Ambition Creativity Respect Integrity Determination Commitment

Clydeview Academy

S4 Course Choice Programme February 2026

Inspiring Learning, Creating Opportunity, Thriving Together

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Dear Parent/Carer

Your child is about to make a very important set of choices: their subjects of study during fourth year. It is important that these choices are well considered because they will influence what a student can choose in fifth year and even beyond. In making these choices, students will need support from you and from the school. We believe that the following advice is of immense importance to students:

1. Subjects should be chosen to give a wide, balanced course. Students should consider their attitudes, ambitions and aptitudes and what they wish to achieve by the time they leave school. A well-chosen course of subjects will keep as many doors open as possible – and should still be relevant to a student's present ambition.

2. Students will study English and Maths and four other subjects of their choice.

3. Subjects chosen should reflect a student's abilities and interests.

4. The school can only make so many places available in a subject, and it can therefore happen that a student has to make a second choice. We ensure that a second choice is as suitable as possible - and we keep the necessity for this to a minimum.

5. All subjects and courses are equally open and suitable to boys and girls.

We feel that we should not simply leave students and parents to make choices without information and support. We therefore have a programme by which both parents and students are informed as fully as possible:

Support for young people:

- Careers input through our Social Education Programme
- Individual meeting with a Career Advisor from Skills Development Scotland
- Individual interviews with Guidance Staff
- Progress report for all subjects

Support for parents

- Parents' Information Evening
- Progress report for all subjects

If for any reason you would like to make contact with Guidance Staff to discuss options then please call the school directly.

Clydeview Academy Senior Phase

Our Senior Phase curriculum builds on the experience and outcomes which have been achieved to the end of S3 and enables young people to extend and deepen their learning and achieve National Qualifications in their chosen curriculum areas. This will ultimately support pupils in moving on to the next stage of their life – whether that is college, university, training or employment.

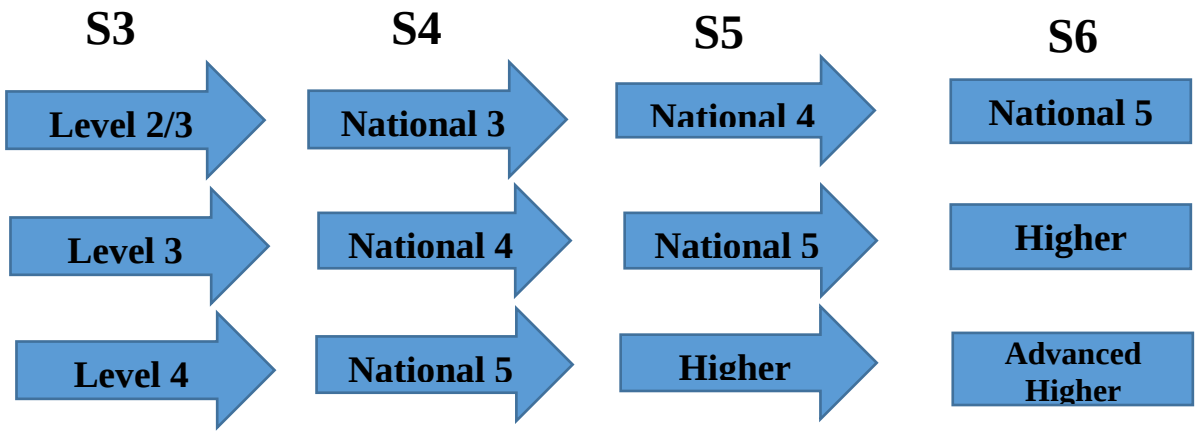
At Clydeview Academy our curriculum in the Senior Phase will:

- Provide specialisation, depth and rigour
- Prepare young people for achieving qualifications to the highest level of which they are capable
- Continue to develop skills for learning, life and work
- Continue to provide a range of activities which develop the four capacities - Successful learners, Confident individuals, Responsible citizens, Effective contributors.

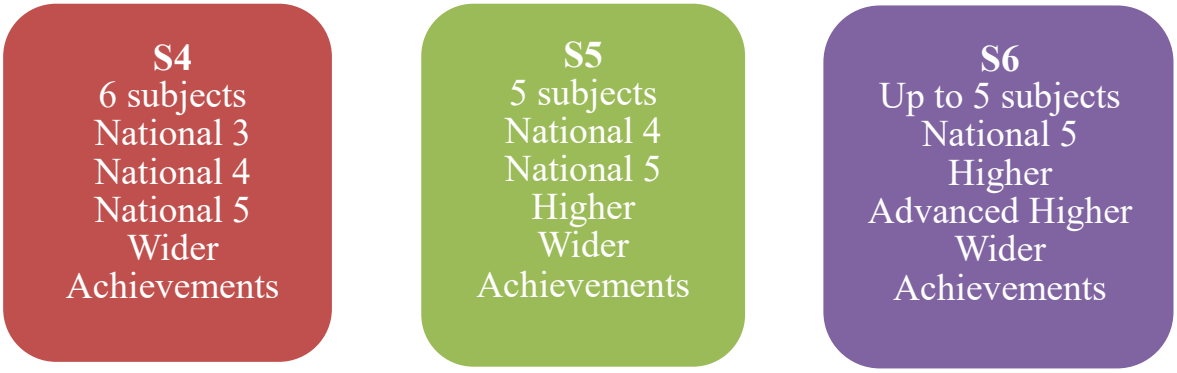
- Support young people in their journey to a positive and sustained destination

Through S4-6 National Qualifications provide a range of opportunities to meet the needs of all learners from SCQF Level 3 (National 3) through to SCQF Level 7 (Advanced Higher). As part of these National Qualifications leaners will undertake ongoing assessments to monitor progress and at National 5, 6 & 7 levels learners will undertake an external examination.

National Qualifications are designed to allow flexibility and personalisation of choice. Students will choose in subsequent years to focus their studies in a particular direction, however the following progression routes are normally recommended.



As well as National Qualifications there is a continuing emphasis on health and wellbeing, career education, opportunities for personal achievement, practical experience of the world of work and, in line with our vision and values, opportunities for service to others.



At Clydeview Academy we also work with a range of partners (e.g., colleges, universities, employers, voluntary organisations, charities etc.) to enable flexibility in offering a range of pathways to meet the needs and raise the attainment levels of all learners. In particular we work closely with West College Scotland to provide a wide range of vocational qualifications including Construction, Child Care, Motor Vehicle Engineering, Professional Cookery, Psychology and many others. In addition, we have Foundation Apprenticeship opportunities (2 year courses at SCQF Level 6 available for S5 only although some are now available in a one year format for S6) in a wide choice of subjects including Civil Engineering, IT Software Development, Creative and Digital Media, Children and Young People and Financial Services.

Opportunities for other awards are also available to help young people extend their skills and apply their learning to real-life situations, e.g., Sports Leaders, Duke of Edinburgh, Young Enterprise, Leadership awards.

Option Choice Programme Timetable

Thursday 29th January	Options Information Evening for S3 Parents (6.00pm)
Monday 2nd February	Individual interviews with Guidance Teacher begin
Friday 20th February	Interviews completed

To Students of S3

This booklet is designed to help you choose your subjects for fourth year. This is a very important set of choices, as these will affect what you can do beyond that. Choose well, so that you have interesting, successful and enjoyable years. In choosing, use the many sources of help and advice that are available to you:

- your parents
- Guidance staff, who will interview you
- your subject teachers
- the Careers Library and the Careers Officer
- Read this booklet!

Your choice should be guided by a number of things:

- the necessity of keeping a wide range of careers open (your present ideas may well change).
- what subjects you do best, and that interest you most: read your S3 report carefully.
- your ambitions – but be sure that they are realistic and that you choose subjects that support them.

Course Planning: Making Your Choices

You will study English, Maths, PE (Fitness for Life), RME & PSE. You may choose from groups of subjects under four columns as indicated on the course planning form. Some subject combinations may not be possible and we will discuss this with you should you wish. We will, however, make every attempt to accommodate your choice.

Remember that the school may not be able to meet all the choices for every student: you may be asked to reconsider. The course of subjects is an agreement between the school and you as a student. The school supplies the courses, teachers and materials; your goal is to attend your classes, and to do the work and preparation they require to the best of your ability.

It is very important that you and your parents know exactly what kind of course you are taking. All courses will have ongoing assessments throughout the year along with some courses requiring projects, folios and practical assignments to complete.

I hope you find this booklet useful and interesting.

Yours sincerely,
C Gibson

Head Teacher

Accounting National 5

Subject Details and Course Aims

The accounting function is the lifeblood of an organisation. Without effective accountants providing timely and relevant information to management, businesses of all types would be less successful. To be able to interpret financial statements in many career options is a distinct advantage, especially in times of economic recession when every penny counts.

The purpose of the Accounting Course is to enable learners to develop:-

- awareness of the function and contribution accounting makes to industry and society
- accuracy in preparation, presentation, interpretation of accounting information
- accounting techniques for entry into the world of business
- awareness of the range of sources of finance available, which to use and when
- use of information technology and software in accounting-related tasks

The Course is **only offered at National 5 level** therefore will appeal to those learners who enjoy and succeed with numeracy-based learning opportunities and who apply great attention to detail, using logical and analytical thinking. The Course is practical, theoretical and experiential in nature and skills are developed through a range of real-life contexts within the discipline. Students who have achieved good or very good progress at Level 4 in the S3 Accounting course will be prepared to meet the demands.

