St Columba's High School
Gourock

S4
OPTION BOOKLET
2019

Faith, Ambition, Inclusion, Perserverence

Introduction

It is now time to make your choice of courses for next year. This book is designed to help you with this choice – it gives information about the courses on offer in Fourth Year.

When you are making your choice please bear in mind the following- the subjects you are interested in the qualifications you need to go to College, University or to get a job any advice you are given by your subject teacher or Pastoral Care teacher

In choosing your subject you should remember the following

- it is better to continue with subjects you have done and are good at, rather than pick up new ones.
- to get the best qualifications you can you should continue with the subjects you expect to most successful with
- your subject choice should be discussed with your parents
- try to be sure of the subjects you will need for any career you are interested in. You will have recently had an appointment with your careers advisor.
- your Pastoral Care Teacher will interview you and agree a course

It is important also that you listen to advice given to you about which level of course you should follow – if you are placed at the wrong level it may cause problems later on.

At this stage all pupils should provisionally choose 4 courses. Details of the proposed courses offered by West College Scotland are also included in this booklet

Good luck! Choose wisely!

About NQGAs

National Qualification Group Awards (NQGA) is the term which encompasses National Certificates (NCs) and National Progression Awards (NPAs).

National Certificates (NCs)

National Certificates are designed to prepare people for employment, career development or progression to more advanced study at HNC/HND level. They also aim to develop a range of transferable knowledge including Core Skills.

These certificates are aimed at 16-18 year olds or adults in full-time education and are at SCQF Levels 2-6. Each one has specific aims relating to a subject or occupational area.

National Progression Awards (NPAs)

National Progression Awards (NPAs) are also designed to help people reach their goals. NPAs are available in a variety of sectors, from things like Construction and Childcare to new areas such as Digital Literacy and Social Software. They're aimed at assessing a defined set of skills and knowledge in specialist vocational areas. They also link to National Occupational Standards, which are the basis of SVQs.

NPAs are at SCQF Levels 2-6 and are successfully delivered in partnership between schools, colleges and employers. Although many schools get involved, they’re mainly used by colleges for short study programmes, such as return-to-work courses or part-time learning for those already in work. The NPA Enterprise and Employability is a good example of this in action.

Enterprise skills help individuals adapt to the world of work, not just a specific role. Areas such as self-employment are covered and people are encouraged to be more innovative in their approach. Employability skills also make individuals more likely to gain employment and be successful in their chosen occupation. Key skills here include time management, working with others and managing people.

Both NPAs and NCs provide those preparing for work with opportunities to develop skills much sought after by employers. But the main benefit of these qualifications is that they change mindsets. They encourage learners to think differently and aim higher. As such, these qualifications are relevant to anyone, including those considering self-employment.

NATIONAL 4 & 5 COURSES

Summary of Administration & IT National 4

3 UNITS

+ ADDED VALUE UNIT

ADMINISTRATIVE PRACTICES

IT SOLUTIONS FOR ADMINISTRATORS

COMMUNICATION IN ADMINISTRATION

ADMINISTRATION & IT ASSIGNMENT

What skills will be developed?

- an understanding of administration in the workplace
- knowledge and understanding of key legislation affecting employees
- knowledge and understanding of the key features of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar contexts
- the ability to use IT skills in straightforward administrative tasks
- organisational skills in the context of organising and supporting small-scale events
- the ability to use technology appropriately for communication and investigation in familiar contexts
- skills in organising, processing and communicating simple information in familiar contexts
- knowledge and understanding of social issues such as internet safety, the impacts of IT
- problem-solving, team-working and using initiative

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- a blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits
- collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- space for personalisation and choice: learners could choose methods of communicating information; learners could choose tasks in the Added Value Unit (Assignment) which most suit their interests and abilities
- applying learning
- embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, presentations, diaries, written work. A portfolio of work may be prepared
- the Added Value Unit (Assignment) will require learners to undertake practical administration and IT tasks in response to a brief, leading to a small-scale event or events.

Summary of Administration & IT National 5

ADMINISTRATION & IT
SOCIAL STUDIES
Nat 5

3 UNITS

ADMINISTRATIVE PRACTICES

IT SOLUTIONS FOR ADMINISTRATORS

COMMUNICATION IN ADMINISTRATION

+

COURSE ASSESSMENT

ADDED VALUE UNIT : ADMINISTRATION & IT ASSIGNMENT

What skills will be developed?

- an understanding of administration in the workplace and of the attributes required of good administrators
- knowledge and understanding of key legislation affecting organisations and employees
- knowledge and understanding the benefits to organisations of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts
- the ability to use IT skills in more complex administrative tasks
- organisational skills in the context of organising and supporting events
- the ability to use technology appropriately for communication and investigation in familiar and some unfamiliar contexts
- skills in organising, processing and communicating information in largely familiar contexts
- knowledge and understanding of social issues such as business use of IT and the impacts of IT
- problem-solving, team-working and using initiative

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- a blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits
- collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- space for personalisation and choice: learners could choose methods of communicating information.
- applying learning
- embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, audio and video recordings, presentations, diaries, written work. A portfolio of work may be prepared
- the Course Assessment consists of an Assignment which will require learners to use their knowledge and skills to prepare for and support an event. This will be assessed and graded A to D by the SQA.

Home learning in Administration and IT

Practical work using application programs will require additional input at home in order for deadlines to be met and to develop skills. Pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on application packages to develop skills
- working timed pieces to complete tasks
- working on past paper assignments
- preparation for all class assessments.

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- asking pupils to create documents on the computer, such as lists or diagrams
- discussing the work of parents and other adults and how Administration and IT skills are central to the job
- taking time to share skills with pupils as they work to complete various IT tasks.

