of 2 internally assessed Units, a folio and a final examination.

Creation and Production

Outcome 1 - Writing

Students must undertake a piece of extended writing which is delivered in controlled conditions. This piece can take the form of:

- A report
- A discursive essay.
- A persuasive essay.

Outcome 2 - Talk

Students must undertake a talk assessment. This will be centred on the same topic as used for the piece of writing. In order to evidence the talk, the students must show evidence of:

- Talk cards.
- A formal feedback sheet.

Analysis and Evaluation

Outcome 1 - Reading

Students must undertake a reading assessment. This will be based on a piece of text which they must answer questions illustrating skills. They must demonstrate all reading skills to pass.

Outcome 2 – Listening

Students must undertake a listening assessment. This will be based on a piece of text which they must answer questions illustrating skills. They must demonstrate all listening skills to pass.

External Assessment

Folio

Students must complete a folio comprised of 2 1000 words essays in the following genres:

- 1 discursive/ persuasive (15 marks)
- 1 creative/personal reflective. (15 marks)

Examination

Students will undertake an examination which consists of 2 papers:

- Reading for Understanding, Analysis and Evaluation
- Worth 30 marks and involves answering questions based on 1 passage.
- Critical Reading
- Part 1 based on Scottish Texts studied over the year (i.e. 6 poems). Textual analysis questions to be answered on 1 seen and 1 or more unseen poems (studied in class). Worth 20 marks
- Part 2 – a choice of critical essay questions based on a text studied in class. Worth 20 marks

Higher

Why English?

Higher English demonstrates a candidate's ability to read detailed and complex written texts and create more complex texts. Over the duration of the course, they will have developed their skills in English to a much higher level which will benefit them for entry to further education and employment.

Entry to the Course

This is at the discretion of the school/college, but you would normally be expected to have attained one of the following -

- National 5 English
- An Intermediate 2 course in **English** or the equivalent.

Course Outline

The course is comprised of 2 internally assessed Units, a folio and a final examination.

Language Unit

Close Reading

Candidates will complete a Close Reading Unit Assessment which consist of questions on one text and cover the skills of understanding, analysis and evaluation.

Writing

Candidates will produce a piece of writing which demonstrates minimum competency at Higher level.

Literary Unit

Textual Analysis

Candidates will demonstrate their knowledge of literary analysis through their literature study. They will also complete a Textual Analysis assessment of an unseen text, answering questions which focus on the skill of analysis.

External Assessment

Folio

Candidates will complete a folio of 2 essays each consisting of 1300 words.

The essays must be of different genres:

- 1 discursive/persuasive
- 1 creative/personal reflective.

Examination

The examination will consist of 2 papers:

Paper 1 – Close Reading

2 passages which will assess the skills of understanding, analysis and evaluation.

Paper 2 – Critical Essay

Candidates must answer 2 questions from 2 genres.

They will write 2 critical essays based on the texts they have studied in class.

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Advanced Higher

Why Advanced Higher English?

This course is designed to build on the knowledge and skills that you have gained in Higher English, and allow you to pursue particular interests and strengths in more specialised areas of study. The course presents considerable academic and personal challenges and requires you to think and work independently. It is excellent preparation for the demands of university courses.

Entry to the Course

This is at the discretion of the school/college but you would normally be expected to have attained

- Higher course award in English

Course Outline

The course consists of two mandatory 40 hour units:

- English: Specialist Study
- English: Literary Study)

One 40 hour unit to be selected from:

- English: Language Study,
- English: Textual Analysis,
- English: Reading the Media,
- English: Creative Writing,
- 40 hours flexible time.

Specialist Study

This unit places considerable emphasis on independent study, which demands a high degree of initiative and responsibility. Several broad fields of study are open to you such as

- literature
- local folklore and literature
- literature and language
- **language** studies
- media studies.

In response to an approved topic you will be required to present a dissertation of 3500 – 4500 words on your approved topic is required as evidence of attainment in the Specialist Study.

Literary Study

In this unit you are required to study and respond to texts in **two** of the following categories:

- drama
- poetry
- prose fiction
- prose non-fiction.

The texts must be selected from the list of authors and texts specified by the SQA.

You will be involved in a variety of language activities such as

- exploratory readings of texts and re-readings
- note-making and 'marking the text'
- identifying, analysing and discussing key features of texts
- participating in tutorials, seminars and reading workshops

Textual Analysis

This unit is designed to develop your skills in responding critically to unseen literary texts.

You will be required to study and respond to a range of texts in at least two of the following genres

- prose fiction
- prose non-fiction
- poetry
- drama.

You will be involved in a variety of language activities such as

- exploratory reading and re-readings of texts
- note-making and 'marking the text'
- identifying, analysing and discussing key features of texts
- exploring critical concepts through reading, discussion and direct teaching
- formulating and presenting critical ideas in discussion papers and essays.

National 4 and 5

Aims of the course

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

Course Content

Pupils will be taught various different graphical techniques using both manual and various computer programs. They will combine these skills with design principals to produce creative, innovative solutions to set tasks.

Skills

- producing simple preliminary, production and promotional graphics
- using standard graphic communication equipment, software and materials
- knowledge of graphic communication standards, protocols and conventions
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

Methodology

Pupils will be taught new skills and are then encouraged to combine their imagination with the skills learned to produce effective pieces of graphics that stretch their ability.

Assessment

National 4

Pupils will complete an assignment consisting of a meaningful and appropriately challenging graphic communication task set within a single context where the learner can demonstrate an application of their skills, knowledge and understanding in context.

Evidence will include a collection of meaningful graphic items produced in response to a given brief, graphic research and development work, and an evaluation of the effectiveness of the final presentation work.

National 5

Pupils will be assessed equally by means of an examination (60 marks) and a piece of coursework (60 marks). The exam will be split evenly between 2D Graphic Communication and 3D Pictorial Graphic. There will be no requirement to use a drawing board in the exam. In the assignment, marks will be awarded for preliminary graphics, production graphics and promotional graphics.

Homework

Homework can be completed using the computer. The Autodesk software pupils use in school will be available free for pupils to use at home. Pupils will also be required to make use of internet searches at home.

A drawing board will also be required for homework which be supplied by the school.

How Can You Help?

Doing the following will help your child to become more skilled in Graphics:

- Encourage your child to look at graphics in everyday products from packaging of ready meals to the computer graphics from a video game.
- Look at your child's homework and discuss it with them before it is submitted.
- Take an interest in the activities you child is engaged in during class, and encourage them to apply these skills in other subjects.

Higher

Aims of the course

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

- Skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- An understanding of graphic communication standards protocols and conventions, where these apply
- An understanding of the impact of graphic communication technologies on our environment and society

Course Content

There are two main areas within the course:

2D Graphic Communication

1. Produce and interpret 2D orthographic sketches and drawings.
2. Produce 2D computer-aided designed/draughted production drawings.
3. Produce preliminary 2D designs and illustrations for a multi-page promotional document.
4. Create a multi-page 2D promotional publication and a project set of promotional publications.

3D and Pictorial Graphic Communication

1. Produce and interpret pictorial sketches and drawings.
2. Produce 3D computer-aided designed/draughted models and associated production drawings.
3. Produce pictorial and 3D illustrations of geometric forms and everyday objects.
4. Plan and produce pictorial and/or 3D models for promotional purposes.

Methodology

The course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The course is practical, exploratory and experimental in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Assessment

Component 1 - question paper 70 marks

Component 2 - assignment 70 marks

Total marks - 140

Homework

Homework can be completed using the computer. The Autodesk software pupils use in school will be available free for pupils to use at home. Pupils will also be required to make use of internet searches at home.

A drawing board will also be required for homework which be supplied by the school.

How Can You Help?

Doing the following will help your child to become more skilled in Graphics:

- Encourage your child to look at graphics in everyday products from packaging of ready meals to the computer graphics from a video game.
- Look at your child's homework and discuss it with them before it is submitted.
- Take an interest in the activities you child is engaged in during class, and encourage them to apply these skills in other subjects.

Advanced Higher

Aims of the course

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

- Skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- An understanding of graphic communication standards protocols and conventions, where these apply
- An understanding of the impact of graphic communication technologies on our environment and society

Course Content

The Advanced Higher qualification in Graphic Communication offers learners a sophisticated understanding of how visual communication has been revolutionised by advances in computer graphics, output devices and reproduction techniques.

The course relates this knowledge to industrial and commercial practices and considers the wider social and economic implications of technological advancement.

There are three main units with the Advanced Higher course:

- Desk top Publishing and Professional Presentations (20 hours)
- 3D computer Modelling and Presentation (60 hours)
- Technical Graphics Drawing skills (20 hours)

Methodology

The majority of this course is computer based and will require pupils to work independently developing existing skills. This will culminate in them producing two major pieces of work which will make up 60% of the overall award.

Entry Requirement

A pass at Higher Graphic Communications is mandatory for entry into the advanced higher course.

Assessment

Please see the department for further information regarding assessment

Homework

Please see the department for further information regarding assessment

Hospitality

Aims of the Course

These courses aim to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality sector.