Course content and Assessment

Financial Accounting
Preparing business documents for a sole trader e.g. preparing invoices, credit notes and statements of account (including preparing business documents to include VAT and calculations; preparing ledger accounts using double entry; preparing a trial balance; preparing financial statements (Income Statement and Statement of Financial Position); correction of errors; sources of finance and calculating and interpreting ratios.

Management Accounting
Costing theory; calculating inventory values using first in, first out (FIFO) and last in, first out (LIFO) Labour costing; recording and calculating wages using time, piece and flat-rate methods of remuneration; recording and calculating overtime and bonus payments; overhead analysis; preparing job costing statements; break even analysis; budgeting - preparing and interpreting cash budget for a time period of up to three months ; knowledge and understanding of ways to improve short-term cash flow; decision-making, use of spreadsheets.

Students will undertake a 2 hour question paper (130 marks) and an IT-based accounting-related Assignment (50 marks) which is completed in class using Excel spreadsheet software. The Course Award is graded A-D based on the student's performance in the combined Course Assessments.

Progression beyond S4

Students can continue Accounting at Higher in S5 or S6. Some may consider Higher Business Management and/or Higher Admin and IT to expand their knowledge base and provide complementary skills. The course provides a good foundation for the further study of Accountancy or Business-related courses at College or University as well employment in the finance department of an organisation or in the financial services sector generally e.g. banking. It is beneficial to those who wish to start an enterprise venture of their own and many non-business courses include optional Finance units (e.g. engineering) such is the necessity for numerate professionals in all sectors of today's society. Proof of the courses relevance to the world of work is evident in a recent study which

shows the most commonly found degree qualification held by FTSE100 Company CEOs and Managing Directors is Accounting – the 'language of business'.

Administration and IT National 4 & 5

Subject Details and Course Aims

Business and using digital literacy skills are an integral part of society. The Administration and IT course is designed to develop students' understanding of the way in which businesses operate through activities relating to enterprise, events management and customer care through the use of Information Technology. This will help students to develop digital skills for work which cut across the entire economy and most career options, and are suitable for personal development.

The Administration and IT course contains a significant practical component with emphasis on skills development and application of those skills and its uniqueness lies in developing IT skills in an administration-related context but which will also stand students in good stead regardless of the career path they ultimately choose.

The purpose and aims of the Administration & IT course is to enable learners to develop:-

- An understanding of administration in the workplace and key legislation affecting both the organisation and the individual
- Financial awareness in a business context
- Understanding of how to provide good customer care and its benefits
- ICT and digital skills relevant to a business enterprise – i.e. use of word processing, spreadsheet, database, e-mail and e-diary, Internet, presentation software and desk top publishing packages
- Planning and organisation skills acquired through management of a small-scale event e.g. a meeting

Course content and Assessment

Administration theory in the workplace

Tasks (duties) of administrators; skills/qualities of administrators; customer service: features, benefits and consequences; health and safety: features of current legislation and organisational responsibilities; security of people, property and information: organisational responsibilities and features of current legislation; sources of information from internet: features and benefits of reliable internet sources and consequences of unreliable internet sources; file management: features, benefits of good and consequences of poor file management; corporate image: features, benefits of having a corporate image and consequences of no/negative corporate image; electronic communication: methods, features, uses and benefits

IT applications

Word-processing and/or desktop publishing - creating and editing a range of documents, complying consistently with house style, using a variety of word-processing skills; creating and enhancing a table; importing data from IT applications into a document; merging appropriate data from spreadsheet and database applications into a business document; using comments
Spreadsheets - creating, editing and formatting a workbook; applying advanced functions and formulae to a workbook; using comments; creating a chart using data

Databases **-** creating forms, reports and labels; editing a relational database using tables and forms; searching information in a relational database; sorting information in a relational database
Presentations **-** using functions of multimedia applications to create and edit presentations
Electronic communication - searching for, extracting and downloading relevant information from the internet and intranet; using e-mail; using an e-diary; using tasks/to-do list; setting reminders

The differences between the National 4 and 5 courses are:-

- the level of difficulty of questioning and depth of answer required for theory outcomes
- the development and application of more advanced IT and digital literacy skills
- National 4 students will undertake an internally set and marked '**Administration in Action'** Added Value Unit which consists of an IT-based practical assignment
- National 4 Course Award will be either a Pass or Fail
- National 5 students will undertake a **Course Assignment** which is externally set and marked by the SQA and combines the presentation of theory knowledge with practical tasks. This IT-based Assignment is worth 70 marks and is completed within 3 hours in class under supervision. The context is the planning and preparation for an event and the follow-up tasks after the event.
- National 5 students will also undertake a 2 hour 50 mark question paper in the normal exam diet timetable.
- National 5 Course Award will be graded A-D based on performance in the Course Assignment and Question paper.

It is envisaged that the majority of students will initially work towards the National 5 course award. It may be necessary after evaluation of progress by the class teacher, student and parent together during S4 for a student to transfer to National 4 or National 3 level if the demands of National 5/4 prove too great. To be successful in this subject, it is important that students are able to key in text accurately and to problem solve.

Progression beyond S4

Depending on previous learning, in S5 and S6, students can continue to study Administration and IT at National 5 or Higher level. Some may wish to also consider Higher Business Management and/or Higher Accounting to expand their knowledge base however it is advisable to also be studying Higher English and Higher Mathematics respectively.

Whilst preparing students to be immediately effective in the office-based work place and enhancing their employability, the course also develops the key ICT and digital literacy skills invaluable for a wide range of career opportunities and for students who aspire to Further and Higher Education in any subject.

Art & Design National 4

Subject Details and Course Aims

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.
The Course encourages learners to experiment with using art and design materials, techniques and/or technology, be imaginative; creative; think critically; and apply practical skills in response to art and design activities. It will also develop learners' understanding of artistic and cultural values,

identities and ideas. It will help learners gain confidence in their own creative practice and enhance their enjoyment of the arts.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
- develop knowledge and understanding of art and design practice
- plan, develop, produce and present creative art and design work
- develop understanding of the social and cultural influences on artists and designers and their work
- develop problem solving, critical thinking and reflective practice skills

Course Units

To achieve the National 4 Art and Design Course, learners must pass all of the required Units, including the Added Value Unit.

All Units are internally assessed on a pass/fail basis within centres. SQA may also provide external verification, to ensure assessment judgements are consistent and meet national standards.

Course Assessment:
The assessment of the Units in this Course will be as follows.

Art and Design: Expressive Activity (National 4)

For this Unit, evidence will be required to show that the learner can produce observational drawings, studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (National 4)

In this Unit, evidence will be required to show that the learner can produce creative ideas in response to a given design brief. Learners will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Art and Design Practical Activity (National 4)

This Unit adds value by introducing challenge and application.

In the *Art and Design Practical Activity*, learners will draw on and extend their knowledge, and apply practical skills when producing art and design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. They will develop problem-solving and reflective practice skills in the context of their expressive and design work.

Progression beyond National 4

Pupils can continue to study Art & Design at National 5 on attainment of National 4.

ENTHUSIASM, IMAGINATION, CREATIVITY AND SELF MOTIVATION ARE KEY REQUIREMENTS FOR THIS SUBJECT.

Art & Design National 5

Subject Details and Course Aims

Art and Design is a broad based course designed to develop learners' creative skills and talents. It also develops an understanding of the role of Art and Design in our own and other cultures and the impact of good design in the world we live in.

Careers in Art & Design are many and varied and include Architecture, Interior Design, Fashion Design and Retailing, Costume and Makeup Design, Product Design, Teaching, Film, Television, IT and Games Design. Fine Art careers include Expressive Artist, Gallery Management and Conservation.

The course is practical and experiential using a range of media. Learners will develop their knowledge of Art and Design practice and practical media handling skills in both Expressive and Design contexts. In the course learners are encouraged to exercise imagination and creativity. It provides scope for personalisation and choice.

The aims of the Art and Design course are to enable learners to:

- communicate personal thoughts, feelings and ideas
- develop their knowledge of Art and Design practice
- work imaginatively and creatively with a variety of materials and techniques
- develop skills in critical thinking, reflecting and problem solving
- understand the social and cultural influences which shape Art and Design

Course content

Expressive Folio of work may include Portraiture, Still Life or Landscape.

Design Folio of work may include Graphic Design, Product Design, Jewellery, Fashion and Textile Design.

Critical Activity is the integrated study of the work of professional artists and designers.

Assessment
The course assessment has 3 components and is externally assessed:

- Component 1: question paper (50 marks/ 1.5hr)
- Component 2: expressive portfolio (100 marks)
- Component 3: design portfolio (100 marks)

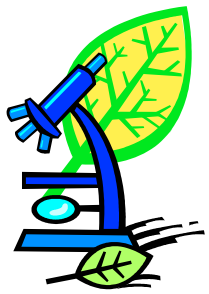
Entry Requirements
Candidates should have achieved level 4 Art & Design in S3 or National 4 Art and Design prior to starting this course.

Homework
Each student is expected to spend time on individual projects, undertake critical writing exercises and complete research tasks relevant to their work.

Progression beyond National 5

Pupils can continue to study Art & Design at National 6 and progress to Advanced Higher thereafter.

Biology National 4 & 5



National 4 and 5:

Entry requirements:

Entry requirement: Successful completion of the Level 4 S3 Biology course.

Our National 5 Biology course is designed to develop pupils' interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course by investigating the applications of Biology. This enables pupils to become scientifically literate citizens and be able to review the science-based claims they meet. The course will be of interest and value to candidates wishing to develop skills, knowledge and understanding of Biology but also those who may wish to study Medicine, Veterinary Medicine, Dentistry or Paramedic courses. The course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. An experimental and investigative approach is used to develop knowledge and understanding of the key areas of Biology. The Biology course contains a substantial range of mathematical processes. Pupils choosing this course should be reasonably competent and confident in mathematics.