Careers in Administration

Office Administrator	Investment Banker	Economist	Accountant
Entrepreneur	Education	Office Manager	Data Manager
Project Manager	Database Developer	Event Planner	Human Resource Manager
Marketing Manager	Advertising	Hospitality Management	Managing Director
Store Manager	Stock Exchange Buyer/Seller		

Summary of Art & Design National 4

ART
EXPRESSIVE
ARTS

Nat 4

2
UNITS
+
ADDED
VALUE
UNIT

EXPRESSIVE ACTIVITY

DESIGN ACTIVITY

PRACTICAL ACTIVITY

What skills will be developed?

- knowledge and understanding of artists, designers and their work
- understanding the factors that influence artists and designers
- experimenting with a variety of art and design materials
- practical skills in using materials, techniques and/or technology
- understanding artistic and cultural values, identities and ideas
- developing ideas
- researching and collating information from a range of sources
- understanding his/her own creative practice
- creativity and imaginative expression
- planning, critical thinking and problem-solving to find solutions to design briefs
- confidence in creative practice
- enjoyment in the arts
- communicating and representing ideas, thoughts and feelings visually

What will be experienced during the course?

- active and independent learning including planned critiques to discuss choices and monitor progress
- a blend of classroom approaches including experiential, practical learning
- collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning. Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- space for personalisation and choice: in both the expressive and the design units and in the practical activity
- applying learning to practical work with a solution-focused approach
- embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- the Added Value Unit (Practical Activity) asks learners to produce a 'final solution' or piece of work for both the Expressive Unit and the Design Unit.

Assessment

- to gain National 4, learners must pass all Units
- Units are as pass or fail assessed by the school/centre (following SQA external quality assurance to meet national standards)
  Unit assessment (or 'evidence of learning') could take a variety of 2D or 3D forms. A portfolio may be prepared.

Summary of Art & Design National 5

2 UNITS + COURSE ASSESSMENT

EXPRESSIVE ACTIVITY

DESIGN ACTIVITY

PORTFOLIO AND QUESTION PAPER

What skills will be developed?

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- a deeper understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

What will be experienced during the course?

- active and independent learning including learning intentions and success criteria; planned critiques and ongoing dialogue to discuss choices and monitor progress, then plan next steps
- a blend of classroom approaches including experiential, practical learning with staff facilitating, guiding and supporting learners
- collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- space for personalisation and choice: in both the expressive and the design units and in the Portfolio, with extensive research options
- applying learning to practical work with a solution-focused approach
- embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

Assessment

- to gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques
- the Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.

Home learning in Art and Design

All pupils will be required to continue their learning at home. Practical work for both the Expressive Activity and Design Activity units will require additional input at home in order to develop skills in handling media and for pupils to experiment with their ideas. Tasks may include:

- completing drawings
- creating 3D models
- experimenting with 3D formats
- collecting research
- essay writing
- revision using GLOW or the school website
- Art and Design studies tasks

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading essays. Other ways in which parents/ carers can support pupils include:

- gallery / museum visits
- discussing design - architectural / fashion / interior / packaging / furniture
- photographing objects / days out / buildings

Careers in Art and Design

Fine Artist	Animator	Community Arts Worker	Exhibition Designer
Fashion Designer	Garphic Designer	Illustrator	Product Designer
Jewellery Designer	Photographer	Medical Illustrator	Museum/Gallery Conservator
Interior Designer	Ceramicist	Botanical Artist	Taxidermist
Art and Design Teacher			

Summary of BIOLOGY National 4

BIOLOGY
SCIENCE
Nat 4

3 UNITS + COURSE ASSESSMENT

CELL BIOLOGY

MULTICELLULAR ORGANISMS

LIFE ON EARTH

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- knowledge and understanding of biology
- an understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- finding associations and investigating models in real-life contexts
- use and understand scientific literacy to communicate ideas and issues
- information-handling skills (selecting, presenting, processing information)
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, using feedback
- a blend of classroom approaches including experimental, hands-on, practical, investigative approaches, whole class discussions, interactive teaching
- collaborative learning: working with others in group or partner activities; cross-curricular learning eg with other sciences, mathematics, social studies, technologies or religious, moral and philosophical studies; with organisations such as STEMNET
- space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Added Value Unit (Assignment)
- applying learning
- embedding literacy and numeracy skills: researching, selecting, summarising and presenting information; evaluating; recording and displaying data; interpreting data; using technology.

Assessment

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Assignment will require learners to research a topic of their choice, in consultation with their teacher. The investigation will be undertaken in up to 8 hours of class time and the findings will be written up in no more than 2 hours.

Summary of BIOLOGY National 5

BIOLOGY
SCIENCE
Nat 5

3
UNITS
+
COURSE ASSESSMENT

CELL BIOLOGY

MULTICELLULAR ORGANISMS

LIFE ON EARTH

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- a deeper knowledge and understanding of biology
- a deeper understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- use and understand scientific literacy, to communicate ideas and issues
- finding associations and investigating models in real-life contexts
- information-handling skills (selecting, presenting, processing information)
- the knowledge and skills for more advanced learning in biology
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

What will be experienced during the course?

- active and independent learning through self and peer evaluations, setting targets, using feedback
- a blend of classroom approaches including more challenging experimental, practical, investigative approaches, whole class, small group, one-to-one discussions, interactive teaching
- collaborative learning: working with others in group or partner activities; cross-curricular learning eg with other sciences, mathematics, social studies, technologies or RMPS; with organisations such as STEMNET
- space for personalisation and choice: the Assignment can be on a topic agreed by the learner and the teacher
- applying learning
- embedding literacy and numeracy skills: researching, processing and presenting information (using calculations and units); evaluating; recording, displaying and interpreting data; using technology.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation and report on the investigation. This may be evidenced in a portfolio of work
- the Course Assessment will be a two-section Question Paper and an Assignment which will require learners to research a topical issue. The Course Assessment will be marked by the SQA and graded A to D.