Course Content

The course aims to enable learners to:

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Select and use ingredients to produce and garnish or decorate dishes
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- Develop an understanding of current dietary advice relating to the use of ingredients
- Plan and produce meals and present them appropriately
- Work safely and hygienically

Skills

- Cookery skills, techniques and processes
- Understanding and using ingredients
- Organisational skills for cooking
- Practical skills

Assessment

The units in these courses are internally assessed, however can be moderated at any time by the SQA. To achieve a National 4 or 5 Hospitality: Practical Cookery Course, learners must pass all of the required units, including the course assessment (Added Value Unit)

Internal Assessment (National 4)

- Learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale.
- Time will be allocated in class for preparing for the task in which learners in which learners will have to produce an ingredients list, equipment list and service details.
- The practical activity will be assessed by the teacher on a pass/fail basis with focus being given to:
 - ▶ The learners' adherence to timings
 - ▶ Use of equipment and ingredients
 - ▶ Ability to apply the relevant food preparation techniques and cookery processes

- ▶ Ability to serve the dishes appropriately
- ▶ Working in a safe and hygienic manner
- ▶ Overall taste, texture and presentation of the finished dishes

Internal Assessment (National 5)

- The course assessment for the Added Value Unit will consist of one component, a practical activity which will have 100 marks. The practical activity will be conducted in two stages -:

Stage 1 - Planning ▶ this stage will carry 15% of the marks. Learners must complete a plan under supervision in class before assessment of stage two can take place. Stage one will give learners the opportunity to specify the approximate timings for tasks to be carried out, service times and how safety and hygiene will be observed.

Stage 2 – Implementing ▶ this stage will carry 85% of the marks. Learners must complete this stage under supervision in class. This will give learners the opportunity to implement their time plan, effectively control cookery processes, present and serve the dishes appropriately and demonstrate safe and hygienic working practices. The time allocated for implementing will be two hours 30 minutes for a three course meal.

- The course assessment is graded A-D on the basis of all course assessments combined.

Methodology

Learning and teaching approaches will be a variety of whole class teaching, group discussion, paired and individual work. As this is a practical subject an extensive part of learning will come from developing skills through practical demonstrations and lessons.

Homework

Appropriate storage containers and money will be required for each practical lesson.

As part of the National 5 course, learners will attend Motherwell College on a Friday afternoon from August until Christmas – attendance is compulsory.

How can you help?

Doing the following will help your child to become more skilled in Hospitality:

- Encourage your child to practice skills regularly at home, ensuring that there is a good mix of fruit and vegetables, raw and cooked foods, dry ingredients and fish.
- Spending time on decorating and garnishing the food that your child has prepared.
- Encourage your child to bring a container and the correct money for each lesson.

Cost

Single dishes - £1.

on many occasions learners will be required to prepare double dishes in one week.

Hospitality: Creative Cakes

National 5

Aims of the course

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

Course Content

The course aims to enable learners to:

- Develop technical skills in cake baking
- Develop technical and creative skills in cake finishing
- Follow safe and hygienic working practices
- Develop their knowledge and understanding of cake design and follow trends in cake production
- Acquire and use organisational skills in the context of managing time and resources

Skills

- Interpreting a design brief
- Carrying out a practical activity to meet the requirements of a design brief
- Skills in baking and finishing in the production of cakes and other baked items
- Creatively applying finishing techniques to cakes and other baked items
- Working safely and hygienically
- Using specialist tools and equipment with dexterity and precision in routine and familiar tasks
- Organisational and time management skills
- The ability to evaluate both the product and the process
- Knowledge of trends in the production of cakes and other baked items

Methodology

Learning and teaching approaches will be a variety of whole class teaching, group discussion, paired and individual work. As this is a practical subject an extensive part of learning will come from developing skills through practical demonstrations and lessons.

Assessment

To achieve a National 5 Hospitality: Practical Cake Craft, learners must pass all of the required units, including the course assessment. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Homework

Appropriate storage containers and money to be brought to each practical lesson. Sugar paste modelling to be practised.

How can you help?

Doing the following will help your child to become more skilled in Practical Cake Craft:

- Encourage your child to practice skills regularly at home, ensuring that there is a good variety of models
- Spending time on discussing and adding decorations to the cakes that your child has prepared
- Encourage your child to bring a container and the correct money for each lesson

Cost

Cost varies according to size and type of product. Typically £2 - £3

DRAFT

National 5

Aims of the course

- To provide learners with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of French in the context of society, learning, employability and culture.
- To provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of French in the context of society, learning, employability and culture.
- To contribute towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in French, and to reflect on how this relates to English.

Course Content

Learners will also cover a range of topics in the context of society, learning, employability and culture. They will also learn about various grammar points, including different tenses, model verbs and prepositions.

Skills

Skills will be developed to allow pupils to be successful in reading, listening, talking and writing. Learners will be able to understand and use French by applying their knowledge of vocabulary and grammar in a range of different contexts. They will learn more complex language to communicate ideas and information. Learners will also develop their literacy skills, their critical thinking skills and their dictionary skills.

These skills will allow pupils to benefit from competence in a foreign language which will enrich their leisure and education, leading to advantageous opportunities in their future professional development.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. There are many opportunities for collaborating and active learning.

Unit Assessment

At National 5 level, pupils must pass two Units, Understanding Language (reading and listening) and Using Language (writing and talking). They will also complete a Course Assessment which consists of a performance in talking and two question papers to assess their reading, writing and listening skills. Pupils will become confident in their ability to assess their own work and there will also be numerous opportunities for peer assessment.

Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At National 5 – pupils will complete a performance of talking and sit an exam which takes the form of **two question papers** to assess their listening, reading and writing skills.

- The external exam accounts for 70% of the course. There are two question papers:
 - ▶ Reading and Writing (50%) will assess reading and writing skills.
 - ▶ Listening (20%) will assess listening skills.
- The talking assessment, which is assessed internally with the marks submitted to the SQA for external assessment, accounts for the final 30% of the course.
- The course is graded A – D, once all components have been added together.

Homework

Pupils will be issued with regular homework in French. The homework may consist of learning vocabulary, grammar. Completing reading tasks, writing tasks or grammar exercises. They will also be expected to complete revision and preparation work for their unit assessments and final exams. It is essential that pupils spend at least twenty minutes every night learning the new vocabulary that they have been taught in class and revising vocabulary grammar from previous topics. ICT websites will be issued to pupils and these should be used at home to help pupils to consolidate their skills and revise vocabulary.

How Can You Help?

Doing the following will help learners to become more skilled in their use of French:

- Purchase a French dictionary to be used at home
- Regularly test your child on the new vocabulary they have been learning
- Ensure your child is up to date with all homework and preparation for Unit Assessments and the final exams
- Encourage your child to use ICT web-sites to enhance their knowledge and skills.

Higher

Entry Requirements

An A or B grade at National 5 French is needed to study Higher French

Aims of the Course

The course aims to enable learners to develop the ability to:

- Read, listen talk and write in a modern language
- Understand and use a modern language
- Develop the language skills of translation
- Apply knowledge and understanding of a modern language

Course Content

At Higher level, pupils will complete two compulsory Units, a Language Unit and an extended Reading and Viewing Unit.

The Units are:

Modern Languages: Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading, listening, writing and talking skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of Lifestyles, Education and Work and the Wider World.

Modern Languages: Extended Reading and Viewing

The purpose of this Unit is to provide learners with the opportunity to watch a French film and complete various follow-up activities to develop learner's reading and writing skills in French. We will study '*Les Choristes*'.

Skills

These include:

- Reading, listening, talking and writing skills in a modern language in the contexts of Lifestyles, Education and Work and the Wider World.
- Knowledge and understanding of detailed and complex language required to understand and use a modern language
- Knowledge and understanding required to apply the language skill of translation
- Applying grammatical knowledge and understanding

Methodology

A wide range of learning and teaching approaches is used to develop the Higher course. These include whole class teaching, group discussion activities, paired work and individual work. There are many opportunities for collaborating and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At Higher level, pupils must pass the **Language Unit**, which assesses listening and reading, and the **Extended Reading and Viewing Unit**, which assesses writing.

The Course assessment is made up of the following elements:

Component 1 – question paper: reading, translation and writing	45 marks
Component 2 – question paper: listening and writing	30 marks
Component 3 – performance: talking	25 marks
Total marks	100 marks

Homework

Pupils will be issued with regular homework for Higher French. The homework will be in the form of learning vocabulary; learning grammar rules and completing grammar exercises; completing reading comprehension tasks; translation work; completing listening comprehension tasks; writing essays and directed writing tasks; learning essays for speaking and writing tests; preparation for assessments and final exams.

Learners should use the web sites that they have been given to help consolidate vocabulary and to practise various language skills.

How Can You Help?

Doing the following will help learners to become more skilled in their use of French:

- Purchase a French dictionary to be used at home
- Regularly test your child on the new vocabulary they have been learning
- Ensure your child completes all homework in line with set deadlines
- Encourage your child to use ICT web-sites to enhance their knowledge and skills.

National 4

Aims of the course

- To provide learners with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of Spanish in the context of society, learning, employability and culture.
- To provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of Spanish in the context of society, learning, employability and culture.
- To contribute towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Spanish, and to reflect on how this relates to English.

Course Content

Learners will also cover a range of topics in the context of society, learning, employability and culture. They will also learn about various grammar points, including different tenses, model verbs and prepositions.