The course consists of three areas of study, in addition to an assignment research task worth 20% of your overall grade. Units covered:

Cell Biology - Cell structure; Transport across membranes; DNA and the production of proteins; Proteins and enzymes; Genetic Engineering; Respiration.

Multicellular Organisms -Producing new cells; Control and Communication; Reproduction, Variation and inheritance; Transport systems in plant and animals; Absorption of materials.

Life on Earth - Ecosystems; Distribution of organisms; Photosynthesis; Energy in Ecosystems; sampling techniques and measurement of abiotic and biotic factors; Food Production and the Evolution of Species.

The National 4 Biology course continues from the Level 4 S3 course since both are SCQF Level 4. To achieve success in National 4 Biology pupils should have consistently demonstrated a reasonable understanding of the Level 4 curriculum followed in the S3 Biology course. Pupils will also require to be confident in numeracy skills as a significant number are addressed through the course. Units covered:

Cell Biology. Exploring growth and repair; DNA, genes, therapeutic uses of cells, enzymes, use of microorganisms, photosynthesis and respiration.

Multicellular Organisms. Exploring asexual and sexual reproduction; growing plants; commercial use of plants; growth and development of different organisms; biological responses to internal and external changes to maintain stable body conditions.

Life on Earth. Exploring how animals and plants depend on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact; adaptations for survival; learned behaviour.

Added Value Unit. This is a research based project where pupils will investigate an unfamiliar topic and use the breadth of biological knowledge and skills developed throughout the course to produce a report. The final report is regarded as the assessment for this unit.

To achieve the National 4 Biology Course, learners must pass SQA assessments at the end of Units 1-3 and the Added Value Unit.

Business/Business Management National 4 and 5

Subject Details and Course Aims

Business plays an important role in society – to create wealth and wellbeing, prosperity, jobs and choice. The Course introduces students to the dynamic, competitive, financial and economic environment of business. The purpose is to highlight the way in which businesses operate and the steps that they take to achieve their goals. It uses real-life contexts to combine both practical and theoretical learning. It also develops enterprise, financial awareness and employability skills.

The overall course aim is to enable learners to develop:-

- knowledge and understanding of the way society relies on business to satisfy needs
- an insight into the systems organisations use to ensure customers' needs are met
- knowledge of how organisations improve their performance
- an awareness of how external influences impact on organisations (including economic) and an insight on how businesses organise their resources for maximum efficiency

Course content and Assessment

The Business course is offered at National 4 level and the Business Management course at National 5 level. It is envisaged the majority of students will initially work towards the National 5 course. It may be necessary after evaluation of progress by the class teacher, student and parent together during S4 for a student to transfer to National 4 level if the demands of National 5 prove too great.

Business National 4 -

- **Business in Action** – explores functional activities such as marketing, finance, operations and human resources and applying this knowledge to support planning and decision making
- **Influences on Business** – the role of stakeholders and the impact of the financial, economic, competitive and social environment and how it affects survival and success
- **Business in Practice (Added Value Unit)** – students research and communicate findings on a business-related assignment with a simple proposal for a small business

The National 5 Business Management course comprises five areas of study:-

Understanding Business – the business environment; understanding of enterprise; role of different types of business organisations in society; internal and external environments and role of stakeholders in business

Management of Marketing - processes and procedures to maintain competitiveness; how to market and communicate effectively with consumers and how to maximise customer satisfaction.

Management of Operations - processes and procedures used to maintain quality through the

effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of People - issues facing organisations when managing people and how employees contribute to the success of organisations

Management of Finance - theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

The differences between the National 4 and 5 courses are:-

- greater depth of knowledge and difficulty of questioning
- structure and content of course areas and units
- Business National 4 units are all internally-set and marked and the Course Award will be either a Pass or Fail
- Business Management National 5 students will undertake an additional combined **Course Assessment** consisting of an externally assessed 2 hour exam question paper (90 marks) and a business-related assignment (30 marks) where the student has to prepare a proposal to improve an aspect of business operations for an organisation chosen by each student.
- Business Management National 5 Course Award will be graded A-D based on performance in the Course Assessment

Progression beyond S4

Depending on previous learning, in S5 and S6, students may continue to study Business Management at National 5, Higher or Advanced Higher level. Some may consider studying Higher Accounting and/or Higher Administration and IT to expand their knowledge base however it is advisable to also be studying Higher Mathematics if wishing to take Higher Accounting for the first time as a crash higher subject.

Studying Business Management will allow students to make a positive and practical contribution to any organisation regardless of their individual career choice. Students develop transferable, entrepreneurial skills and attributes which enhance employability. The research element of the Course Assessment also encourages independent learning and an inquisitive and creative mind set.

Statistics recently published show Business is the most popular degree option in the UK. This course will help prepare students who may wish to pursue this option in the future.

Chemistry National 4 & 5

National 4 and 5:

Entry requirements:

The N5 Chemistry course allows learners to develop and apply knowledge and understanding of chemistry. Learners also develop an understanding of Chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment.

To achieve success in National 5 Chemistry pupils should have consistently demonstrated a good understanding of the level 4 curriculum followed in the S3 Chemistry course. The foundations for National 5 are covered in the S3 course. The chemistry course also contains a substantial amount of mathematical concepts and processes. Calculations are involved in most topics and data processing from experiments often involves chemical calculations, graph drawing skills and requires an ability to interpret a variety of graph types. Pupils choosing this course should be reasonably competent and confident in mathematics.

The course content is taught across three different units:

Chemical Changes and Structure- This unit links closely to the content covered in the present S3 course. The topics covered in this unit are Rates of Reaction, Atomic Structure, Bonding & Properties of substances, Ionic Formulae, Reaction Quantity Calculations and Acids & Bases. The current S3 course covers the basic skills in Rates of Reaction, Atomic Structure and Bonding topics. More challenging concepts are introduced in S4, and the application of knowledge and skills is further developed.

Nature's Chemistry - In this unit pupils continue to study the world of Carbon Chemistry which they started in the S3 Fuels topic. They meet several hydrocarbon families and gain knowledge of their chemical and physical properties. Practical techniques used to calculate the energy produced by burning fuels are carried out and evaluated. They then learn how these families can be processed to produce a number of significant consumer products such as alcohols and carboxylic acids.

Chemistry in Society - The topics covered in this unit are metal chemistry, plastics, fertilisers, nuclear chemistry and chemical analysis. The use of metals in batteries/cells, the manufacture of polythene, the manufacture and composition of fertilisers is investigated, and practical skills involved in volumetric analysis are developed and the associated calculations introduced. Throughout each unit candidates develop a number of skills which include planning skills, problem solving, analytical thinking, scientific literacy, application of knowledge and understanding, independent working, communication skills, teamwork, respect and commitment. Successful completion of the N5 course allows progression to Higher Chemistry. For more information: N5CourseSpecChemistry.pdf (sqa.org.uk)

The National 4 Chemistry course continues from the Level 4 S3 course since both are SCQF Level 4.

To achieve success in National 4 Chemistry pupils should have consistently demonstrated a reasonable understanding of the level 4 curriculum followed in the S3 Chemistry course. Pupils will also require to be confident in numeracy skills as a significant number are addressed through the course. Units covered:

Chemical Changes and Structure. This unit links closely to the content covered in the present S3 course. The topics covered in this unit are Rates of Reaction, Atomic Structure, Bonding & Properties of substances, Reactions of Acids & Bases and their impact on the environment. The current S3 course covers the basic skills in Rates of Reaction, Atomic Structure and Boding topics. More challenging concepts are introduced in S4, and the application of knowledge and skills is further developed.

Nature's Chemistry. In this unit pupils continue to study the world of Carbon Chemistry which they started in the S3 Fuels topic. They will investigate the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

Chemistry in Society. The topics covered in this unit are chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

Added Value Unit. This is a research based project where pupils will investigate an unfamiliar topic and use the breadth of chemical knowledge and skills developed throughout the course to produce a report. The final report is regarded as the assessment for this unit.
To achieve the National 4 Chemistry Course, learners must pass SQA assessments at the end of Units 1-3 and the Added Value Unit.

Computing Science National 5

Course Description
Computing Science is vital to everyday life; it shapes the world in which we live and it helps shape our future. Computer scientists play key roles in meeting the needs of society today, and for the future, in fields which include science, engineering, communication, entertainment, education, business and industry. Our society needs more young people with coding skills who have an informed view of the IT industry and its contribution to the economy.

Computing science develops the skills currently in high demand in the digital technologies sector. Almost half of employers currently have vacancies in digital technology roles. For many employers, there are challenges to filling these vacancies and emerging technologies are bringing with them a high requirement for new skills.