Home Learning in Biology

All pupils will be required to continue their learning at home. Research is an important skill in Biology and pupils encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology aims to produce responsible citizens, through studying of relevant areas of biology, such as health, environment and sustainability. Home learning tasks may include:

- Researching new discoveries and Biological issues
- Analysing Science related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Visit to the zoo
- Discussing Science related topics in the news.

Careers in Biology

Physician	Nurse	Midwife	Sports Scientist
Carer	Dentist	Health Worker	Nutritionist
Dietician	Vet	Pharmacist	Optician
Optometrist	Beautician	Laboratory Technician	Forensic Scientist
Cytologist	Microbiologist		

Summary of Business Management

The Courses develop pupils' understanding of the ways in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes and skills. Pupils learn about and apply concepts that stimulate enterprise and influence business. Pupils also gain an understanding of Scotland's contribution to a sustainable global economy. A main feature of this Course is the development of enterprise and employability skills needed to contribute to a business and enterprise environment.

The skills that pupils gain by successfully completing Business Education courses will be valuable for learning, life and work. Pupils will develop:

- knowledge and understanding of business concepts in a range of contexts
- awareness of the processes and procedures businesses use to ensure customers' needs are met
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that pupils can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Business

The course consists of 3 mandatory Units, including the Added Value Unit. Although there are no directly corresponding units from national 4 to national 5 the course prepares pupils for progression to the National 5 Business Management course.

- Business in Action
- Influences on Business
- Business Assignment (Added value Unit)

National 5 Business Management

The course consists of 2 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

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

Component 1 – course assignment
Component 2 – question paper

To gain the award of the Course, pupils must pass all of the Units as well as the Course assessment components.

Home learning in Business Management

All pupils will be required to continue their learning at home. Tasks may include:

- Completing prescribed homework questions
- Researching course content
- Practicing specific skills using application programs
- Using study skills in preparation for assessments

Parents/ carers can be supportive by discussing their work with them or aiding them with research. Other ways in which parents/ carers can support pupils include:

- discussing how pupils manage personal budgets
- encouraging pupils to be enterprising through creating their own income
- discussing the implications of business closures reported through the media

Supporting Pupils in Business Management

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

Summary of Chemistry National 4

CHEMISTRY
SCIENCE
Nat 4

3 UNITS + ADDED VALUE UNIT

CHEMICAL CHANGES AND STRUCTURE

NATURE'S CHEMISTRY

CHEMISTRY IN SOCIETY

CHEMISTRY ASSIGNMENT

What skills will be developed?

- application of knowledge and understanding of chemistry
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments
- recording observations
- collecting and analysing data
- reviewing and re-designing research methods
- evaluating
- communicating findings

What will be experienced during the course?

- active, collaborative and independent learning
- a blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- space for personalisation and choice
- the Added Value Unit (Assignment) allows learners to choose their research topic and present their findings
- collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- applying learning to familiar situations
- embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies.

Assessment

- to gain National 4, learners must pass all Units and the Assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units.

Summary of Chemistry National 5

CHEMISTRY
SCIENCE
Nat 5

3
UNITS
+
COURSE ASSESSMENT

CHEMICAL CHANGES AND STRUCTURE

NATURE'S CHEMISTRY

CHEMISTRY IN SOCIETY

ASSIGNMENT AND QUESTION PAPAER

What skills will be developed?

- application of knowledge to new situations and a more advanced understanding of chemistry and its impact
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments to test hypotheses or illustrate effects
- recording observations
- collecting, processing and analysing data
- making predictions and generalisations based on evidence
- drawing valid conclusions with explanations and evidence

What will be experienced during the course?

- active, collaborative and independent learning
- a blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- space for personalisation and choice
- collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- applying learning to new situations
- embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- the Course Assessment consists of the Assignment (a research investigation on a key topic, its application and its impact on society/environment. This will be presented as a report, researched in advance and written up under controlled conditions with the pupil's research/data available) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

Home Learning in Chemistry

All pupils will be required to continue their learning at home. Research is an important skill in Chemistry and encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Chemistry aims to produce responsible citizens, through studying of relevant areas of chemistry, such as environment and sustainability. Home learning tasks may include:

- Researching new discoveries and Chemical issues
- Analysing related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Visit to the zoo
- Discussing Science related topics in the news.

Careers in Chemistry

Agricultural Chemist	Dentist	Pharmacist	Forensic Chemist
Lab Technician	Brewer Lab Assistant	Hospital Administrator	Systems Analyst
Toxicologist	Perfumer	Pharmaceutical Sales Representative	Environmental Health Specialist
Occupational Safety Specialist	Physician	Food Scientist Technician	Teacher/Lecturer
Vet	Crime Lab Analyst		

Summary of Computing Science National 4

COMPUTING SCIENCE
TECHNOLOGIES

Nat 4

2 UNITS + ADDED VALUE UNIT

SOFTWARE DESIGN AND DEVELOPMENT

INFORMATION SYSTEM DESIGN AND DEVELOPMENT

COMPUTING SCIENCE ASSIGNMENT

What skills will be developed?

- understanding the technologies that underpin the digital world
- essential skills for everyday life
- understanding and applying computational processes and thinking across straightforward contexts
- knowledge and understanding of key facts and ideas in computing science
- analysing, designing, modelling, implementing and testing digital solutions to straightforward problems
- programming skills
- communicating basic computing concepts
- planning, researching, organising and problem-solving
- understanding the impact of computing science on our society
- understanding the relationship between software, hardware and system performance
- understanding information representation and transfer

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- a blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- space for personalisation and choice: learning activities can link to learners' own interests and learners can choose their issue for their Added Value Unit (Assignment)
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; discussing; listening; talking; number processes; information handling
- the Assignment will involve learners analysing and solving a computing science problem and gathering evidence of progress (this could be recorded using a blog or a diary)
- the Added Value Unit is an Assignment which requires learners to analyse and solve a computing science problem and to gather evidence of progress (eg in a blog or diary).