Skills

Skills will be developed to allow pupils to be successful in reading, listening, talking and writing. Learners will be able to understand and use Spanish by applying their knowledge of vocabulary and grammar in a range of different contexts. They will learn more straightforward language to communicate ideas and information. Learners will also develop their literacy skills, their critical thinking skills and their dictionary skills.

These skills will allow pupils to benefit from competence in a foreign language which will enrich their leisure and education, leading to advantageous opportunities in their future professional development.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. There are many opportunities for collaborating and active learning.

Assessment

At National 4 level, pupils must pass three Units, **Understanding Language** (reading and listening), **Using Language** (writing and talking) and the **Added Value Unit**. Pupils will be encouraged to become confident in their ability to assess their own work and there will also be numerous opportunities for peer assessment. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session.

At National 4, pupils must also pass the **Added Value Unit**, where they will have to provide evidence of their ability to apply their language skills to investigate a chosen topic in a familiar context. They will be required to read at least two texts in the target language; select relevant information from the texts; write a presentation; deliver a presentation in Spanish and answer follow up questions in a conversation.

There is no external exam at National 4.

Homework

Pupils will be issued with regular homework in Spanish. The homework may consist of learning vocabulary, grammar, completing reading tasks, writing tasks or grammar exercises. They will also be expected to complete revision and preparation work for their unit assessments and Added Value Unit. It is essential that pupils spend at least fifteen minutes three times per week learning the new vocabulary that they have been taught in class and revising vocabulary grammar from previous topics. ICT websites will be issued to pupils and these should be used at home to help pupils to consolidate their skills and revise vocabulary.

How Can You Help?

Doing the following will help learners to become more skilled in their use of Spanish:

- Purchase a Spanish dictionary to be used at home
- Regularly test your child on the new vocabulary they have been learning
- Ensure your child is up to date with all homework and preparation for Unit Assessments and the final exams
- Encourage your child to use ICT web-sites to enhance their knowledge and skills.

National 4 and 5

Aims of the Course

Mathematics helps us to make sense of the world around us. The Course is designed to ensure that we further develop learner's Numeracy and Problem Solving skills. The Course will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations.

Course Content

The course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- Operational skills in Algebra, Geometry, Trigonometry and Statistics
- Reasoning skills of investigation, problem solving, analysis and modelling
- Numeracy skills in number processes and information handling

Skills

Learners will acquire and apply the operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the independencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

National 4

Pupils will be formally assessed on completion of each unit of work. To achieve a National 4 award, pupils must pass each unit assessment and an external exam at the end of the course called an Added Value Unit. At National 4 level the internal Added Value Unit assessment makes up 100% of the course award and is graded as a Pass or Fail. **There is no external exam at National 4.**

National 5

To achieve a National 5 award, pupils must pass each unit assessment and an External exam at the end of the course.

External (for National 5 only)

- The external exam makes up 100% of the course award
- Pupils will sit two papers, a calculator and a non-calculator paper
- The course is graded from A-D

Homework

Homework will be issued regularly. Some homework tasks will be investigative and will require research using ICT. National 5 pupils will also be issued with a formal ink exercise on a regular basis.

How Can You Help?

- Encourage your child to read over their notes
- Purchase a Scientific calculator
- Check your child's homework is of a good standard before it is submitted.

DRAFT

Mathematics - Higher

Aims of the Course

The course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Entry Requirement

The recommended entry level is a Grade A or B pass at National 5 level.

Course Content

The Higher Mathematics Course has three units of work:

1. Mathematics: Expressions and Functions
The Outcomes cover aspects of Algebra, Geometry and Trigonometry and also skills in mathematical reasoning and modelling.
2. Mathematics: Relationships and Calculus
The Outcomes cover aspects of Algebra, Trigonometry and Calculus and also skills in mathematical reasoning and modelling.
3. Mathematics: Applications
The outcomes cover aspects of Algebra, Geometry and Calculus and also skills in mathematical reasoning and modelling.

Skills

The Course is designed to deepen the learner's skills in using mathematical language, while exploring more advanced mathematical ideas. It allows learners to work with functions and with complex expressions and relationships. It introduces Calculus and its applications. It allows learners to interpret, analyse, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work.

Assessment

Pupils will be formally assessed on completion of each unit of work. To achieve a Higher award, pupils must pass each unit assessment and an external exam at the end of the course.

Homework

Students following the Higher Course need much reinforcement of their classwork. Homework will often be on a day-to-day basis, consisting of 30-40 minutes work per period. Preparation for formal assessments will require additional time.

How Can You Help?

- Encourage your child to read over their notes
- Purchase a Scientific calculator
- Check your child's homework is of a good standard before it is submitted

DRAFT

Mathematics – Advanced Higher

Entry Requirement

Entry to Advanced Higher is an A or B pass at Higher level. The Advanced Higher is for those students who may go on to university to study some element of Mathematics in their chosen course.

Aims of the Course

Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The mathematics studied in the Advanced Higher Course has aided the design and invention of many products that we take for granted today, from car engines to smart phones.

Course Content

The Higher Mathematics Course has three units of work:

Mathematics: Calculus, Expressions and Equations

This Unit involves developing algebraic techniques along with skills in differentiation and integration. The differentiation skills are then applied to different situations.

Mathematics: Techniques and Representations

This Unit uses Algebra and Calculus and applies them to implicit and parametric differentiation and to differential equations. Complex numbers are introduced. Skills in handling sequences and series and methods of proof in the context of number theory are developed.

Mathematics: Equations and Proofs

This Unit covers Matrices and Series and Sequences. Calculus skills are developed by working with differential equations. Logical thinking using induction and number theory is also developed.

Skills

The Course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions. The abstract content of the course will greatly benefit students who wish to develop a career in pure mathematics, and the more practical aspects of the Course will benefit those intending on studying an element of mathematics in their chosen course.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. ICT is used on a regular basis.

Assessment

Pupils will be formally assessed on completion of each unit of work. To achieve an Advanced Higher award, pupils must pass each unit assessment and an external exam at the end of the course.

Homework

Students following the Advanced Higher Course need much reinforcement of their classwork. Homework and self-study are essential features of this course, and students must be prepared to make a substantial commitment of time.

- Encourage your child to read over their notes
- Ensure your child has a Scientific calculator
- Check your child has a study plan in place early in the year and that they are following it.

DRAFT

National 4 and 5

Aims of the Course

- To develop pupil's performing skills.
- To create original music using a range of compositional methods.
- To broaden pupil's knowledge and understanding of music and musical literacy.

Course Content

The course is divided into three areas: Understanding Music, Performing and Composing. In Understanding Music, pupils will broaden their knowledge of music by listening to and analysing music from a wide range of styles, including those from other cultures. They will apply this learning in Composing where they will complete a series of short projects to create original pieces of music using a variety of approaches. In Performing, pupils will learn two instruments (or one instrument and voice) and they will participate in classroom performances throughout the year.

Skills

The course design allows pupils to develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT. Regular performing develops self-confidence and resilience and sustaining a practice routine on an instrument or voice requires self-discipline, perseverance, planning and the ability to identify areas for improvement.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group activities, ICT presentations and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

A continuous assessment approach will be used throughout the course. Pupils will take part in assessed classroom performances throughout the year and their composition work will be continually monitored using observational checklists. Their understanding of music will also be evaluated through the use of question and answer techniques, discussions and listening tests. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and other's work. Pupils are encouraged to become confident in devising their own targets and taking responsibility for their personal learning. At both National 4 and National 5 levels, pupils will be required to pass units in Understanding Music, Composing Skills. These will be internally assessed and will be subject to verification by the SQA.

Assessment (continued)

In National 4 only, pupils will also be required to pass an internally assessed Added Value Unit in Music Performance where pupils will prepare and perform a programme of music on both of their instruments (or one instrument and voice). National 4 courses are not graded.

At National 5 only, an SQA examiner will visit the school to assess a performance given by each pupil on both of their instruments (or one instrument and voice). This performance will be worth 60% of their final grade. Pupils will also be required to sit a question paper to test their knowledge of music concepts, notation and styles. This question paper will be set and marked by the SQA and will be worth 40% of the final grade. The National 5 course is graded from A – D.

Homework

Pupils will be required to practise their instruments (or instrument and signing) out with class time on a regular basis and this will constitute a large time commitment from pupils. They will also be given notation, concept and analysis homework from time to time. Most of the composition work will be completed in school but pupil may sometimes be asked to complete tasks they have started in class as homework.

How Can You Help?

Doing the following will help your child to become more skilled in Music:

- Encourage your child to practise regularly (we recommend 30 minutes a day across both instruments for 5 days out of 7)
- Encourage your child to perform for you as often as possible.
- Encourage your child to listen to lots of different styles of music by going to concerts or listening to broadcasts on the radio, television and internet.

Music - Higher

Aims of the Course

- To develop pupil's performing skills.
- To create original music using a range of compositional methods.
- To broaden pupil's knowledge and understanding of music and musical literacy.

Course Content

The course is divided into three areas: Understanding Music, Performing and Composing. In Understanding Music, pupils will broaden their knowledge of music by listening to and analysing music from a wide range of styles, including those from other cultures. They will apply this learning in Composing where they will complete a series of short projects to create original pieces of music using a variety of approaches. In Performing, pupils will learn two instruments (or one instrument and voice) to grade 4 standard and they will participate in classroom performances throughout the year.