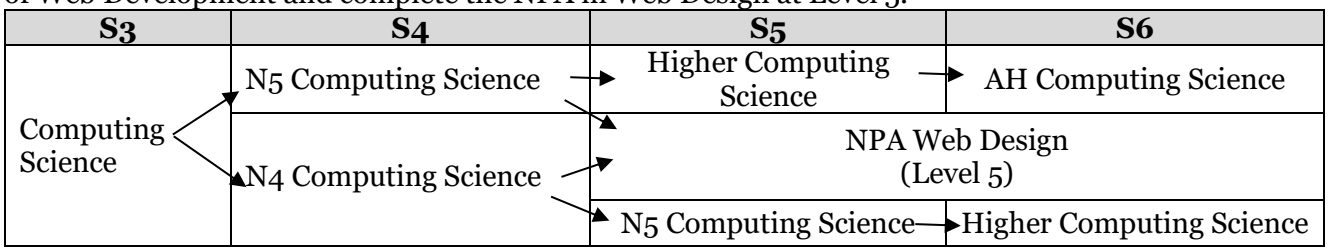
Course Units and Content
The Computing Science course is offered at **National 4** and **National 5** levels in S4. The content at both levels includes:

Software Design and Development • **Become confident in applying the fundamentals of computer programming techniques** • **Design, create and test software solutions using problems solving skills**	**Web Design and Development** • Able to develop websites using modern coding techniques (HTML, CSS, JavaScript) • Develop creativity skills by developing own multimedia, interactive websites which apply principles of good design.
Database Design and Development • Able to develop relational databases which are relied upon and widely used across industry and web sites. • Become confident in using SQL coding to perform database searches and other operations.	**Computer Systems** • Investigate technical components and functions of the latest digital devices. • Able to explain how different types of digital data are represented in binary. • Understand how encryption is used to keep data secure.

Course Assessment
Assessment at National 4 and 5 is as follows:

National 4	National 5
Course Assessment: • Internally marked Added Value Unit • Internally marked unit assessments Course award is either Pass or Fail Pupils must pass both elements of course assessment	**Course Assessment:** • SQA practical course assignment (33%) • SQA final exam (66%) Course award graded A – D based on combined performance in assignment and exam.

Progression beyond S4
Pupils who pass the N5 Computing Science course in S4 may wish to continue their study of Computing Science at Higher level in S5. Alternatively, pupils may choose to specialise in the area of Web Development and complete the NPA in Web Design at Level 5.



Design and Manufacture

Course description

The course provides a broad practical introduction to design, materials and manufacturing processes. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance.

Design and manufacture aims to develop:-

- Skills in the design and manufacture of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society.

The course will be offered at levels 4 and 5. It is proposed to run the class as a skills based course for the first four months, then having assessed the students, recommend whether they continue the course at either level 4 or 5.

The course consists of **three areas of study**:-

- **Design** – this covers the product design process from brief to resolved design proposals. It helps the students to develop and communicate design proposals, appreciate the design/make/test process and the importance of evaluation on an on-going basis. This requires students to think independently and creatively.

- **Materials and Manufacturing** – enables the students to manufacture their ideas and gain a working knowledge of materials and manufacturing processes.

- **Project** – students use the knowledge gained in the previous units to design and manufacture a project to a design brief.

Assessment

All three areas of study will be assessed on a pass/fail basis. At National 5, there is an external exam.

Progression

Students who pass National 5 can progress onto National 6, Higher Design and Manufacture.

English

Subject Details – Overview

At the end of S3 teachers will recommend the level which students should work towards in S4. This will be based on their progress throughout the Broad General Education and the work they have produced throughout the year.

There are two options available to students in S4 – National 4 and National 5.

National 4

This course is comprised of a series of units which develops the students' skills in **Reading, Writing**, **Listening** and **Talking**.

Assessment

Unit Assessments are completed in each of these areas throughout the session. Students have to:

- Deliver a solo talk to the class or take part in a group discussion.
- Complete a Close Reading.
- Complete a Listening Test.
- Produce pieces of extended written work on texts they have studied.
- Complete an **Added Value Unit** in which they compare two texts and produce an essay of approximately 700-800 words.

Please note: there is no final examination at National 4; all the work is assessed by the students' teachers.

Homework

Students will be expected to complete various homework tasks throughout the year, such as research, planning essays, completing pieces of writing, redrafting, solo talk preparation and reading. It is vital that homework deadlines are met, so that students can be prepared for future lessons and teachers can monitor their progress.

Progression

If students successfully complete National 4 in S4, they are eligible to attempt National 5 in S5. It should be noted, however, that the level of difficulty between the two qualifications is considerable, so students must focus on developing their skills whilst studying National 4.

National 5

Subject Details

This is a one year course, which is comprised of several elements, all aimed at developing the skills of **Reading, Writing, Listening and Talking.** It is a very demanding course, in which students should be prepared to focus all their energies on improving their skills in these areas. Students who display a degree of independence in their ability to do research, study texts and read widely tend to perform well.

If students struggle with the demands of the course, it may be suggested to them that they sit the National 4 course instead. Unless it becomes obvious early on in the session that a student is misplaced on the National 5 course, we usually wait until after the prelim to make that decision.

Teacher Choice

Our aim is to ensure that all students are thoroughly prepared for their final examination. Teachers are able to choose the Scottish text which they wish to teach from the set text list, as well as other literature in order to fulfil the demands of the course. As a result it may be that different classes do completely different texts and study them while others are engaged in other aspects of the course. Ultimately, students are always prepared for, firstly, the prelim and then the final examination.

Assessment

<u>Unit Assessments:</u>

- There is a Talking and Listening Assessment.

<u>Examination:</u>

In the final exam, students sit **two** papers:

- **Reading for Understanding, Analysis and Evaluation** – 1 hour **30 marks**
- **Critical Analysis** – one Context Question on the chosen **set Scottish Text** and one Critical Essay, on a text of a different genre – 1.5 hours. **40 marks**

<u>Folio:</u>

Students have to produce two essays during the course of the year, which they will have worked on with minimal support from their teachers:

- One discursive or persuasive essay
- One creative or personal reflective essay. **30 marks**

These are each between 800-1000 words. Teachers are expected to have minimal input to these essays, which puts additional responsibility on students to ensure that their work is of the highest standard. The folios are handed in **mid February**. They are sent away to be marked externally.

Homework

The homework will be varied, depending on the work being undertaken by individual teachers. Students will be expected to know their texts thoroughly, to research, plan and write folio pieces and to read good quality journalism throughout the course.

Progression

Students who pass National 5 can progress onto National 6, Higher English.

Geography

Geography – National 4/5

Geography plays an important role in society by providing learners with an opportunity to explore the physical environment around them and the ways in which people interact with the environment.

As a science, Geography develops learners' understanding of our changing world and its human and physical interactions. Learners will be given opportunities for practical outdoor learning and fieldwork in order to encourage these interactions.

With growing awareness of the impact of human activity on the environment and our dwindling resources, the study of Geography fosters positive attitudes towards environmentalism, sustainability and global citizenship. A qualification in Geography provides learners with the knowledge and skills to make positive contributions to their local communities and wider society.

The **National 4/5 Geography** programme of study will focus on three main areas:

- Physical Environments – Glaciation & Coasts; Land-use and Weather
- Human Environments – Population; Urban & Rural Environments
- Global Issues – Climate Change & Environmental Hazards

Geography will help create informed and active individuals who understand the human and physical processes impacting on our society and environment. Geographers develop skills that are transferable to other areas of study and which are essential in everyday life.

Assessment

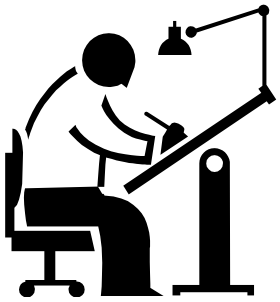
National 4 - In order to achieve an overall pass, learners must pass unit assessments and an Added Value Unit.

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 4 there are pathways to National 5.

From National 5 there are pathways to Higher (National 6).



Graphic Communication

Course description

The course provides an opportunity for students to gain skills in reading, interpreting and creating graphic communications. It combines elements of creativity and communicating for visual impact and an appreciation of the importance of graphic communication standards.

Graphic Communication aims to enable the students to develop:-

- Skills in graphic communication techniques, including the use of equipment, materials and software.
- Knowledge and understanding of graphic communication
- An understanding of the impact of graphic communication technologies on our environment and society.

The course will be offered at levels 4 and 5. It is proposed to run the class as a skills based course for approximately four months, then having assessed the students, recommend whether they continue the course at either level 4 or 5.

The course consists of **three areas of study**:-

- **2D Graphic Communication** – It helps the students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

- **3D and Pictorial Graphic Communication** – enables the students to develop their creativity and skills in 3D and pictorial drawings.

- **Project** – students use the knowledge gained in the previous units to complete a graphics project to a design brief.

Assessment

All three areas of study will be assessed on a pass/fail basis.

Progression

Students can continue their studies in S5 and S6 at Higher and Advanced Higher Graphic Communication.

History

Subject Details

History opens up the world of the past for learners. History provides learners with insights into their own lives and of the society and the world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. The purpose will be achieved through successful study of Scottish, British, European and World contexts in a variety of time periods.

The **National 4/5 History** programme of study will focus on three main areas:

- Historical Study – Scottish – The Era of the Great War
- Historical Study – British – The Atlantic Slave Trade
- Historical Study – European & World – Hitler & Nazi Germany

History contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. Students will develop skills which are transferable to other areas of study which they will use in everyday life.
"Those who fail to learn from history are doomed to repeat it." Winston Churchill

Assessment

National 4 - In order to achieve an overall pass, learners must pass unit assessments and an Added Value Unit.

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 4 there are pathways to National 5.

From National 5 there are pathways to Higher (National 6).

Practical Cookery National 4 and 5

Cooking is, without a doubt, one of the most important skills a person can ever learn and share. Once someone has that knowledge, that's it - they're set for life".
Jamie Oliver

Introduction:
Why study Practical Cookery?