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work.

Summary of Computing Science National 5

COMPUTING SCIENCE
TECHNOLOGIES

Nat 5

2 UNITS + COURSE ASSESSMENT

SOFTWARE DESIGN AND DEVELOPMENT

INFORMATION SYSTEM DESIGN AND DEVELOPMENT

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- understanding of the technologies that underpin the digital world
- essential skills for everyday life
- understanding and applying computational processes and thinking
- knowledge and understanding of key facts and ideas in computing science
- analysing, designing, modelling, implementing, testing and evaluating digital solutions (including computer programs) to problems
- reading and interpreting code
- computational thinking
- programming skills and software and information system design
- communicating computing concepts and computational behaviour
- planning, researching, organising and problem-solving with complex features
- understanding the impact of computing science on our society
- understanding the legal and environmental implications of IT
- understanding information representation and transfer

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- a blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- space for personalisation and choice: learning activities can link to learners' own interests
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; discussing; listening; talking; number processes; information handling.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work
- the Course Assessment consists of an Assignment (learners will analyse and solve a computing science problem and gather evidence) and a Question Paper (exam). Both are marked by the SQA and are graded A to D.

Home learning in Computer Science

All pupils will be required to continue their learning at home in a manner that both reinforces skills and classroom learning, as well as in terms of developing research based skills. Tasks may include:

- Completing prescribed homework questions
- Researching current technologies
- Practicing specific skills using application programs
- Using study skills in preparation for assessments

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading completed work. Other ways in which parents/ carers can support pupils include:

- Considering the use of computers in the home and asking pupils for advice
- Ensuring that pupils work safely on the computer in a manner that reinforces pupils' understanding of how to support their own health and wellbeing.

Careers in Computing

Programmer	Web Designer	Games Industry	Network Manager
Education	Animator	Hardware Engineer	Software Engineer
Inventor	Computer repairs	Database developer	Computer scientist
Systems Analyst	Robotics Engineer	Computer Retail	Digital Imaging Specialist
Telecommunications Technician	IT Support Worker		

Summary of Design and Manufacture National 4

DESIGN & MANUFACTURE TECHNOLOGIES Nat 4

2 UNITS + ADDED VALUE UNIT

DESIGN

MATERIALS AND MANUFACTURING

DESIGN AND MANUFACTURE ASSIGNMENT

What skills will be developed?

- skills in the design and manufacturing of straightforward 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
- knowledge and understanding of industrial designers and commercial production
- the ability to devise design and manufacturing solutions to straightforward practical problems
- the ability to use simple modelling and manufacturing techniques in 3 D
- the ability to select and use with guidance a range of tools, equipment, software and materials with guidance
- the ability to communicate design proposals
- creativity in an exciting and dynamic technological context
- the ability to read drawings and diagrams
- planning, analysing and evaluation skills with support

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- a blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- collaborative learning: partnerships with learners and staff in other curricular areas such as Graphic Communication and Art and Design; partnerships with the wider community and professional practitioners eg architects, manufacturers, design studios
- space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment
- applying learning
- embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- the Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units, to prepare a design folio and a prototype.

Summary of Design and Manufacture National 5

DESIGN & MANUFACTURE TECHNOLOGIES

Nat 5

2 UNITS + COURSE ASSESSMENT

DESIGN

MATERIALS AND MANUFACTURING

QUESTION PAPER AND ASSIGNMENT

What skills will be developed?

- skills in the design and manufacturing of straightforward 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
- knowledge and understanding of industrial designers and commercial production
- the ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- the ability to select and use a range of tools, equipment, software and materials
- the ability to use modelling and manufacturing techniques in 3 D
- the ability to communicate design proposals
- creativity in an exciting and dynamic technological context
- the ability to evaluate and apply suggestions for improvement
- the ability to read drawings and diagrams
- planning, analysing and evaluation skills

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- a blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- collaborative learning: partnerships with learners and staff in other curricular areas such as Art and Design; partnerships with the wider community and professional practitioners eg architects, manufacturers, design studios
- space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment
- applying learning
- embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- the Course Assessment consists of a two-section Question Paper (exam marked by the SQA) and an Assignment (marked in accordance with SQA guidelines). For the Assignment, learners will be given a brief for which they prepare a design folio and a prototype, applying skills and knowledge gained from the Units. The Course Assessment will be graded A to D.

Home learning in Design and Manufacture

While most of the practical tasks will be completed during class time, pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on focused tasks to develop skills
- completing associated technology exercises
- research in preparation for design assignments
- completion of design folio tasks
- working on past paper assignments
- preparation for all class assessments.

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- encouraging pupils to watch TV programs that deal with Design and Manufacture
- pointing out good or inferior Design and Manufacture of household items, and the implications for that items functionality for the user
- encouraging pupil involvement in any DIY task around the home in terms of how an item should be designed and what needs to be done to create or repair items.

Careers in Design & Manufacture

Graphic Designer	Illustrator	Product Designer	Medical Illustrator
Engineer	Education	Interior Designer	Architect
Inventor	Architectural Technologist	Production Manager	CAD Engineer
Advertising	Manufacturing Systems Engineer	Mechanical Technician	Entrepreneur
Environmental Engineer	Ergonomist		

Summary of English National 4

ENGLISH
LANGUAGES

Nat 4

3
UNITS

ANALYSIS and EVALUATION

- the receptive skills of reading and listening to understand, analyse and evaluate texts

CREATION and PRODUCTIVITY

- the productive skills of writing and talking to create oral and written texts

LITERACY

- the four skills of reading, listening, writing and talking in forms relevant to learning, life and work

+

ADDED VALUE UNIT

ENGLISH ASSIGNMENT

What skills will be developed?