Skills

The course design allows pupils to develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT. Regular performing develops self-confidence and resilience and sustaining a practice routine on an instrument or voice requires self-discipline, perseverance, planning and the ability to identify areas for improvement. Varied learning and teaching approaches allow pupils to apply knowledge in different contexts.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group activities, ICT presentations and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

A continuous assessment approach will be used throughout the course. Pupils will take part in assessed classroom performances throughout the year and sit a formal prelim in January. Their composition work will be continually monitored using observational checklists. Their understanding of music will also be evaluated through the use of question and answer techniques, discussions and listening tests. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and other's work. Pupils will be encouraged to become confident in devising their own targets and taking responsibility for their personal learning.

Pupils will be required to pass units in Understanding Music, Composing Skills and Performing Skills before they can be presented for the Course assessment. The units will be internally assessed and will be subject to verification by the SQA.

Assessment (continued)

The Higher Music Course assessment requires an SQA examiner to visit the school in March and assess a performance given by pupils on both of their instruments (or one instrument and voice). This performance will last for 12 minutes in total and will be worth 60% of their final grade. Pupils will also be required to sit a question paper to test their knowledge of music concepts, notation and styles. This question paper will be set and marked by the SQA and will be worth 40% of the final grade. The Higher Music Course is graded from A – D.

Homework

Pupils will be required to practise their instruments (or instrument and signing) out with class time on a regular basis and this will constitute a large time commitment from pupils. They will also be given notation, concept and analysis homework to reinforce their learning in composition and analysis homework to reinforce their learning in Composition and understanding music.

How Can You Help?

Doing the following will help your child to become more skilled in Music:

- Encourage your child to practise regularly (we recommend 45 minutes a day across both instruments for 5 days out of 7)
- Encourage your child to perform for you as often as possible.
- Encourage your child to listen to lots of different styles of music by going to concerts or listening to broadcasts on the radio, television and internet.

Music – Advanced Higher

Aims of the Course

- To develop pupil's performing skills.
- To create original music using a range of compositional methods.
- To broaden pupil's knowledge and understanding of music and musical literacy.

Course Content

The course is divided into three areas: Performing, Listening and Composing. In Performing, pupils will continue to develop skills on two instruments (or one instrument and voice) to grade 5 standard. The listening course will further broaden their knowledge of music by listening to, and analysing music from a wide range of styles, culminating with a written submission of 2000 words. They will apply this learning in Composing where they will complete a series of short projects and submit two complete compositions.

Skills

The course design allows pupils to develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT. Regular performing develops self-confidence and resilience and sustaining a practice routine on an instrument or voice requires self-discipline, perseverance, planning and the ability to identify areas for improvement. Varied learning and teaching approaches allow pupils to apply knowledge in different contexts.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group activities, ICT presentations and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

A continuous assessment approach will be used throughout the course. Pupils will take part in assessed classroom performances throughout the year and sit a formal prelim in March. The listening course will be assessed through class presentations, homework tasks and the completion of a 2000 word commentary on two or more musical works of the pupil's choice.

Pupils will be required to pass units in Performing, Listening and Composing before they can be presented for the Course assessment. The units will be internally assessed and will be subject to verification by the SQA.

The Advanced Higher Music Course assessment requires an SQA examiner to visit the school (in May) and assess a performance given by pupils on both of their instruments (or one instrument and voice). This performance will last for up to 25 minutes in total and will be worth 60% of their final grade. Pupils will also be required to sit a question paper to test their knowledge of music concepts, notation and styles. This question paper will be set and marked by the SQA and will be worth 40% of the final grade. The Higher Music Course is graded from A – D.

Homework

Pupils will be required to practise their instruments (or instrument and signing) out with class time on a regular basis and this will constitute a large time commitment from pupils. Pupils will also be set a number of short analysis tasks and will be required to prepare a number of presentations over the course of the year; working either independently or with their peers.

How Can You Help?

Doing the following will help your child to become more skilled in Music:

- Encourage your child to practise regularly (we recommend 1 hour a day across both instruments for 5 days out of 7)
- Encourage your child to perform for you as often as possible.
- Encourage your child to listen to lots of different styles of music by going to concerts or listening to broadcasts on the radio, television and internet.

The expectation on pupils' is that they turn up to class with the correct equipment required to take part. This consists of a change of trainers, a white T-shirt and black or dark blue shorts or tracksuit trousers. When participating it is recommended that pupils dress appropriately for the weather. Full tracksuits, scarves, hats, gloves and jackets are all encouraged to try to make the experience outside as pleasant as possible.

Physical Education (Core)

The Core Physical Education programme aims to develop a range of practical and social skills as well as encourage students to be more aware of health related activities as they contemplate an active lifestyle. Consideration for others is fundamental and physical endeavour is seen as the basis for success.

General Aims of the Programme

- Enhance social inclusion and engagement in school life
- To provide situations in which all students can participate in an enjoyable manner
- To develop existing and newly acquired skills in the pursuit of excellence
- To develop qualities of determination, conscientiousness, consistency, fairness & honesty
- To foster leadership, social relationships, co-operation, self-discipline, tolerance and self-esteem
- To accept responsibility for making decisions and deal with consequences positively
- Provide foundation skills and knowledge for a lifetime of activity and perhaps and perhaps a future working life in sport, physical activity, culture and leisure

The activities that pupils participate in are dependent on the facilities available, and where possible some element of choice is offered. Typical activities in the Core P E programme are:

- Football
- Table-tennis
- Badminton
- Basketball
- Softball
- Hockey
- Trampolining
- Exercise to music
- Netball

The expectation on pupils' is that they turn up to class with the correct equipment required to take part. This consists of a change of trainers, a white T-shirt and black or dark blue shorts or tracksuit trousers. When participating outdoors, it is recommended that pupils dress appropriately for the weather. Full tracksuits, scarves, hats, gloves and jackets are all encouraged to try and make the experience outside as pleasant as possible.

Physical Education – National 3, 4 and 5

Aims of the course

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem solving.

Skills

Physical Education courses are explored through the following areas of study:

- The four factors impacting on performance are mental, emotional, social and physical factors.
- Approaches to performance and movement skills development.

The skills required at National 3, 4 and 5 include:

- Planning to develop performance
- Factors impacting on performance
- Approaches to develop performance
- Reviewing performance development (National 5 – monitoring and evaluating performance development)
- Performance in physical activity

Methodology

A typical week will consist of a balance of both practical and theory lessons. A wide range of learning and teaching approaches is used in both theory and practical settings. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

There is no external exam for National 3, 4 and 5

National 3 – to achieve the National 3 Course, learners must pass all of the required Units. There is no question paper or Added Value Unit. The Added Value Performance will be internally marked by centre in-line with SQA guidelines, and externally quality-assured by SQA.

Added Value Performance is a single performance event of one physical activity.

- The Added Value Unit will allow learners to carry out a single performance of one physical activity.
- Learners will have a degree of choice in the physical activity they choose for their performance.
- The context for the added value performance must be a more competitive or demanding performance environment than that usually experienced during learning and teaching.

National 5 – The course assessment will consist of two Components:

- A single event performance of one activity
- A portfolio

By combining the marks achieved for both the performance and the portfolio, a grade will be allocated to the learner. The course is graded from A-D on the basis of all course assessments combined.

Coursework: performance (60%)

Performance is now a single performance of one physical activity.

- The context for the added value performance must be a more competitive or demanding performance environment than that usually experienced during learning and teaching.
- The assessment of performance has a pre-planning element and an end evaluation.
- The performance will be internally marked by centres in-line with SQA guidelines, and externally quality-assured by SQA

Coursework: portfolio (40%)

- The portfolio will sample knowledge and understanding from the course. The portfolio will be externally marked by SQA.

The Course assessment must provide evidence of the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in a physical activity. It will also assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

Homework

Learners will be issued homework on a regular basis through different mediums – oral and written. Learners are expected to lead an active lifestyle maintain/developing their own fitness levels.

How Can You Help

Ensure homework is completed and delivered on time. The correct PE kit is essential for every practical lesson which is a white T-shirt, dark shorts and trainers. Pupils must be prepared and organised. Pupils should be encouraged to take part in every PE lesson with 100% effort and attend extra-curricular which may benefit their performance.

Physical Education – Higher

Aims of the Course

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, learners will demonstrate initiative decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development.

The main aims of the course are to enable the learner to:

- Develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts.
- Select and apply skills and make informed decisions to effectively perform in physical activities.
- Analyse factors that impact on performance.
- Understand how skills, techniques and strategies combine to produce an affective performance.
- Analyse and evaluate performance to enhance personal effectiveness.

Course structure

The Course has two mandatory Units:

1. Physical Education: Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills and use them to make informed decisions. They will also develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

2. Physical Education: Factors Impacting on Performance

In this Unit; learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional social and physical factors can influence on effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment

In addition to the assessment of the units mentioned above, learners will be required to complete an additional course assessment (Value Added Unit)

In this Course, added value will focus on:

- Challenge
- Application

The learner will be assessed by a performance and a question paper. Together, they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The learner will prepare for, effectively perform, and evaluate their performance. The choice of physical activity will allow for personalisation and choice. The question paper will require application of knowledge and understanding to unfamiliar contexts.

Delivery

A typical week of Higher Physical Education will involve three practical and two theory lessons, with homework on a regular basis. The activities that the Performance Skills and Factors impacting Performance will be delivered through are: Basketball, Table Tennis and Football.