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. The skills and knowledge of food that pupils learn in this course can be utilised at home, in the wider community or ultimately in the growing hospitality and tourism industry. The purpose of this course is to develop practical food preparation techniques and cookery skills. Pupils will learn about appropriate choices for ingredients and to develop an awareness of current dietary advice for healthy living. You will be able to:

- use a range of cookery skills, food preparation techniques and cookery processses when following recipes.
- select and use ingredients to produce and garnish or decorate dishes.
- understand ingredients and their uses and have an awareness of responsible sourcing.
- select ingredients based on current dietary advice.
- work safely and hygienically

Through the successful completion of this course, learners will develop a range of important and transferable skills learning including creating, evaluating, analysing, applying and understanding. Learners will develop a range of skills needed for employability that includes communicating, working with others, solving problems, managing time, planning and organising, taking responsibility for self-development.

Levels offered

This subject will be offered at National 3, National 4 and National 5 levels.

Course Outline

Unit 1: Cookery skills, Techniques and Processes.
In the context of making a wide range of dishes pupils will develop:

- Cookery skills, food preparation techniques and the ability to follow cookery processes.
- Develop an understanding of the importance of following safe and hygienic practices.

Unit 2: Understanding and Using Ingredients.
This unit aims to develop the learners' knowledge of a wide range of ingredients, they will learn about:

- Selecting ingredients to meet current dietary advice
- Responsible sourcing of ingredients
- The correct use and appropriate storage of a wide range of ingredients

Unit 3: **Organisational Skills for Cooking.**
This unit aims to develop learners' organisation and time management skills. Pupils will learn:

- The ability to follow recipes and time plans to produce dishes within a specified time.
- The ability to evaluate dishes.

Methodology
A range of learning and teaching approaches are used in the department. These include whole class discussions, teacher demonstrations and individual practical activities.

Assessment arrangements

You will be assessed on each of the course units previously listed. These assessments consist of a number of written and practical assessments to be completed under teacher supervision.

National 3: 3-unit assessments completed in class time
National 4: 3-unit assessments, one final practical assessment to plan and cook a two course meal.
National 5: One final practical assessment to plan and cook a three-course meal, plus a one hour written paper and 1.5 hour written assignment.

Homework
This will be set at appropriate points throughout the course to reinforce learning and allow you to experience SQA style questions and answers. Pupils are expected to cook at home where possible to improve their practical skills.

Progression
Pupils who gain National 5 Hospitality can further develop their skills and progress onto National 5 Practical Cake Craft.

The course will enhance future opportunities for study and employment in Scotland's largest industry- The Food Industry, as well as Environmental Health, teaching, food science, food processing, hospitality, food technology, confectionery and many more.

Further routes of study can be applied for at Colleges and Universities in Scotland

Glasgow City College	HND Food Technology
Scottish Agricultural College	HND Food Science and Technology
Glasgow Caledonian University	BSc Hons Food Bioscience
	BSc/BSc Hons Human Nutrition and Dietetics
Abertay University	DipHE Food and Consumer Studies
	BSc Hons Food and Consumer Science
	BSc Hons Food Nutrition and Health
	BSc Hons Food Product Design

A qualification in this subject is beneficial in the many different careers linked to the growing Hospitality industry, travel and tourism, leisure industry and many more.

Further information

More information on the Practical Cookery courses is available at the links below,
www.educationscotland.org.uk
www.sqa.org.uk/sqa/45681.html

Lab Skills

The National 5 Laboratory Science Skills for Work Course introduces learners to the knowledge and skills required for employment or further study in the industries and services using laboratory science. It also develops awareness of the range of employment opportunities within the sector. There is an emphasis on students to take responsibility for their own learning, supported by the teaching staff. The course is Portfolio based, meaning candidates must successfully complete a series of practical and written assignments spread across four National 5 level units to achieve the qualification. Candidates must attend class regularly to ensure that practical tasks can be completed, and coursework deadlines are adhered to.

The four units covered are: **Careers using Laboratory Science, Working in a Laboratory, Practical Skills and Practical Investigation.** During the course students will undertake a range of activities: IT research, Practical laboratory skills, Self-evaluation, Industrial visits/visiting speakers.
Successful completion of the course opens up opportunities to apply for College level HNC / HND Lab Technician training courses.

Mathematics

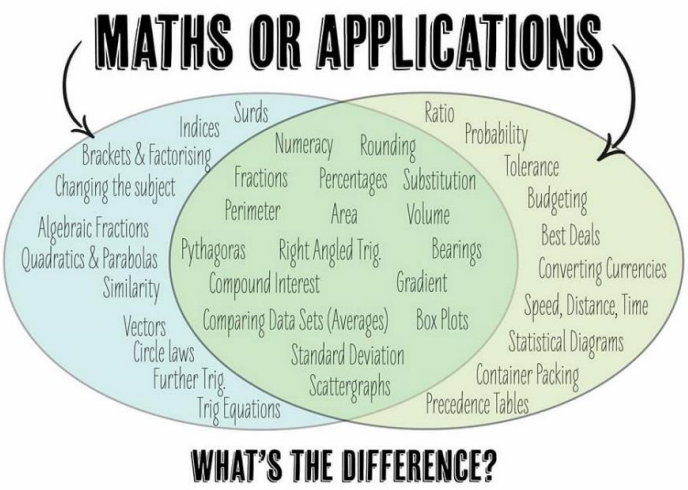
In S4 you'll have a choice of mathematics courses!

You can choose either Mathematics or Applications of Mathematics.

What's the difference?
Have a look at the diagram below. The middle part is mostly topics you'll look at in S3 – these topics are relevant to BOTH courses. You'll then do ONE of the other sections in S4.
Both courses can be taken at either Level 4 or Level 5.

How will I decide which course to pick?
In S3, you may find you enjoy Applications type topics more. Or you may be better at some topics. Or you make not enjoy some Mathematics topics as much e.g. Algebra! (not much algebra in Applications). Or you may have a career plan that helps you decide. Your teacher will have talked to you about it all during S3.

Is one of the courses better than the other?
No. They are entirely equal levels of qualification.



Modern Languages

Subject Details

Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. Language is at the core of thinking and learning. Learners reflect, communicate and develop ideas through language. Our courses provide learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life. Students will develop a deep understanding of how language works, and will be able to use language to communicate ideas and information.

The Course also provides learners with the opportunity to use creative and critical thinking to express their ideas and arguments. It will enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

Learners encounter a wide range of different types of texts in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

Purpose and aims of the Course

The main purpose of the Course is to develop the skills of listening and talking, reading and writing in order to understand and use one of the following languages:

- **French**
- **Spanish**

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

- Listen and talk, read and write in a modern language, as appropriate to purpose, audience and context
- Understand and use a modern language, as appropriate to purpose, audience and context
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- Apply knowledge of a modern language

The above applies to all levels of study.

Course Levels, Units and Assessments

We provide learning experiences in both French and Spanish classes, and are able to offer qualification pathways which suit all abilities from National 3 to National 5. The Course provides flexibility, personalisation and choice to enable learners to achieve in different ways and at different paces. The qualification will be tailored according to the progress and ambition of each individual student, but the vast majority of our students will present at National 5.

National 5 Modern Languages

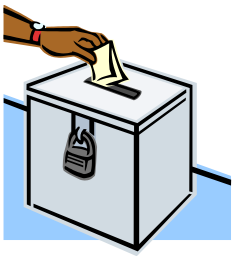
The Course will be suitable for learners who are secure in the breadth and depth of their learning across Fourth Level Modern Languages experiences and outcomes.
National 5 Modern Languages contains the following units:

- **Understanding Language**
- **Using Language**
- **Course Assessment (external examination)**

To gain a course award, the learner must also complete a Course assignment in Writing.

On successful completion of the course the learner can progress to:
- Modern Languages (Higher)
- Further education
- and ultimately, for some, to employment.

Modern Studies



Subject Details

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of recent political, social and economic issues at local, national and international levels. In these contexts, young people will develop an awareness of the social and political issues they will meet in their lives.

Learners will develop the skills required to interpret and participate in the social and political processes they will encounter now and in the future. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics.

The **National 4/5 Modern Studies** programme of study will focus on three main areas:
- Democracy in Scotland and the UK – UK Political System; Groups of Influence – Media and Pressure Groups
- Social Issues in the UK – Crime & the Law in the UK
- International Issues – World Powers – The United States of America

Assessment

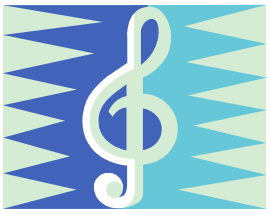
National 4 - In order to achieve an overall pass, learners must pass unit assessments and an Added Value Unit.

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 4 there are pathways to National 5.
From National 5 there are pathways to Higher (National 6).

Music: Performing Skills



Subject Details

Music courses in S4 are open to all students who enjoy listening to, performing and creating Music.

As a subject Music is very relevant to learners as part of their everyday life. Students will develop skills and confidence which will help prepare them for the wider world of work.

The **National 4 and National 5 Music** course consists of three units –

- Performing Skills
- Understanding Music (Listening)
- Composing Skills

Performing Skills – Students are required to choose two instruments or one instrument and voice. The instrumental performance can be an extension of work covered in S1/2 on keyboard, tuned percussion, acoustic guitar, electric guitar, bass guitar, drum kit and voice. Students who receive instrumental tuition or private tuition can choose any orchestral instrument, piano, bagpipes and pipe band snare drumming. Instruments are chosen under guidance of the class teacher. Students will be encouraged to perform before their peers in preparation for assessments. Students are also strongly encouraged to perform in music extra-curricular groups to develop their musical skills further.

Understanding Music (Listening) - Students will learn about various musical styles, concepts and music literacy. Students will also study the impact of social and cultural factors on music.

Composing Skills - Students will have the opportunity to develop their creative skills through arranging, improvising and composing music. During this part of the course students will be given the opportunity to use ICT to assist them in writing their own music.