- an understanding of administration in the workplace
- knowledge and understanding of key legislation affecting employees
- knowledge and understanding of the key features of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar contexts
- the ability to use IT skills in straightforward administrative tasks
- organisational skills in the context of organising and supporting small-scale events
- the ability to use technology appropriately for communication and investigation in familiar contexts
- skills in organising, processing and communicating simple information in familiar contexts
- knowledge and understanding of social issues such as internet safety, the impacts of IT
- problem-solving, team-working and using initiative

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- a blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits
- collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- space for personalisation and choice: learners could choose methods of communicating information; learners could choose tasks in the Added Value Unit (Assignment) which most suit their interests and abilities
- applying learning
- embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

Assessment

- to gain National 4, learners must pass all Units
- units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, presentations, diaries, written work. A portfolio of work may be prepared
- the Added Value Unit (Assignment) will require learners to undertake practical administration and IT tasks in response to a brief, leading to a small-scale event or events.

Summary of English National 5

ENGLISH
LANGUAGES

Nat 5

2
UNITS
+
COURSE ASSESSMENT

ANALYSIS and EVALUATION

– the receptive skills of reading and listening to understand, analyse and evaluate texts

CREATION and PRODUCTIVITY

– the productive skills of writing and talking to create oral and written texts

COURSE ASSESSMENT: PORTFOLIO OF WORK + QUESTION PAPER

What skills will be developed?

- understanding, explaining, analysing and evaluating detailed texts (language, literature and media) in oral and written forms
- creating, structuring and producing detailed texts for different purposes
- developing detailed language skills in language, literature and media contexts
- using different media for learning and communication
- social and interpersonal skills
- identifying sources, selecting and using information
- planning, researching and decision-making
- effective questioning and reflection
- justifying ideas with evidence
- communicating ideas, feelings and information orally and in writing with technical accuracy
- understanding how language works
- developing cultural awareness
- using creative and critical thinking to synthesise ideas and arguments

What will be experienced during the course?

- active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas; with learners in other curricular areas to reinforce and transfer skills
- space for personalization and choice: Selecting texts and ways of showing evidence (presentation, e-document, critical essay); choice of Assignment topic
- applying learning
- embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') for the units could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts
- the Course Assessment consists of the Portfolio of written work and a Question Paper (exam) which will incorporate a question on a selected Scottish text as well as a critical essay on any text of their choosing. Both are marked by the SQA and will be graded A to D.

Home learning in English

All pupils will be required to continue their learning at home in order to further develop their skills in reading, writing, talking and listening and to consolidate learning. Tasks may include:

- additional reading of fiction and non fiction texts (including quality newspapers) to enhance skills in close reading and to broaden vocabulary;
- researching topics for writing through other sources such as the internet; television and magazines;
- redrafting writing folio;
- essay writing;
- revision using GLOW or the school website; and,
- consolidation of learning through reading over notes.

Parents/ carers can be supportive by discussing their work with them or aiding them with research or discussion of topics of interest being explored for writing folio. Other ways in which parents/ carers can support pupils include:

- visits to the theatre or cinema and discussing the performance or film in a way that develops critical thinking skills;
- visits to libraries, art galleries and museums to discuss the importance of these national institutions;
- ask about success criteria for specific tasks and go through these with your child;
- listening to solo presentations and giving feedback;
- discussing topics which are discursive in nature such as environmental and social issues;
- discussing the literary genres of poetry, prose and drama; and,
- helping with the learning and analysis of quotations for critical essay.

Careers in English

Journalism	Publishing	Advertising and Marketing	Speech Therapy
Business – Human Resources	Public Service Industry	Writer	Librarian
Editorial Assistant	Copywriter	Programme researcher: film and television	Academic Librarian
Records and Archives	Arts Administrator	Public Relations Officer	Social Work/Youth Worker
Bookseller	Lawyer	Emergency Services/Armed Forces	Teacher of English as a Second Language
Primary School Teacher	Secondary School Teacher		

Summary of Enterprise and Employability

The National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment.
Available at SCQF levels 4 and 5, the flexible structure and content of the NPA is relevant and desirable to a wide range of candidates. It also meets the principles of Curriculum for Excellence.

This NPA may appeal to a wide range of candidates of varying age and ability, including:

- S3 and S4 pupils who may take it as part of the school's vocational programme
- pre-vocational pupils planning to leave at the end of S4 or winter of S5
- anyone looking to improve their employability and entrepreneurial skills
- anyone looking to re-enter the job market or broaden their skills and competences
- trainees of national programmes, preparing them to enter the workforce such as Get Ready for Work and Training for Work programmes

Further education establishments may also consider using some or all of the Units within full or part-time college programmes.

Access

Entry is at the discretion of the centre.

Progression

Candidates who achieve the NPA:

- increase their employment opportunities due to improved work related skills and qualities
- acquire knowledge and skills essential for self employment
- improve career progression prospects if already in employment
-

In addition, candidates may progress to:

- SCQF level 5 from level 4
- an SCQF level 5 or 6 Personal Development Award
- further vocational courses such as Skills for Work
- business related awards at SCQF levels 5 and 6

COURSE ASSESSMENT

- 1. Question paper: 30 marks
- 2. Assignment 50 marks
- 3. Practical activity 50 marks
- Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task ;
- Design and plan (40 marks)
- Making the detailed fashion/textile Item (50 marks)
- Evaluation (10 marks)

N4
N5

FASHION AND TEXTILE TECHNOLOGY

The National 5 Fashion and Textile Technology Course enables learners to develop an understanding of

- ***textile properties***
- ***characteristics and technologies***
- ***item development***
- ***fashion/textile trends and factors that affect fashion choice.***

The Course particularly emphasizes the development of ***practical skills*** and ***textile construction techniques*** to ***make detailed fashion/textile items***, to an appropriate standard of quality

COURSE CONTENT

The central theme of the course is to develop practical knowledge, understanding and skills which support fashion/textile-related activities. The course is practical, exploratory and experiential in nature.