Religious, Moral and Philosophical Studies

Core

Aims of the Course

- To develop pupils' ability to analyse and reflect on religious, moral and philosophical questions and their impact.
- To develop skills of reflection and evaluation of pupil's own experience and views.
- To be able to understand religious, moral and philosophical issues of relevance to the world today.
- To further develop these skills and to apply them to moral situations in everyday life.

Course Content

This course investigates how religion, the study of morality and philosophy are relevant to the world today. It challenges the pupils to ask questions and to stretch their thinking in ways they may not do in other subjects. The course will cover the Religious and Philosophical Questions at National 4 and 5.

We will study the religious and philosophical question of the Existence of God. Pupils will study both philosophical and religious responses to the idea of God? What can we know about "God"? Who created "God"? How have people envisaged the character of God? Pupils will also look at scientific and secular responses to this question and ask why we still wonder about this issue in today's modern world.

Skills

Pupils will develop important literacy skills including reading and writing short and extended responses. Pupils will also be expected to share their questions, ideas and views verbally and to respond constructively to those of others. Researching, processing and analysing religious texts and philosophical theories and interpreting these are major skills which are critical in career paths such as medicine and law for example. Pupils will also be expected to create texts of their own and to take responsibility for completion of their assignments.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. RMPS is a subject which requires collaborative and cooperative approaches in order to be delivered promptly. Pupils will also be expected to take a great deal of responsibility for themselves and should be prepared to work on their own for large parts of the coursework.

Assessment

Pupils are expected to take responsibility for their own learning by taking part in self-assessment and peer-assessment. Formative assessment will take place throughout the course in the form of written text, spoken word, group tasks and individual work. Pupils will be assessed in two different ways depending upon the level at which they study this course.

Homework

Pupils will be expected to complete pieces of homework to a high standard. These will include learning new vocabulary and revising what has been learned in class. Pupils should be prepared to practice skills such as essay writing as well as researching concepts and analysing religious and philosophical texts.

Progression

Success in Core will set pupils up well for the possibility for later qualification including higher RMPS which is currently offered to senior pupils.

How Can You Help?

- Doing the following will help your child to become more skilled in RMPS.
- Regularly discuss and challenge your child on the concepts they are learning in class.
- Discussion of news articles, technological/political advances will encourage pupils in structuring moral and philosophical arguments and rebuttals.
- Encourage your child to read regularly.
- Read your child's written work and discuss it with them before it is submitted.
- Encourage your child to develop informed opinions.

National 4 and 5

Aims of the Course

- To develop pupil's ability to analyse and reflect on religious, moral and philosophical questions and their impact.
- To develop the skills of reflection and evaluation of pupil's own experiences and views.
- To be able to understand religious, moral and philosophical issues of relevance to the world today.
- To further develop these skills and to apply them to moral situations in everyday life.

Course Content

This course investigates how religion, the study of morality and philosophy are relevant to the world today. It challenges pupils to ask questions and to stretch their thinking in ways they may not do in other subjects. The course is split into three main areas:

1. **World Religions: Hinduism** - Hinduism is one of the world's oldest and most influential religions, having spawned other religious ideas such as Buddhism and Jainism. Hinduism often fascinates with its engaging stories and colourful practices, and pupils will be able to learn about these in-depth. Pupils will study two main areas of religion: The Beliefs of the religion and the Practices of the religion. This provides clear progression into the study of Buddhism at Higher.
2. **Morality and Belief: Religion, environment and global issues** - Are things right because God/authority says they are, or does God/authority recommend things because they are good? Pupils will use this question to examine how we interact with the environment around us. Is the Earth at our disposal? Do we have a duty of care towards our planet? We will examine perspectives of human uses, such as global warming and international aid, and how both religious and non-religious people reflect upon this.
3. **Religious and Philosophical Questions: Miracles** - How can we know what's fact and what's fiction? Where do we get the tools for figuring this out? Should we look at religious, philosophical or scientific authority? How should we study them? Pupils will tackle different questions, such as: do miracles really exist? Are there scientific explanations for spiritual experiences?

Skills

Pupils will develop important literacy skills including reading and writing short and extended responses. Pupils will also be expected to share their questions, ideas and views verbally and to respond constructively to those of others. Researching, processing and analysing religious texts and philosophical theories and interpreting these are major skills which are critical in career paths such as medicine and law for example. Pupils will also be expected to create texts of their own and to take responsibility for completion of their assignments.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. RMPS is a subject which requires collaborative and cooperative approaches in order to be delivered properly. Pupils will also be expected to take great responsibility for themselves and should be prepared to work on their own for large parts of the coursework.

Assessment (cont.)

Pupils are expected to take responsibility for their own learning by taking part in self-assessment and peer-assessment. Formative assessment will take place throughout the course in the form of written text, spoken word, group tasks and individual work. Pupils will be assessed in two different ways depending on the level at which they study this course.

National 4 - Pupils will complete an internally assessed Added Value Unit, which will consist of an assignment based upon a question chosen from within the three units studied.

National 5 -

Pupils will complete an externally assessed assignment which will be based upon a question chosen from within the three units studied (this varies from the National 4 not only in format but quality and content) National 5 pupils will also sit an externally assessed question paper.

External (National 5 only)

The course is broken down as 25% for the assignment and 75% for the written exam. For the assignment pupils will be assessed on their ability to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of religious, moral and philosophical questions. It should be noted that the assignment will have an emphasis on the application of skills. For the written exam, pupils will complete a 60 mark exam which will have an emphasis on knowledge and understanding. The exam will be split into three sections which will assess broadly across the three units as described above.

The course is graded A-D on the basis of all course assessments combined.

Homework

Pupils will be expected to complete regular pieces of homework to a high standard. These will include learning new vocabulary, revising what has been learned in class. Pupils should be prepared to practise skills such as essay writing skills at home as well as researching concepts and analysing religious and philosophical texts. Pupils will find this course very difficult to complete should they put anything less than 100 per cent effort into their homework.

Progression

Success in National 4 and 5 provide clear progression to Higher and Advanced Higher RMPS and also provide similar access to National 5 and Higher Philosophy.

How Can you Help?

Doing the following will help your child to become more skilled in RMPS:

- Regularly discuss and challenge your child on the concepts they are learning in class.
- Discussion of news articles, technological/political advances will encourage pupils in structuring moral and philosophical arguments and rebuttals.
- Encourage your child to read regularly.
- Read your child's written work and discuss it with them before it is submitted.

Higher

Aims of the Course

The main aims of the course are to enable learners to develop:

- The ability to critically analyse and reflect on and express reasoned views about religious, moral and philosophical questions and their impact.
- A range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation and the ability to express detailed, reasoned and well-structured views.
- In-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions.
- In-depth factual and theoretical knowledge and understanding of religious moral and philosophical questions and responses to them.

Course Content

This course investigates how religion, the study of morality and philosophy are relevant to the world today. It challenges pupils to ask questions and to stretch their thinking in ways they may not do in other subjects. The course is split into three main areas:

- 3. World Religions: Buddhism** – This world religions sections investigates a system of belief and practice which is sometimes called a rather than a religion. Buddhism has fascinated the Western world for years and many people have a skewed understanding of key concepts such as karma, rebirth and meditation. Why are we here and why is life the way it is according to Buddhism? What happens when you die? What are you trying to achieve through practising this religion/philosophy?
- 4. Morality and Belief: Religion and Conflict** - ngs right because God/authority says they are, or does God/authority recommend things because they are good? Pupils will use this question to examine how we interact with the environment around us. Is the Earth at our disposal? Do we have a duty of care towards our planet? We will examine perspectives of human uses, such as global warming and international aid, and how both religious and non-religious people reflect upon this.
- 5. Religious and Philosophical Questions: Miracles** - How can we know what's fact and what's fiction? Where do we get the tools for figuring this out? Should we look at religious, philosophical or scientific authority? How should we study them? Pupils will tackle different questions, such as: do miracles really exist? Are there scientific explanations for spiritual experiences?

Skills

Pupils will develop important literacy skills including reading and writing short and extended responses. Pupils will also be expected to share their questions, ideas and views verbally and to respond constructively to those of others. Researching, processing and analysing religious texts and philosophical theories and interpreting these are major skills which are critical in career paths such as medicine and law for example. Pupils will also be expected to create texts of their own and to take responsibility for completion of their assignments.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. RMPS is a subject which requires collaborative and cooperative approaches in order to be delivered properly. Pupils will also be expected to take great responsibility for themselves and should be prepared to work on their own for large parts of the coursework.

Assessment

Pupils are expected to take responsibility for their own learning by taking part in self-assessment and peer-assessment. Formative assessment will take place throughout the course in the form of written text, spoken word, group tasks and individual work. Pupils will be assessed in two different ways depending on the level at which they study this course.

National 4 - Pupils will complete an internally assessed Added Value Unit, which will consist of an assignment based upon a question chosen from within the three units studied.

National 5 -

Pupils will complete an externally assessed assignment which will be based upon a question chosen from within the three units studied (this varies from the National 4 not only in format but quality and content) National 5 pupils will also sit an externally assessed question paper.