Assessment

The Music course is offered at National 4 level and National 5 level and it may be possible - after evaluation of progress by the class teacher - for a student to transfer to National 5 level if the student is showing very clear signs of coping with this work load. It may also be necessary to transfer a student from National 5 to National 4 if it is clear that the National 5 course is proving too difficult.

National 4

Student work will be monitored regularly and all work will be internally assessed by the department. Students will be required to sit end of unit tests, perform in performing assessments and submit a composing folio.

National 5

In performing, students' progress is monitored regularly by the class teacher through regular performing assessments. Students will sit an exam on their instruments and/or voice. There are formal end of unit tests for the listening element throughout the course and students will sit a final listening exam in S4. Candidates must compose a short work of between 1 and 3 minutes' duration which will be assessed by the SQA. Candidates must prepare an 8 minute programme (to a minimum standard equivalent to ABRSM grade 3) split between their 1st and 2nd instruments or instrument and voice. Candidates are also required to self-evaluate their performance and progress.

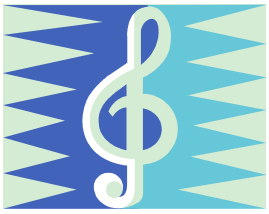
Homework

Each student is expected to spend time on individual practice on his or her instrument/voice, revise listening concepts and complete musical literacy exercises and inventing tasks.

Progression to S5

Depending on previous learning, in S5 and S6, students can continue to study Music at National 5 or Higher level.

Music Technology



Subject Details

Music Technology courses in S4 are open to all students who enjoy listening to Music and creating Music with technology.

As a subject Music Technology is very relevant to learners as part of their everyday life. Students will develop skills and confidence which will help prepare them for the wider world of work.

Courses are flexible and course content is personalised in a number of areas giving students the opportunity to make informed and supported choices about their learning.

The **National 4** and **National 5 Music Technology** courses consists of three elements –

- Music Technology Skills`
- Music Technology in Context
- Understanding 20th and 21st century Music (Listening)

Music Technology Skills – Candidates will develop individual creativity through the applied use of music technology. Learners will develop knowledge and understanding of music and sound using ICT and will complete practical projects using music technology. Students will learn to set up equipment and how to record and edit recordings using software to enhance their work.

Music Technology in Context – Candidates will complete projects set by the class teacher which could include making an advert, soundtrack or radio jingle, demonstrating effective planning and use of equipment and software

Understanding Music (Listening) - Candidates will learn about various musical styles and concepts and develop their knowledge of music technological advances. They will also study the impact of social and cultural factors on music.

Assessment

National 4 -

Student work will be monitored regularly and all work will be internally assessed by the department. Students will be required to sit end of unit tests and submit a technology folio.

National 5 -

Students' progress is monitored regularly by the class teacher through regular unit assessments. The final practical project will be sent to the SQA for marking. It accounts for 70% of the final grade and the Understanding 20th and 21st Century Music question paper accounts for 30% of the final grade.

Homework

Each student is expected to spend time on individual projects, revise listening concepts and complete musical literacy and tasks.

Progression to S5

Depending on previous learning, in S5 and S6, students can continue to study Music Technology at National 5 or Higher level.

Physical Education (Core)

Subject Details

Core Physical Education in S4 is designed so that students may experience activities which they will be able to develop in a leisure situation. Self-motivation is encouraged along with co-operation.

The following activities are included: Cross Country, athletics, basketball, fitness training, football, social dance, badminton, softball, hockey, rugby, table tennis, trampoline, choice activities.

In March students will then take part in a sponsored Triathlon for a charity of their choice. This event takes place with the co-operation of the School's Charities Committee.

Assessment

There are no assessable elements.

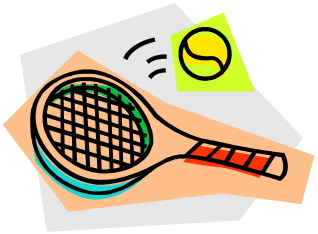
Homework

The department does not issue homework for core classes and PE kit is mandatory, however, all students are encouraged to take part in physical activities out with school hours.

Progression to S5

The course leads on to further progression in core PE in S5.

Physical Education (Subject)



Subject Details

The Physical Education courses on offer in S4 is:

- National 4 Physical Education
- National 5 Physical Education

These courses are mainly practical in nature but there is an element of written work involved too. Homework therefore is also part of each course. Students will experience a number of different sports activities over the year including: Badminton, Basketball, Football & Volleyball. **You must therefore be willing to participate in all of these activities to the best of your ability. It is essential that you are always fully prepared for these activities by bringing the correct kit each day.**

The National 4 and National 5 courses build upon the Curriculum for Excellence outcomes and experiences. Learners are provided with the opportunity to build physical competences, improve aspects of fitness and to maximise active engagement in sport.

The course enables learners to develop the concepts and skills necessary to improve their performance across the range of sports on offer and ultimately can enhance their physical wellbeing. The students will work both independently and collaboratively within teams to develop their thinking and interpersonal skills. This makes Physical Education an ideal platform from which to develop confidence, resilience and responsibility.

The course consists of the following units:

Performance (National 4 and 5)
This unit focuses on enhancing student performance in sport. It involves skill application, applied fitness awareness and performance composition. This unit offers students an element of choice and personalisation.

Factors Impacting on Performance (National 4 and 5)
This unit explores the factors which impact both positively and negatively on the engagement of a person in a sports activity and on their overall performance. Students will learn to record, monitor and analyse the development of skills within a personal performance.

Added Value Unit: Practical Activity (Nat 4)
In this unit, the students will have the opportunity to extend and apply the skills knowledge developed throughout the course. Students will then implement a strategy to further improve their practical performance. They will devise and implement a programme of actions which are designed to raise their personal performance level. The students will monitor the progress they are making and will through a process of analysis and reflection, propose actions to ensure further personal development.

Assessment

Two Practical Performance Assessments
Portfolio (3 Stages: Stage 1 under exam conditions, stage 2 & 3 are externally paced)
National 4 courses are internally assessed. Pupils must pass the following 3 elements to achieve National 4:

- **Factor Impacting On Performance** (Physical, Mental, Emotional, Social). This is assessed internally through completing departmental booklets.

- **Practical Performance** Pass/Fail in two activities

- **Added Value Unit** – one off performance in one activity – pass/fail

The National 5 course is assessed on:

- **Portfolio – 60 marks**
  Sent to SQA in March for external marking

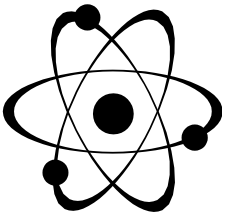
- **Practical Performance – 60 marks**
  One off performances is the pupils' personal choice. Performance will take place in October & March:

  Performance 1 – (30 Marks)
  Performance 2 – (30 Marks)

It is strongly recommended that any pupil wanting to take this course should:

1. Be making very good or good progress at level 4 in S3.
2. Be competent within a minimum of two physical activities.
3. Be willing to try their best in all activities.

Physics National 4 & 5



National 4 and 5:

Entry requirements:

Entry requirement: Successful completion of the level 4 S3 Physics course.
Do you have an inquiring mind? In other words, are you the type of person who just has to know how things work? If so, Physics just might be the subject for you!
Physics is a Science whose goal is to understand how everything works at its most basic level. Physicists study the nature of scales smaller than an atomic nucleus and up to as large as the observable universe.

Physics is used in the design of aeroplanes, cars, buildings, computers and mobile phones. Branches of this fascinating subject include astronomy, motion, electricity, sound and light. Studying Physics develops your critical thinking and problem solving skills and helps you understand our modern technological society.

Through a combination of theory, problem solving and practical work, in National 5 Physics we cover three main units of work as shown below.

Dynamics and Space -Speed and Acceleration; Forces, Motion and Energy; Satellites, Cosmology and Space Exploration

.

Waves and Radiation - Wave Terminology; Light and the Electromagnetic Spectrum; Nuclear radiation.

Electricity and Energy - Practical Electrical and Electronic circuits; Electrical power; Gas Laws; Energy Transfer; Heat.

The National 4 Physics course continues from the Level 4 S3 course since both are SCQF Level 4. To achieve success in National 4 Physics pupils should have consistently demonstrated a reasonable understanding of the Level 4 curriculum followed in the S3 Physics course. Pupils will also require to be confident in numeracy skills as a significant number are addressed through the course. Units covered:

Electricity and Energy - generation of electricity; electrical power; electromagnetism; electronic circuits; gas laws and kinetic model.

Waves and Radiation – wave characteristics; sound; electromagnetic spectrum and nuclear radiation.

Dynamics and Space – speed and acceleration; forces; motion and energy; satellites and cosmology.

Added Value Unit - This is a research based project where pupils will investigate an unfamiliar topic and use the breadth of knowledge and skills developed throughout the course to produce a report. The final report is regarded as the assessment for this unit.

To achieve the National 4 Biology Course, learners must pass SQA assessments at the end of Units 1-3 and the Added Value Unit.

Practical Woodworking

Course description

The course provides opportunities to gain skills in reading drawings and diagrams. It allows students to plan activities through to the completion of a finished artefact.

Practical Woodworking aims to develop:-

- Skills in woodwork techniques
- Skills in measuring and marking out timber sections and sheet material
- Safe working practices in workshop environments
- Practical creativity and problem solving
- Knowledge of sustainability issues in a practical woodworking context

The course will be offered at levels 4 and 5. It is proposed to run the class as a skills based course for the first four months, then having assessed the students, recommend whether they continue the course at either level 4 or 5.

The course consists of **three areas of study**:-

- **Flat frame construction** – allows the development of skills in setting out and making basic woodwork joints used in flat frame joinery.