Candidates will

- **explore current fashion trends** and **investigate** a range of factors affecting the fashion/textile choices of consumers.
- have the opportunity to develop and apply this knowledge and understanding by
- carrying out the fashion/textile item development process to develop solutions for **detailed fashion/textile items** that meet the needs of given briefs.

Candidates will have opportunities to present and justify their solutions for detailed fashion/textile items, with a focus on factors that affect their choice of textiles, construction techniques to be used, and features of the fashion/textile item, in relation to the given brief.

Candidates will have the opportunity to **make detailed fashion/textile items**, to an appropriate standard of quality, using a paper pattern and a range of textile construction techniques, and to demonstrate the selection, setting up, adjustment and use of equipment and tools safely and correctly.

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

- detailed understanding of textile characteristics, properties and technologies
- applying a detailed range of textile construction techniques
- explaining factors that affect fashion/textile choices
- explaining fashion/textile trends planning and making detailed fashion/textile items to an appropriate standard of quality
- demonstrating appropriate selection, set up, adjusting and use of tools and equipment, safely and correctly
- detailed evaluation of fashion/textile items
- detailed investigation and presentation skills

Summary of Geography National 4

GEOGRAPHY
SOCIAL STUDIES
Nat 4

3 UNITS + ADDED VALUE UNIT

PHYSICAL ENVIRONMENTS

HUMAN ENVIRONMENTS

GLOBAL ISSUES

GEOGRAPHY ASSIGNMENT

What skills will be developed?

- straightforward knowledge and understanding of our changing world and its human and physical processes
- a range of geographical skills, techniques and experiences including fieldwork and practical activities
- straightforward understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an open mind and respect for other values, beliefs and cultures
- an interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- the ability to investigate, research, critically evaluate and communicate information and findings
- an awareness of geographical information systems (eg using ICT)

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- a blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- space for personalisation and choice: learners may choose their Assignment topic and their methods of researching and presenting evidence, including fieldwork
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays. A portfolio of work may be prepared
- the Added Value Unit (Assignment) will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding.

Summary of Geography National 5

GEOGRAPHY
SOCIAL STUDIES
Nat 5

3 UNITS + COURSE ASSESSMENT

PHYSICAL ENVIRONMENTS

HUMAN ENVIRONMENTS

GLOBAL ISSUES

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- detailed knowledge and understanding of our changing world and its human and physical processes
- a range of geographical skills, techniques and experiences including fieldwork and practical activities
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an open mind and respect for other values, beliefs and cultures
- an interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- the ability to investigate, research, critically evaluate and communicate information and findings
- an awareness of geographical information systems (eg using ICT)

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- a blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- space for personalisation and choice: learners may choose their Assignment topic and research methodology, including fieldwork
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include more in-depth digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays. A portfolio of work may be prepared
- the Course Assessment consists of an Assignment and a Question Paper (exam marked by the SQA). The Assignment will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding. It will be written up under timed conditions (one hour). The Course Assessment is marked by the SQA and is graded A to D.

Home learning in Geography

All pupils will be required to continue their learning at home.

Tasks may include:

- reading /Preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- Research for assignment
- essay writing
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and documentaries related to Geography
- Encouraging them to read newspapers regularly taking note of geographical events such as hurricanes and volcanic eruptions
- Visit National Parks, coastal areas or museums such as Kelvingrove and take photographs.

Careers in Geography

Archaeologist	Cartographer	Civil or Structural Engineer	Countryside Ranger or Warden
Environmental Consultant	Gamekeeper	Geologist	Geophysicist
Architect	Meteorologist	Oceanographer	Surveyor
Teacher – Secondary or Primary	Tour Manager	Town and Country Planner	Travel Agent
Lawyer	Tour Guide		

Summary of Graphic Communication National 4

GRAPHIC COMMUNICATION
TECHNOLOGIES

Nat 4

2
UNITS
+
ADDED
VALUE
UNIT

2D GRAPHIC COMMUNICATION

3D AND PICTORIAL GRAPHIC COMMUNICATION

GRAPHIC COMMUNICATION ASSIGNMENT

What skills will be developed?

- skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software, in straightforward and familiar contexts
- knowledge and understanding of graphic communication standards, protocols and conventions
- develop an understanding of the impact of graphic communication technologies on our environment and society
- an awareness of graphic communication as an international language
- the ability to read, interpret and create graphic communication
- design skills and creativity to develop solutions to simple graphics tasks
- planning, organising, critical thinking, evaluating and decision-making
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts

What will be experienced during the course?

- active and independent learning through ownership of practical tasks, self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- a blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- collaborative learning: learners can work independently and with others
- space for personalisation and choice is embedded throughout the course
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer-generated class work. A portfolio may be prepared
- the Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units.

Summary of Graphic Communication National 5

GRAPHIC COMMUNICATION
TECHNOLOGIES

Nat 5

2
UNITS
+
COURSE ASSESSMENT

2D GRAPHIC COMMUNICATION

3D AND PICTORIAL GRAPHIC COMMUNICATION

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- broader and deeper skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software in familiar and in unfamiliar contexts
- knowledge and understanding of graphic communication standards, protocols and conventions in unfamiliar contexts
- an understanding of the impact of graphic communication technologies on our environment and society
- an awareness of graphic communication as an international language
- the ability to read, interpret and create graphic communication
- to develop solutions to graphics tasks with some complex features
- planning, organising, critical thinking, evaluating and decision-making
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- describe, respond to and analyse the work of others

What will be experienced during the course?