External (National 5 only)

The course is broken down as 25% for the assignment and 75% for the written exam. For the assignment pupils will be assessed on their ability to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of religious, moral and philosophical questions. It should be noted that the assignment will have an emphasis on the application of skills. For the written exam, pupils will complete a 60 mark exam which will have an emphasis on knowledge and understanding. The exam will be split into three sections which will assess broadly across the three units as described above.

The course is graded A-D on the basis of all course assessments combined.

Homework

Pupils will be expected to complete regular pieces of homework to a high standard. These will include learning new vocabulary, revising what has been learned in class. Pupils should be prepared to practise skills such as essay writing skills at home as well as researching concepts and analysing religious and philosophical texts. Pupils will find this course very difficult to complete should they put anything less than 100 per cent effort into their homework.

Progression

Success in National 4 and 5 provide clear progression to Higher and Advanced Higher RMPS and also provide similar access to National 5 and Higher Philosophy.

How Can you Help?

Doing the following will help your child to become more skilled in RMPS:

- Regularly discuss and challenge your child on the concepts they are learning in class.
- Discussion of news articles, technological/political advances will encourage pupils in structuring moral and philosophical arguments and rebuttals.
- Encourage your child to read regularly.
- Read your child's written work and discuss it with them before it is submitted.

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Biology – National 4 and 5

Aims of the Course

- Develop a detailed knowledge and understanding of a variety of issues including genetic engineering, stem cell research effects of our lifestyle choices on our bodies and how we are affecting our planet.
- Using the skills gained through practical experiments develop an evidence based approach to learning.

Course Content –

- **Cell Biology** – find out more about what happens inside them and how they work together to produce the tissue and organs that we need to live.
- **Multicellular Organisms** – this section studies the systems in our bodies including nervous system, hormones, reproduction and circulatory system.
- **Life on Earth** – this looks at how all life on earth is interconnected, the ways that humans are changing the planet and the possible consequences to life on earth. In N4 this topic involves environmental studies and study of plants as these are required for all life including that of humans.
- **Assignment** – this is a compulsory unit which is designed to allow each pupil to carry out an in-depth study of a biology topic.

Skills – pupils taking Biology will be required to demonstrate a high overall level of performance by:

- Think their way through problems and make predictions
- Design and plan experiments to test their ideas
- Carry out experiments and analyse the results
- Demonstrate that their conclusions are valid, reliable and what they tell you about your predictions.

Once they have established the core skills required for an experimental approach to science pupils in N5 will be expected to

- Show a deeper knowledge and retain it over a long period of time
- Integrate and apply skills, knowledge and understanding across the three units of the course
- Apply skills of scientific inquiry and analytical thinking in complex contexts that involve more complex data

Methodology

Pupils will be encouraged to understand and investigate the living world through practical activities. Practical problems require pupils to work together, think carefully and be creative.

Methodology (continued)

In the process pupils will develop their communication skills. Pupils will also learn how to make informed decisions about difficult decisions in new cutting edge scientific advances. To allow time for activity in-class notes must be kept up to date, skills practised when requested using our 'skills package' and experiments carried out with write-ups being completed at home. Pupils will also learn how to make informed decisions about difficult decisions in new cutting edge scientific advances.

Assessment

N4 to gain the award at N4 the learner must pass all of the following:

- Unit assessments covering the knowledge for each of the units taught
- A short scientific report a detailed experimental report an assignment which involves
- A detailed experimental report
- An assignment which involves researching a topic in greater detail – for N4 this will be marked internally by the school with the standards being verified by the SQA

N5 this requires successful completion of all the above in N4 but at a higher standard. Two key differences are highlighted below:

- At N5 the assignment is forwarded to the SQA and will be marked **externally**. This is valued at 20% of the final overall mark awarded.
- At N5 there is a final assessment in the form of an SQA examination. This will be marked externally and is valued at 80% of the final overall mark awarded. This exam challenges pupil's knowledge and understanding of Biology and key problem solving skills at higher level than that required at N4. The N5 course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils are encouraged to extend the work in class to home and develop their skills by:

- Written personalised notes are expected to be prepared at home using the support provided by the department (look for the red presentation folders)
- Skills may be practised using the departmental 'skills package'
- Experimental write-ups may be requested to be completed at home
- Research of additional information is expected for preparation of the compulsory assignment

How Can You Help?

Doing the following will help your child to become more skilled in Biology:

- Ensure your child's notes are kept up to date each week and make sure they are neat and well presented
- Ask questions about the work your child has covered in class each week
- Biology is advancing at a tremendous pace – encourage your child to look for additional information related to each topic. You will see and hear things on the news, papers or internet. Ask them to write it down and tell the rest of the class.
- Encourage your child to practise problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups.

Human Biology Higher

Aims of the Course

The Higher Human Biology Course provides a broad based integrated study of a selected range of biological topics which build on previous study.

The course provides the opportunity for candidates to acquire a deeper understanding of cellular processes, psychological mechanisms, communication between organisms and the biology of populations as they apply to us as a species.

This course is extremely important for entry to a wide range of careers but is of particular importance to pupils wishing to study in medical care or research (nursing, medicine, veterinary medicine, pharmacy) or careers requiring an understanding of how the body works such as sports sciences.

Course Content

The course consists of two full units and two half units

Human Cells

- Stem cells and their therapeutic value
- Cancer and the uncontrolled division of cells
- The structure and replication of DNA and its application to medicine and forensics
- Important advances in technology – bioinformatics and genomics
- The role of enzymes in controlling the body's metabolism
- ATP and energy release by the body

Physiology and Health

- Mechanisms of hormonal control and the role of hormones in contraception and infertility treatments
- Diagnostic tests used in public health
- Cardiovascular system and the role of blood, tissue fluid and lymph
- Regulation of blood cholesterol and blood glucose
- Atherosclerosis, diabetes and obesity

Neurobiology and Communication

- Brain and nervous system – the role of imaging in understanding brain functioning
- Nerve pathways and the effects of drugs on the brain and nervous system
- The role of the brain in human behaviour including memory and memory loss

Entry Requirements

Entry to the Higher Course requires an 'A' or 'B' pass in N5 Biology.

A pass in N5 mathematics is also highly desirable.

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills and skills for learning, life and work lasting two hours 30 minutes. This includes multiple choice, extended answers and short essays covering key concepts from the course.

Homework

Homework will be given most days and over the course of a unit cover most of the following:

- Producing notes using department 'scaffolding' advice
- Learning short sections of knowledge solving problems or challenges research – longer scale projects which require research and presentations are encouraged
- Experimental write-ups

How Can You Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must:

- Have a clear idea of all homework given, complete all work expected and handed in on time
- Spend additional time out-with the compulsory homework learning the work covered or practising further problems.

Biology - Advanced Higher

Aims of the Course

The course provides for the development of a theoretical understanding deeper than that possible at Higher level and further develops the outcomes of knowledge and understanding, problem solving and practical abilities. In addition, the investigation provides the opportunity to study a selected topic in depth.

Course Content

The course consists of two full and two half units

Cell and Molecular Biology

- Prokaryotic and eukaryotic cell structure, function and growth
- Cell components structure and function
- Cell events are described in relation to their molecular interactions
- DNA technology is described correctly in relation to its application

Environmental Biology

- Circulation of energy and nutrients in Ecosystems
- Interactions in ecosystems in terms of biotic interactions, symbiotic relationships and the costs, benefits and consequences of interactions
- (c) Human impact on the environment in relation to changes in ecosystems

Physiology, Health and Exercise

- Exercise and the cardiovascular system including the structure of the heart and circulatory system, pathology of the CVS including study of key areas such as atherosclerosis, blood pressure, cardiac events and strokes
- Exercise and metabolism including weight control, diabetes and osteoporosis

Investigation

This unit is designed to provide opportunities to further develop investigative skills through the completion of an investigation. It also provides the opportunity for self-motivation and organisation. Successful completion requires pupils to:

- 1) Develop a plan for an investigation
- 2) Collect and analyse information obtained from the investigation

Methodology

Advanced Higher Biology is a transition in terms of how work is covered and learned which moves from the very highly organised work of Higher to a looser form of teaching which requires the learners to self-motivate, plan and become methodical in their approach to work. This is intended to help them prepare for university where as a student they will have developed the skills to allow them to be independent.

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assess course knowledge, science skills and skills for learning, life and work lasting 2 hours 30 minutes. This includes multiple choice, extended answers and short essays covering key concepts from the course
- The investigation which is sent to the SQA is valued at 20% of the overall mark

Homework

Homework will be given most days and over the course of a unit cover most of the following:

- Assignments which require both a knowledge of the course and an ability to analyse information given
- Planning and completing individual investigation
- Experimental write-up of key experiment(s)

How Can you Help?

Try to ensure your son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must:

- Have a clear idea of all homework given and complete all work expected and handed in on time.
- Spend additional time out with the compulsory homework learning the work covered or practising further problems.

Chemistry – National 4 and 5

Aims of the Course

- Develop a detailed knowledge and understanding of a variety of issues including renewable fuels, novel materials, chemical reactions, nuclear chemistry and commercial/industrial Chemistry.
- Using the skills gained through practical experiments develop an evidence based approach to learning.

Course Content –

1. Chemical Changes and Structure

Chemical changes will be studied in greater detail than in National 4, and will cover the average rate of reactions, isotopes, chemical formulae, equations, acids, alkalis and neutralisations.