- **Carcase construction** – allows the development of skills in setting out and making basic woodwork joints used in carcase joinery. This may include working with manufactured board or with frame and panels.
- **Machining and Finishing** – develops skills in the setting up and using common machines and power tools. It also develops skills in a variety of simple woodworking surface preparations and finishing techniques.

The course also includes the completion of a project which draws on the skills learned in the units.

Assessment

All three areas of study will be assessed practically on a pass/fail basis.

There will be a final written examination covering all three areas of study for Nat 5 students.

N5 Religious, Moral and Philosophical Studies

Subject Details

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. National 5 RMPS contributes to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious beliefs and personal experience.

Through the Course, learners develop knowledge, understanding and skills. Pupils develop understanding of human beliefs, values and behaviour and examine how religion, morality and philosophy can help people find meaning and purpose in life.

The **National 5 RMPS** programme of study will focus on three main areas:

- World Religion: Christianity
  - Nature of God and Nature of Humans
  - Beliefs about Jesus, Judgement and the afterlife
  - Following Jesus' teachings and the impact of beliefs and practices on the world today

- Morality and Belief: Morality and Justice
  - the purposes of punishment: retribution, deterrence, reformation, protection
  - causes of crime: poverty, environment, psychological factors
  - UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
  - capital punishment and life tariffs: humaneness, human rights

- Religious and Philosophical Questions
  - Can God be proved?
  - The Cosmological Argument
  - The Teleological Argument

Assessment
National 4 - In order to achieve an overall pass, learners must pass unit assessments and an Added Value Unit.

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 5 there are pathways to Higher (National 6).

Religious and Moral Education (Core)

Subject Details

Religious, Moral and Philosophical Studies is a core subject which is studied by all learners. In BGE, students have engaged in a series of topics that have taught them how to think rather than what to think, develop understanding and empathy and examine controversial moral issues where students consider their own opinions and values in an atmosphere of tolerance and respect. Pupils have acquired up-to-date knowledge about contemporary moral debates and the influence of religious and non-religious beliefs on people's lives. In S4 all of these skills are further developed as pupils study N4 RMPS units, with the aim of gaining an overall award.

Skills for Learning, Life and Work

Religious, Moral and Philosophical Studies lends itself to the development of literacy skills, particularly reading and writing. Students will be given opportunities to enhance their presentation skills and ability to work cooperatively with their peers. Thinking skills will be developed in both courses, particularly through research and debate.

The development of skills is an essential aspect of learning and the course provides frequent opportunities for applying these skills in new and more complex contexts.

Science

National 3/4:

Entry requirements:

Entry requirement: Successful completion of the S3 National 2 Science in the Environment course. Science is vital to developments in medicine, industry, health and the environment, to name but a few. As a scientist you need to be good at solving problems and able to explain your work to other people. You will learn how to think in a scientific and analytical way. The skills you learn in this course are useful in many careers ranging from medicine, manufacturing and agriculture to environmental health. Units covered:

Fragile Earth – Personalisation and choice based around the study of energy, metals, water and food.

Human Health – Take health measurements, study poverty, hygiene, drug and alcohol abuse, smoking, sexual health, diet and obesity, exercise, stress and mental health.

Applications of Science- Study satellite technology, fibre optics, electromagnetic waves, technology (screens/speakers/ear phones), amplifiers, microphones, radio, plastics, alloys, cosmetics, recycled materials, biological materials, risk and safety.

Added Value Unit (if studied at National 4 level) - This is a research based project where pupils will investigate an unfamiliar topic and use the breadth of knowledge and skills developed throughout the course to produce a report. The final report is regarded as the assessment for this unit.

Skills for Work
Travel and Tourism National 5

Subject Details and Course Aims

The Skills for Work Travel and Tourism course was offered for the first time to senior students at Clydeview Academy in 2023-24. It is an introductory qualification in travel and tourism and develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Course Content and Assessment

Similar to other Skills for Work courses, the assessment process is through the completion of each mandatory unit. This happens within the classroom setting throughout the year. There is no final SQA examination in April/May and there are no grades/ bands awarded (successful students achieve a course pass on their SQA certificate).

The course content is delivered via the four mandatory units:-

- **Travel and Tourism: Employability** - to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the

industry, as well the skills and qualities identified by employers as being the most important in the travel and tourism industry.

- **Travel and Tourism: Customer Service** - to develop the skills and knowledge to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.
- **Travel and Tourism: Scotland** - to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners will carry out an investigation of travel and tourism in Scotland
- **Travel and Tourism: UK and Worldwide** - to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners will carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs

Progression beyond S4

At Clydeview Academy, students may wish to consider N5/H Administration & IT and/or N5/H Business Management as indirect progression from this course. In previous years, there has also been an opportunity to complete a NPA Level 5 /6 in Business with IT.

The course provides a good foundation for the further study of Travel and Tourism courses at College or University as well as taking up entry-level and apprenticeship employment in the travel and tourism industry.

COLLEGE OPTIONS FOR S4

This year the college will be offering courses all day on a Wednesday meaning that students will miss one day in school and be expected to catch up on any work missed.

Further information on these courses will be available from Guidance. If you are choosing college as an option you must put the name of the course on the option form. An application form may also be required. This is a course which is certified, so once you have begun the course and it is agreed by the school, you must ensure you attend for the full year.

Schools Vocational Programme | West College Scotland

Notes Concerning Progression Data Sources

These tables represent the first formal release of annual progression information to be published on the SQA website. Progression information has previously been created within SQA in response to specific requests, some of which were later made available to a wider range of external stakeholders. Production of such progression information requires decisions to be made regarding the source of the data to be used (e.g. August or December attainment data), the data flags to be considered before any data are included, as well as the progression routes to be considered. Such decisions mean that there may be minor differences between the figures in this publication and what has previously been made available through SQA responses to specific requests and historical reports.

Attainment Statistics (December) data is used for all tables. This was referred to as 'Post-Appeal' data prior to the introduction of Post-results Services. Attainment Statistics (December) data includes all recorded course results after completion of Post-results Services.

These tables detail progression at the lower level of the qualification to each available graded result at the higher level of the qualification. Progression from an ungraded to graded National Qualification is only considered for National 4 to National 5, given that such qualifications were designed to be in a hierarchy and related further by the Recognising Positive Achievement arrangements. During the dual-running years where the new National Qualifications were available alongside the previous qualifications (Standard Grades, Intermediates, previous Higher and previous Advanced Higher), a number of progression pathways were possible.

In most instances, only subjects with a direct (intended by design) progression route are included. Typically, these progression routes will now involve a qualification at consecutive levels with the same qualification code. A small number of alternative subject progression routes are considered where the number of learners involved is moderate or high, and/or no direct progression is available between SCQF levels (e.g. Lifeskills Mathematics is not available at Higher level, so the progression route Lifeskills Mathematics National 5 to Mathematics Higher is presented). Cases where progression is between qualifications with different titles are explicitly detailed as 'Qualification Name X to Qualification Name Y'. Where qualifications in the progression route share the same title, only the title is shown.

Qualifications are grouped in line with standard SQA statistical reporting titles (e.g. 'Chinese Languages' includes 'Cantonese', 'Mandarin (Traditional)' and 'Mandarin (Simplified)').

Where there are fewer than 20 candidates progressing from a given result at the lower level, no progression percentages are displayed (such candidates will be counted in the 'Total Candidates Progressing Figure', however). The 'Total Students Progressing' figure is split across all results at the lower level.

Tables are ordered alphabetically by the name of the qualification at the greater SCQF level of the progression route (e.g. National 5 'Biology' to Higher 'Human Biology' is ordered by Higher 'Human Biology', as this is the greater level in that particular progression route).

Please read the notes tab for information on these tables

		Accounting					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	65%	21%	9%	4%	1%	100%
	B	14%	21%	41%	13%	11%	100%
	C	3%	6%	31%	31%	28%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	395

		Administration and IT					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	42%	32%	18%	6%	2%	100%
	B	14%	29%	29%	19%	8%	100%
	C	5%	14%	38%	21%	22%	100%
	D	4%	11%	25%	28%	33%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,566

		Art and Design					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	41%	33%	21%	5%	1%	100%
	B	7%	23%	40%	24%	5%	100%
	C	3%	16%	34%	34%	13%	100%
	D	1%	12%	32%	38%	16%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,972

		Biology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	54%	30%	13%	3%	0%	100%
	B	4%	19%	38%	29%	10%	100%
	C	1%	5%	21%	37%	36%	100%
	D	0%	1%	11%	25%	64%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	5,769

		Business Management					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	58%	26%	11%	4%	1%	100%
	B	11%	30%	32%	19%	8%	100%
	C	6%	12%	27%	27%	28%	100%
	D	0%	5%	13%	32%	49%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,533

		Chemistry					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	55%	29%	13%	3%	0%	100%
	B	4%	20%	38%	29%	8%	100%
	C	1%	4%	21%	41%	33%	100%
	D	0%	3%	5%	35%	57%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	7,981

		Computing Science					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	49%	29%	16%	4%	2%	100%
	B	6%	22%	31%	25%	16%	100%
	C	0%	4%	18%	30%	47%	100%
	D	0%	2%	9%	18%	71%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,479

		Dance					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	46%	34%	14%	5%	1%	100%
	B	0%	24%	41%	32%	3%	100%
	C	0%	5%	30%	60%	5%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	195

		Design and Manufacture					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	42%	29%	22%	6%	2%	100%
	B	8%	26%	30%	25%	10%	100%
	C	2%	11%	25%	33%	30%	100%
	D	2%	4%	14%	31%	49%	100%
	No Award	0%	0%	14%	24%	62%	100%