- active and independent learning through ownership of practical tasks, self and peer evaluations, setting agreed learning intentions and success criteria and using feedback
- a blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- collaborative learning: learners can work independently and with others on group enterprise tasks
- space for personalisation and choice is embedded throughout the course
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

Assessment

- to gain National 5, learners must pass all Units and the Course
- assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate learners' responses to graphic communication tasks. This could be written evidence, printed material, CAD drawings, notes, group discussions, presentations, reviews of sketches. A portfolio of evidence may be prepared
- the Course Assessment consists of an Assignment (a brief to develop into a final solution, marked internally using SQA guidelines) and a Question Paper (exam marked by the SQA) of 1 hour and 30 minutes.
  grades of A to D will be awarded.

Home learning in Graphic Communication

While most of the practical tasks will be completed during class time, pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on focused tasks to develop skills
- completing associated graphic exercises
- working on past paper assignments
- preparation for all class assessments.
- research as part of course tasks
- completion of project activities

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- asking pupils to create presentation and advertising items for local events, such as church or school fetes
- asking pupils to share skills with adults who need to represent any kind of design, such as designing a new kitchen or bathroom.

Summary of History National 4

HISTORY
SOCIAL STUDIES

Nat 4

3 UNITS

+

ADDED VALUE UNIT

HISTORICAL STUDY:
Medieval, Early Modern or Later Modern Periods

SCOTTISH
BRITISH
EUROPEAN AND WORLD

GEOGRAPHY ASSIGNMENT

What skills will be developed?

- exploring, analysing, evaluating, problem-solving, communicating for different purposes
- a conceptual understanding of the past
- a straightforward knowledge and understanding of the factors contributing to, and the impact of, historical events
- the ability to apply a straightforward historical perspective and comment on historical sources
- investigating historical events and forming views
- explaining historical events and drawing straightforward conclusions
- selecting and researching evidence
- organising and applying learning

What will be experienced during the course?

- active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class); more widely (blogging and communicating findings with learner communities around the world)
- space for personalisation and choice: Assignment topic choice and methodology
- the Added Value Unit (Assignment) allows learners to choose a historical theme, research it and present evidence of their extended learning.
- applying learning
- embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing

Assessment

- to gain National 4, learners must pass all Units and the assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units.

Summary of History National 5

HISTORY
SOCIAL STUDIES

Nat 5

3
UNITS

+

COURSE ASSESSMENT

HISTORICAL STUDY: SCOTTISH
five topic choices eg Mary Queen of Scots and the Reformation

HISTORICAL STUDY: BRITISH
five topic choices eg The Atlantic Slave Trade 1770–1807

HISTORICAL STUDY: EUROPEAN AND WORLD
ten topic choices eg Free At Last? Civil Rights in the USA 1918–1968

ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- exploring, analysing, describing, explaining
- developing a detailed knowledge and understanding of historical themes and events
- evaluating the impact of historical developments
- evaluating the origin, purpose, content/context of historical sources
- handling a variety of primary and secondary sources eg print, photographs, artefacts, newspaper archives, oral recordings
- comparing and contextualising those sources and drawing reasoned conclusions from them
- presenting information and views
- researching, organising and analysing information
- decision-making and problem-solving
- communicating for different purposes
- thinking independently

What will be experienced during the course?

- active, collaborative and independent learning
- a blend of classroom approaches: whole class, small group or one to one discussions; direct interactive teaching
- space for personalisation and choice: Assignment topic choice and methodology
- collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class); more widely (blogging and communicating findings with learner communities around the world)
- applying learning
- embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- the Course Assessment consists of the Assignment (a report on a historical issue of the learner's own choice, researched in advance and written up under controlled conditons) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

Home learning in History

All pupils will be required to continue their learning at home.

Tasks may include;

- reading /preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- collecting research/sources for assignment
- essay writing and vocabulary
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and historical documentaries
- Encouraging them to read newspapers regularly
- Discuss important historical events with them
- Visit museums such as Kelvingrove and historical sites such as the Provand's Lordship.

Careers in History

Archaeologist	Archivist	Auctioneer	Copy Editor
Diplomatic Service	Journalist or Reporter	Library or Information Professional	Museum or Art Gallery Curator
Political Researcher	Researcher – Broadcasting	Tour Guide	Town and Country Planner
Teacher – Secondary or Primary	Anthropology	Politics	Business
Lawyer	Author		

Summary of Lifeskills Mathematics National 4

3 UNITS + ADDED VALUE UNIT

MANAGING FINANCES AND STATISTICS

GEOMETRY AND MEASURES

NUMERACY

MATHEMATICS TEST

LIFESKILLS MATHEMATICS

Nat 4

What skills will be developed?

- the ability to select and apply mathematical skills to straightforward real-life problems or situations
- the ability to interpret straightforward real-life situations and problems involving mathematics
- identify and apply appropriate mathematical operational skills to tackle straightforward real-life situations or problems
- confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- use mathematical operational skills to an appropriate degree of accuracy
- use mathematical reasoning skills to assess risk, draw conclusions or explain decisions
- communicate mathematical information in an appropriate way

What will be experienced during the course?

- active and independent learning will develop confidence and self-motivation as learners experience a range of tasks activities
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching; teamwork; using IT
- collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects; partnerships with businesses and employers
- space for personalisation and choice for developing areas of interest
- applying learning to real-life situations and to course work in other subjects
- embedding literacy and numeracy skills by learning to use mathematical language and abstract terms; presenting information; interpreting information; evaluating.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs. Learners may use these to build a portfolio to show their progress through the Units
- the Added Value Unit (the Test) is in two parts (non calculator and calculator).

Summary of Lifeskills Mathematics National 5

3 UNITS + COURSE ASSESSMENT

MANAGING FINANCES AND STATISTICS

GEOMETRY AND MEASURES

NUMERACY

MATHEMATICS TEST

LIFESKILLS MATHEMATICS

Nat 5

What skills will be developed?