2. Nature's Chemistry

The study of carbon compounds, including their physical and chemical properties, structural formulae and uses. We will also cover the associated Reactions and combustion. We will investigate alcohols and acids and their uses in manufacturing.

3. Chemistry in Society

In this unit we will study electrical conductivity, reactions of metals, extraction of metals and how they are used in fuel cells. The manufacture of plastics and other useful polymers will be covered. The use of radioisotopes for medicinal, industrial uses and carbon dating will be explored.

4. Assignment

This is a compulsory unit which is designed to allow each pupil to carry out an in-depth study of a Chemistry topic.

Skills

Pupils taking Chemistry will be required to demonstrate a high overall level of performance by:

- Think their way through problems and make predictions
- Design and plan experiments to test their ideas
- Carry out experiments and analyse the results
- Demonstrate that their conclusions are valid, reliable and what they tell you about your predictions

Once they have established the core skills required for an experimental approach to science pupils in N5 will be expected to:

- Show a deeper knowledge and retain it over a long period of time
- Integrate and apply skills, knowledge and understanding across the three units of the course
- Display problem solving skills in less familiar and more complex contexts
- Apply the skills of scientific inquiry and analytical thinking in complex contexts that involve more complex data

Methodology

Pupils will be encouraged to understand and investigate the living world through practical activities. Practical problems require pupils to work together, think carefully and be creative. In the process pupils will develop their communication skills, work collaboratively and develop life-long leadership skills. Pupils will also learn how to make informed decisions about difficult decisions in new cutting edge scientific advances.

Assessment

N4 - To gain the award at Nat 4, the learner must pass all of the following:

- Unit assessments covering the knowledge for each of the units taught
- A short scientific report
- A detailed experimental report
- An assignment which involves researching a topic in greater detail. For N4 this will be marked internally by the school with the standards being verified by the SQA.

N5 – This requires successful completion of all of the above in N5 but at a higher standard. Two key differences are highlighted below:

- At N5 the assessment is forwarded to the SQA and will be marked **externally**. This is valued at 20% of the final overall mark awarded.
- At N5 there is a final assessment in the form of an SQA examination. This will be marked externally and is valued at 80% of the final overall mark awarded. This exam challenges pupil's knowledge and understanding of chemistry and key problem solving skills at a higher level than that required at N4. The N5 course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils are encouraged to extend the work in class to home and develop their skills by:

- Research of additional information is expected for preparation of the compulsory assignment
- Homework exercises will be given by teachers throughout the year and will involve completion of structured weekly homework exercises (N5 level)

How Can You Help?

- Ensure that your son/daughter's notes are kept up-to-date each week and make sure they are neat and well presented
- Ask questions about the work your child has covered in class each week
- Chemistry is advancing at a tremendous pace – encourage your child to look for additional information in the news, newspapers or internet related to each topic
- Encourage your child to practice problem solving skills needed for Chemistry such as calculations, drawing graphs or completion of experimental reports.

Chemistry – Higher

Aims of the Course

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in every day contexts.

Course Content

The course consists of two full units and two half units

Chemical Changes and Structure

- How reaction rates are controlled
- Understanding the Periodic Table – recognising underlying patterns and principles
- Investigating collisions theory and the use of catalysts in reactions
- Electro-negativity - intra-molecular and intermolecular forces
- The connection between bonding and a materials physical properties

Researching Chemistry

- The relevance of chemical theory to everyday life – topical issue
- Collecting and synthesising information from a number of different sources
- Planning and conducting a practical investigation related to a topical issue
- Writing an experimental report which communicates results and conclusions from experiments

Nature's Chemistry

- Chemistry of everyday organic consumer products e.g. soaps, detergents, fragrances and skincare
- The relationship between the structure of organic compounds, their physical and chemical properties and their uses
- Key function groups and types of organic reaction

Chemistry in Society

- Physical chemistry – the principles which allow a chemical process to be taken from the researcher's bench through to industrial production
- How to calculate quantities of reagents and products, percentage yield and the atom economy of processes
- How to manipulate dynamic equilibria and predict enthalpy changes
- How substances act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations
- The role of an analytical chemist to determine the purity of reagents and products

Entry Requirements

Entry to the Higher course requires an 'A' or 'B' pass in N5

A N5 pass in Maths is also desirable

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills for learning, life and work lasting 2 hours 30 minutes. This includes multiple choice, extended answers and short essays covering key concepts from the course

Homework

Homework will be given on most days and over the course of a unit cover most of the following:

- Producing notes using the departments 'scaffolding' advice
- Learning short sections of knowledge
- Solving problems or challenges
- Research – longer scale projects which require research and presentations are encouraged
- Experimental write-up's

How Can You Help?

- Have a clear idea of all homework given, completed and handed it in on time
- Spend additional time-out with the compulsory homework, learning the work covered or practising further problems

Chemistry – Advanced Higher

Aims of the Course

The course provides for the development of a theoretical understanding, deeper than that possible at Higher level and further develops the outcomes of knowledge and understanding, problem solving and practical abilities. In addition, the investigation provides the opportunity to study a selected topic in depth.

Course Content

The course consists of two full units and two half units

Electronic Structure and the Periodic Table

- Electronic structure
- Chemical bonding
- Chemistry of the Periodic Table

Principles of Chemical Reactions

- Stoichiometry
- Chemical equilibria
- Thermochemistry
- Reaction feasibility
- Electrochemistry
- Kinetics

Organic Chemistry

- Systematic organic chemistry principles
- Stereoisomerism
- Structural analysis
- Understanding of medicines is clearly shown in appropriate ways

Investigation

This unit is designed to provide opportunities to further develop investigative skills through the completion of an investigation. It also provides the opportunity for self-motivation and organisation. Successful completion requires pupils to:

1. Develop a plan for an investigation
2. Collect and analyse information obtained from the investigation

Methodology

Advanced Higher Chemistry is a transition in terms of how work is covered and learned which moves from the very highly organised work of Higher into a looser form of teaching which requires the learners to self-motivate, plan and become methodical in their approach to work. This is intended to help them prepare for university where as a student they will have developed the skills to allow them to be independent.

Assessment

Pupils will be assessed in a number of ways which will help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills and skills for learning, life and work lasting 2 hours and 30 minutes.
- The investigation which is sent to SQA is valued at 20% of the overall mark

Homework

Will be given most days and over the course of a unit cover most of the following:

- Assignments which require both a knowledge of the course and an ability to analyse information given
- Planning and completing individual investigation
- Experimental write-up of key experiment(s)

How Can you Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must:

- Have a clear idea of all homework given and complete all work on expected and hands it in on time
- Spend additional time out with the compulsory homework, learning the work covered or practising further problems

Physics - National 4 and 5

Aims of the Course

- Develop a detailed knowledge and understanding of a variety of issues including electronics, radiation, sources of energy and space physics
- Uses the skills gained through practical experiments, develop an evidence based approach to learning

Course Content

The course is designed to progressively lead pupils to a deeper understanding of:

Electricity and Energy

- Circuit construction using small components and investigates a set of rules for these. Designing simple electronic circuits for different purposes
- Sources of energy. Electrical power calculations. Energy efficiency and conservation. Heat storage of materials.

Waves and Radiation

- Wave behaviour in a variety of materials. The electromagnetic spectrum.
- Types of radiation and protection. Basic nuclear reactions.

Dynamics and Space

- Extended work on Newton's laws of motion including vectors, graphs and projectiles.
- Study the cosmos and gather information about astronomical objects.

Assignment

- This is a compulsory unit which is designed to allow each pupil to carry out an in-depth study of a Physics topic.

Skills

Pupils being presented at National 4 level will be expected to have mastered the practical skills underlying scientific enquiry and learn how to:

- Think their way through problems and make predictions
- Design and plan experiments to test their ideas
- Carry out experiments and analyse the results
- Demonstrate that their conclusions are valid, reliable and what they tell you about your predictions are valid, reliable

Once they have established the core skills required for an experimental approach to science, pupils in Nat 5 will be expected to;

- Show a deeper knowledge and retain it over a longer period of time
- Integrate and apply skills, knowledge and understanding across the three units of the course
- Display problem solving skills in less familiar and more complex contexts
- Apply skills of scientific inquiry and analytical thinking in complex contexts that involve more complex data

Methodology

Pupils will be encouraged to understand and investigate the living world through practical activities. Practical problems require pupils to work together, think carefully and be creative. In the process pupils will develop their communication skills, work collaboratively and develop life-long leadership skills. Pupils will also learn how to make informed choices about difficult decisions in new cutting edge scientific advances.

Assessment

N4 – to gain the award at N4 the learner must all of the following:

- Unit assessments covering the knowledge for each of the units taught
- A short scientific report
- A detailed experimental report
- An assignment which involves researching a topic in greater detail – for N4 this will be marked internally by the school with the standards being verified by the SQA

N5 – This requires successful completion of all of the above in N5 but at a higher standard. Two key differences are highlighted below:

- At N5 the assignment is forwarded to the SQA and will be marked **externally**. This is valued at 20% of the final overall mark awarded
- At N5 there is a final assessment in the form of an SQA examination. This will be marked externally and is valued at 80% of the final overall mark awarded. This exam challenges pupil's knowledge and understanding of Physics and key problem solving skills at a higher level than that required at N4

The N5 course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils are encouraged to extend the work in class to home and develop their skills by

- Research of additional information is expected for preparation of the compulsory assignment
- Attempt any homework challenges given by the teachers throughout the year
- Complete any experimental write-ups as directed by the teacher
- Research of additional information which is expected for preparation of the compulsory assignment

How Can You Help?