Total Learners Progressing	1,191

		English					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	46%	32%	17%	5%	1%	100%
	B	7%	24%	35%	26%	7%	100%
	C	1%	8%	25%	38%	28%	100%
	D	1%	4%	14%	35%	47%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	28,522

		Fashion and Textile Technology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	30%	45%	20%	0%	5%	100%
	B	19%	35%	29%	16%	0%	100%
	C	3%	19%	28%	47%	3%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	94

		French					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	61%	23%	12%	3%	1%	100%
	B	4%	17%	35%	33%	11%	100%
	C	0%	12%	22%	35%	31%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,595

		Geography					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	64%	24%	9%	2%	0%	100%
	B	18%	33%	33%	13%	3%	100%
	C	5%	15%	37%	29%	13%	100%
	D	2%	8%	20%	38%	31%	100%
	No Award	0%	3%	6%	28%	63%	100%

Total Learners Progressing	4,060

		Graphic Communication					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	52%	36%	11%	2%	0%	100%
	B	12%	38%	38%	10%	2%	100%
	C	2%	17%	36%	32%	13%	100%
	D	0%	9%	33%	33%	26%	100%
	No Award	0%	4%	4%	17%	75%	100%

Total Learners Progressing	2,278

		History					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	54%	27%	12%	4%	2%	100%
	B	16%	28%	26%	16%	13%	100%
	C	4%	14%	25%	25%	32%	100%
	D	2%	11%	21%	25%	41%	100%
	No Award	0%	0%	13%	21%	67%	100%

Total Learners Progressing	6,842

		Mathematics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	50%	24%	15%	8%	4%	100%
	B	5%	15%	26%	26%	29%	100%
	C	1%	6%	16%	27%	49%	100%
	D	3%	4%	16%	21%	57%	100%

	No Award	-	-	-	-	-	-

Total Learners Progressing	15,002

		Applications of Mathematics to Mathematics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	36%	25%	19%	8%	12%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	132

		Media					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	43%	29%	20%	8%	1%	100%
	B	13%	23%	31%	21%	13%	100%
	C	6%	16%	26%	18%	34%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	206

		Modern Studies					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	60%	23%	12%	4%	1%	100%
	B	23%	27%	27%	14%	9%	100%
	C	11%	16%	24%	25%	24%	100%
	D	4%	12%	25%	23%	36%	100%
	No Award	7%	5%	7%	21%	60%	100%

Total Learners Progressing	5,011

		Music					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	59%	28%	11%	2%	0%	100%
	B	12%	38%	34%	14%	3%	100%
	C	3%	20%	36%	27%	14%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,662

		Music Technology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	35%	40%	17%	7%	2%	100%
	B	11%	32%	32%	16%	8%	100%
	C	5%	14%	38%	33%	10%	100%
	D	0%	5%	20%	55%	20%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	304

		Physical Education					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	38%	36%	21%	5%	1%	100%
	B	12%	32%	39%	14%	3%	100%
	C	4%	19%	43%	26%	9%	100%
	D	0%	16%	44%	31%	9%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	7,078

		Physics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	58%	28%	11%	2%	0%	100%
	B	6%	25%	38%	23%	8%	100%
	C	1%	6%	25%	37%	32%	100%
	D	0%	2%	13%	32%	53%	100%

	No Award	-	-	-	-	-	-

Total Learners Progressing	6,500

		Religious, Moral and Philosophical Studies					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	57%	22%	15%	5%	2%	100%
	B	14%	26%	30%	18%	12%	100%
	C	2%	12%	25%	22%	39%	100%
	D	0%	6%	17%	26%	51%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	805

		Spanish					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	59%	22%	14%	4%	1%	100%
	B	3%	14%	36%	30%	18%	100%
	C	1%	3%	17%	31%	48%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,112

		Accounting					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	43%	22%	22%	8%	4%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	63

		Art and Design to Art and Design (Design)					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	50%	24%	22%	2%	1%	100%
	B	23%	36%	28%	5%	8%	100%
	C	23%	22%	44%	6%	4%	100%
	D	-	-	-	-	-	-

	No Award	-	-	-	-	-	-

Total Learners Progressing	466

		Art and Design to Art and Design (Expressive)					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	46%	31%	20%	2%	1%	100%
	B	21%	33%	36%	7%	3%	100%
	C	10%	28%	43%	15%	4%	100%
	D	0%	9%	64%	9%	18%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	873

		Biology					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	38%	28%	22%	8%	4%	100%
	B	3%	15%	31%	24%	27%	100%
	C	1%	7%	17%	19%	55%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,385

		Human Biology to Biology					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	30%	33%	24%	7%	6%	100%
	B	3%	14%	32%	23%	28%	100%
	C	0%	5%	17%	21%	57%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	917

		Business Management Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	34%	29%	24%	5%	7%	100%
	B	5%	18%	32%	20%	26%	100%
	C	0%	8%	23%	12%	58%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	450

		Chemistry Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	50%	30%	14%	3%	3%	100%
	B	6%	24%	39%	16%	16%	100%
	C	2%	7%	27%	11%	53%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,442

		Computing Science Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	41%	25%	19%	5%	10%	100%
	B	7%	21%	28%	14%	31%	100%
	C	0%	6%	20%	16%	58%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	606

		Design and Manufacture Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	15%	35%	26%	9%	15%	100%
	B	0%	20%	44%	12%	24%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	77

		English Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	31%	33%	27%	5%	4%	100%
	B	8%	22%	37%	18%	16%	100%
	C	1%	9%	36%	30%	24%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,340

		French Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	47%	22%	20%	5%	7%	100%
	B	3%	3%	25%	14%	55%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	581

		Geography Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	39%	37%	16%	4%	3%	100%
	B	11%	31%	41%	11%	6%	100%

	C	6%	22%	35%	18%	18%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	695

		Graphic Communication					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	22%	33%	25%	7%	14%	100%
	B	4%	25%	32%	12%	27%	100%
	C	1%	12%	29%	16%	41%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	492

		Health and Food Technology					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	-	-	-	-	-	-
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	22

		History					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	38%	30%	20%	6%	6%	100%
	B	13%	25%	29%	12%	21%	100%
	C	2%	11%	39%	19%	29%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,257

		Mathematics Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	45%	22%	16%	6%	11%	100%
	B	5%	17%	25%	14%	39%	100%
	C	5%	10%	17%	15%	54%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,681

		Mathematics to Mathematics of Mechanics Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	42%	14%	22%	7%	14%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	283

		Modern Studies Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	39%	24%	22%	5%	9%	100%
	B	9%	24%	28%	10%	29%	100%
	C	5%	19%	22%	8%	46%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	772

		Music Percentage of Learners Gaining Advanced Higher 2019					
Higher	Result	A	B	C	D	No Award	Total

	A	63%	22%	10%	3%	2%	100%
	B	18%	36%	30%	7%	10%	100%
	C	7%	23%	31%	15%	24%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,548

		Physical Education					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	29%	33%	28%	6%	5%	100%
	B	13%	18%	31%	21%	17%	100%
	C	3%	11%	29%	26%	31%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	455

		Physics					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	47%	30%	15%	4%	4%	100%
	B	8%	24%	32%	17%	19%	100%
	C	2%	13%	21%	17%	46%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,641

		Religious, Moral and Philosophical Studies					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	**Result**	**A**	**B**	**C**	**D**	**No Award**	**Total**
	A	41%	26%	19%	6%	8%	100%
	B	12%	16%	28%	12%	32%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	135

		Spanish					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	41%	21%	21%	7%	10%	100%
	B	2%	6%	36%	19%	38%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	452

National 4 2018 to National 5 2019

Qualification	Percentage of Learners Gaining National 5 2019					Total Learners Progressing*
	A	B	C	D	No Award	
Administration and IT	10%	18%	32%	21%	19%	268
Applications of Mathematics	2%	6%	19%	29%	44%	299
Art and Design	9%	26%	36%	20%	8%	456
Biology	1%	7%	19%	34%	39%	1,529
Business**	8%	19%	31%	24%	18%	334
Chemistry	2%	8%	22%	37%	30%	509
Computing Science	3%	11%	27%	30%	29%	284
Design and Manufacture	5%	11%	34%	24%	25%	135
English	6%	24%	32%	24%	13%	4,386
English for Speakers of Other Languages	8%	21%	33%	30%	8%	153
Environmental Science	-	-	-	-	-	11
Fashion and Textile Technology	-	-	-	-	-	7
French	9%	23%	24%	19%	25%	79
Geography	2%	11%	23%	27%	37%	391
Graphic Communication	0%	8%	26%	37%	29%	146
Health and Food Technology	14%	31%	21%	28%	7%	29
History	6%	15%	27%	24%	27%	620
Hospitality: Practical Cookery	16%	27%	30%	18%	9%	444
Mathematics	4%	11%	18%	24%	43%	6,906
Media	15%	13%	24%	17%	30%	46
Modern Studies	4%	12%	22%	23%	39%	485
Music	21%	34%	28%	12%	4%	123
Music Technology	32%	40%	16%	8%	4%	25
Physical Education	21%	37%	29%	9%	4%	576
Physics	1%	9%	21%	30%	39%	662
Practical Woodworking	30%	29%	22%	12%	8%	252
Religious, Moral and Philosophical Studies	14%	10%	18%	21%	38%	72
Spanish	13%	22%	21%	23%	22%	106

*Progression is defined here as having a recorded National 4 result in 2018 and a National 5 result in 2019.

** 'Business' National 4, progressing to 'Business Management' National 5.