Doing the following will help your son/daughter to become more skilled at Physics:

- Ensure your child's notes are kept up to date each week and make sure they are neat and well presented
- Ask questions about the work your child has covered in class each week
- Physics is advancing at a tremendous pace – encourage your child to look for additional information related to each topic. You will see and hear things on the news, papers or internet.
- Encourage your child to practise problem solving skills needed for Physics such as calculations, drawing graphs or completion of experimental reports.

Physics – Higher

Aims of the Course

The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

Physics is a key subject for entry into a wide range of careers including electrical and mechanical engineering, astronomy, computing and aerospace.

Course Content

The course consists of two full units and two half units

Entry Requirements

This course requires an 'A' or 'B' pass at N5 level.

A pass in Mathematics at N5 level is also highly desirable

Our Dynamic Universe

- Motion – equations and graphs
- Forces, energy and power
- Collisions, explosions and impulse
- Gravitation – projectiles and satellites
- Gravity and mass – gravitational field strength of planets, natural satellites and stars
- Special relativity – the speed of light in a vacuum
- The expanding universe – the Doppler effect
- Hubble's law – how this can be used to help estimate the age of the universe
- Big bang theory – evidence of the expanding universe

Particles and Waves

- Particles and Waves – the standard model of fundamental particles and interactions
- Forces on charged particles – fields around charged particles
- Nuclear reactions – description of the process of nuclear decay
- Wave particle duality – evidence for particles as waves and particles
- Interference and diffraction
- Refraction of light – what happens when light moves between materials
- Spectra

Electricity

- Understanding the nature of electricity and its uses
- Understanding the components and construction of electrical circuits

Researching Physics

- Developing skills relevant to undertaking research in Physics
- Collecting and synthesising information from different sources
- Planning and undertaking a practical investigation, analyse results and communicate information related to the findings

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

Internal Assessment

- Unit assessment will be given on completion of each unit of work
- One experimental activity will also be required throughout the course

External Assessment

- A final exam which assesses course knowledge, science skills and skills for learning, life and work lasting 2 hours and 30 minutes. This includes multiple choice, extended answers and short essays covering key concepts from the course

Homework

Homework will be given on most days and over the course of a unit cover most of the following:

- Producing notes using department 'scaffolding advice'
- Learning short sections of knowledge
- Solving problems or challenges
- Research – longer scale projects which require research and presentations are encouraged
- Experimental write-ups

How Can You Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must:

- Have clear idea of all homework given, complete all work expected and hands it in on time
- Spend additional time out with the compulsory homework learning, the work covered or practising further problems

Geography

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. The contexts for study are local, national, international and global.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

What can learning Geography achieve for our young people?

- Young people will develop transferable skills for learning, life and work including critical thinking and collaborating with others.
- They will interpret and evaluate information, explaining geographic phenomena, use a range of maps and ICT to research, process and communicate geographic information.
- Young people will further develop their knowledge and understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and scales.

What are the features of effective learning and teaching in Geography?

- A wide variety of engaging and motivating activities and resources.
- Personalisation and choice in terms of project work and presentation.
- All pupils are encouraged to contribute to discussions and evaluations relevant to the work.
- Mixture of individual and group work to foster thinking skills and deepen understanding.

How do we build on prior learning?

- Increasingly challenging contexts develop pupils' skills and depth of understanding.
- Course content connects with pupils' experience and interests in the real world.
- Continue to acquire and develop the four capacities within the classroom and in outdoor learning.

What are the broad features of assessment in Geography?

- Assessment will focus on independent and collaborative activities to allow pupils to demonstrate their knowledge, understanding and skills.
- Other assessments will include summative tests.
- Formative assessment strategies such as peer and self-assessment feature throughout the course.

Connections with other areas of the curriculum

- The development of numerical and graphical skills provides links to mathematics, ICT and science.
- The development of thinking skills and literacy are central to Geography and supports development in English.
- Activities to support the development of skills in literacy, numeracy and health and well-being are embedded in activities throughout the course.
- Geography draws upon the social and natural sciences: interdisciplinary learning Geography is therefore fundamental to geographical study and encourages links with other disciplines, helping to develop skills in employability and enterprise.

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History

In History we are concerned with not only learning about past events but also in using this knowledge and understanding to help us explain how Scottish and British society and its institutions have been shaped by these. To this end, we look at some of the most significant events in our island's history, such as the reign of Mary, Queen of Scots and the Great War. We are also concerned with world history and look at such epoch-making events such as the rise of Nazi Germany and the Second World War.

What can learning in History achieve for our young people?

- Young people can develop and awareness of their historical and cultural heritage and how this has helped to shape the world in which they live.
- They can study diverse periods in time and measure the impact upon society of major historical events.
- As well as gaining knowledge and understanding, in History we are concerned with developing a range of analytical skills. Among these are assessing the reliability of sources, making comparisons between them and evaluating their limitations.

What are the features of effective learning and teaching in History?

- Teacher led explanation of the aims and intentions of the lesson.
- The use of ICT, Powerpoint presentations remains a feature of almost every lesson.
- The use of some excellent documentaries.
- Analysis and comparison of primary and secondary sources in S3 and setting the content into historical context.

How do we build on prior learning?

- The aim is to extend and build upon topics that pupils have studied in primary school. For example, pupils typically cover the Home Front in P7. The course in S4 will expand and contextualise this knowledge.
- Raise and extend awareness in young people of the context of heritage and how events in the past have helped shape the world in which we live today.
- Course content will reflect pupils' previous experience of History as a discrete study.

What are the broad features of assessment in History?

- With the new curriculum, assessment has an increasing emphasis on pupil investigation. Pupils will have a degree of flexibility in choosing a topic and producing a research project based on their finding.
- Other forms of assessment will include summative tests which are designed to allow them to demonstrate their source-handling skills, as well as their knowledge and understanding.

Connection with other areas of the curriculum

- In History, there is an emphasis on extended writing, which links strongly with English – and because we are concerned with trends and aggregates, pupils reinforce the learning they have experienced in Mathematics.
- The use of ICT for historical investigations links with computing and other subjects
- Activities to support the development of skills in literacy, numeracy and health and well being are embedded in activities throughout the course.

Modern Studies

Modern Studies is a social subject which incorporates Social, Economic and Political features. It aims to develop and understanding of contemporary issues through the development of knowledge, and the skills to evaluate and analyse sources of information. In order to develop as a responsible citizen, and an effective contributor to society, people must be equipped with the knowledge and skills to make informed and rational decisions. Modern Studies courses provide a platform to develop the skills which will inform people's decisions during their adult life.

The course looks at three broad areas; Political, Social and International. Within these areas we focus on issues relevant to society today such as Voting Behaviour and Systems in the UK, Health and Wealth inequality and Development in Africa and the USA.

What can learning in Modern Studies achieve for young people?

- Young people will develop an awareness of Social, Political and Economic issues which impact on present day society.
- Knowledge of major contemporary issues will, hopefully, enable young people to become effective contributors to the society in which they will shortly be expected to take a more active and responsible part.
- To develop the capacity to analyse and evaluate sources of information and to be aware and considerate of other viewpoints.

What are the features of effective learning and teaching in Modern Studies?

- Teacher led exposition of learning intentions to focus pupil learning.
- Elements of personalisation and choice in the nature of classroom tasks to support skills development, enhanced by the use of ICT.
- Many tasks encourage pupil discussion and debate.
- Collaboration among young pupils, to complete tasks, in a paired or group setting.

How do we build on prior learning?

- Increasingly challenging contexts develop pupils' skills and depth of understanding.
- Course content relates to pupils' experience and interests in the real world.

What are the broad features of assessment in Modern Studies?

- Assessment will focus on a combination of knowledge and skills development, encompassing, problem solving and collaborative activities to allow pupils to demonstrate their skills.
- Other assessments will include topic based summative tests.
- Peer and self-assessment also play a significant part in progressing through the course.

Connections with other areas of the curriculum?

- The development of enquiry skills provides links to Mathematics and English.
- The development of knowledge enhances pupil competency across the curriculum.
- Activities to support the development of skills in literacy, numeracy and health and well being are embedded in activities throughout the course.

Practical Woodwork

Aims of the Course

In this Course, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can.

This course provides learners 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.

Course Content

This course is a broad-based qualification for pupils with an interest in crafts.

The course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical woodworking context.

The course activities also provide opportunities to build self-confidence and to enhance generic and transferable skills in numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.

Skills

- Develop skills in woodworking techniques.
- Be able to mark out timber sections and sheet materials.
- Work safely in a workshop environment.
- Practical creativity and problem-solving skills.
- Understand sustainability issues in a practical woodworking context.

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

Methodology

Teaching activities are designed to stimulate pupils' interest, and to develop skills and knowledge to the standard required by the three Units. Pupils should be focussed on appropriate practical activities, so that skills are developed simultaneously with knowledge and understanding, and to allow evidence for assessment to be naturally occurring.

Teaching is likely to involve a range of strategies including demonstration, discussion, problem-solving, exploration and perhaps simple experimentation (particularly with materials) in building learner competence and confidence.