- the ability to select and apply mathematical skills to a range of real-life problems or situations
- analyse real-life situations with some complex features involving mathematics
- the ability to interpret straightforward real-life situations and problems involving mathematics
- identify, combine, adapt valid mathematical operational skills to tackle unfamiliar real-life situations or problems
- confidence in the subject and a positive attitude towards the use of mathematics in unfamiliar real-life situations
- use mathematical operational skills to an appropriate degree of accuracy
- use mathematical reasoning skills to generalise, build arguments, draw logical conclusions and justify decisions
- communicate mathematical information in a variety of ways
- the ability to think creatively and in abstract ways

What will be experienced during the course?

- active and independent learning will develop confidence and self-motivation as learners experience a range of tasks activities
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching; teamwork; using IT
- collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects; partnerships with businesses and employers
- space for personalisation and choice for developing areas of interest
- applying learning to real-life situations and to course work in other subjects
- embedding literacy and numeracy skills by learning to use mathematical language and abstract terms; presenting information; interpreting information; evaluating.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs. Learners may use these to build a portfolio to show their progress through the Units
- the Course Assessment consists of two Question Papers (exams), Paper 1 (non-calculator) and Paper 2 (calculator). The Course Assessment is marked by the SQA and is graded A to D.

Summary of Mathematics National 4

3 UNITS + ADDED VALUE UNIT

EXPRESSIONS AND FORMULAE

RELATIONSHIPS

NUMERACY

MATHEMATICS TEST

MATHEMATICS

Nat 4

What skills will be developed?

- understanding and applying straightforward mathematical skills in algebra, geometry, trigonometry, and statistics
- using mathematical techniques and reasoning skills to solve mathematical problems
- a positive attitude to mathematics based on an understanding of its use in real-life situations
- skills in using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical skills
- understanding the importance of accuracy
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- communicating solutions, using presentation skills
- decision-making
- creativity and deduction
- leadership and teamwork skills in group activities

What will be experienced during the course?

- active and independent learning will develop confidence and self-motivation as learners experience a range of tasks activities
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- space for personalisation and choice for developing areas of interest
- collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects
- applying learning to real-life situations and to course work in other subjects
- embedding literacy skills by learning to use mathematical language and abstract terms.

Assessment

- to gain National 4, learners must pass all Units including the Added Value Unit (test)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs. Learners may use these to build a portfolio to show their progress through the Units
- the Added Value Unit (the Test) is in two parts (non calculator and calculator.

Summary of Mathematics National 5

3 UNITS + COURSE ASSESSMENT

EXPRESSIONS AND FORMULAE

RELATIONSHIPS

APPLICATIONS

MATHEMATICS TEST

MATHEMATICS

Nat 5

What skills will be developed?

- understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- simplifying and solving problems
- selecting and applying mathematical techniques to real-life contexts
- making connections and informed predictions
- using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical and evaluative skills
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- assessing risk and making informed decisions
- creativity and the ability to think in abstract ways
- the manipulation of abstract terms to solve problems and generalise

What will be experienced during the course?

- active and independent learning will develop confidence and self-motivation as learners experience a range of tasks and activities
- a blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- space for personalisation and choice for developing areas of interest
- collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects
- applying learning to real-life situations and to course work in other subjects
- embedding literacy skills by learning to use mathematical language and abstract terms.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (two Question Papers)
- Unit Assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs or project or investigative work. Learners may use these to build a portfolio to show their progress through the Units
- the Course Assessment consists of two Question Papers (exams marked by the SQA) and is graded A to D.

Home Learning in Mathematics

All pupils will be required to continue their learning at home. All Numeracy and Mathematics course will require additional input at home in order for targets to be met and to develop skills. Tasks may include:

- independent research
- statistical projects
- personal finance tasks
- measurement tasks
- written work

Ways in which parents/ carers can support pupils include:

- regular practise of multiplication tables and other mental arithmetic opportunities
- ensuring pupils show full working to communicate their solution strategies as opposed to just writing an answer
- encouraging pupils to check answers, read over solutions and to complete full corrections
- following the common language and methodology for Numeracy and Mathematics as outlined in pupil planners and the school website.
- discussing relevant topics including their financial understanding
- aiding them with research
- checking and signing planners
- ensuring they have all materials for class including, where possible, a CASIO scientific calculator
- checking nightly and hand-in homework exercises
- encouraging pupils to present their work neatly, using a ruler

Careers in Mathematics and Numeracy

Accountancy	Engineering	Manufacturing	Aerospace & defence
Environment	Medicine	Automotive	Exploration Geophysics
Metals & Minerals	Biosciences	Financial Services	Pharmaceuticals
Business Support Services	Food & Drink	Academic Research	Chemicals
Government	Science	Construction	Healthcare
Telecoms	Consultancies	Insurance	Transport/Travel
Education	IT & Computing	Utilities	

Summary of Modern Languages National 4

MODERN LANGUAGES
LANGUAGES
Nat 4

2
UNITS
+
ADDED VALUE UNIT

UNDERSTANDING LANGUAGES
Receptive skills – listening and reading in contexts of society, learning, employability, culture

USING LANGUAGES
Productive skills – talking and writing in contexts of society, learning, employability, culture

MODERN LANGUAGES ASSESSMENT

What skills will be developed?

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply straightforward language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using straightforward language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation eg defining the purpose of a text
- dictionary skills

What will be experienced during the course?

- active and independent learning through self and peer evaluations, setting targets, using feedback
- a blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings
- collaborative learning: working with others in group or partner activities eg paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas
- space for personalisation and choice: learners will choose the topic for their Added Value Unit (Assignment)
- applying learning
- embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- evidence of assessment of reading, listening, talking and writing will be required. A portfolio may be prepared
- the Assignment will require learners to investigate and report on a chosen topic with an oral presentation and questions.

Summary of Modern Languages National 5

MODERN LANGUAGES
LANGUAGES
Nat 5

2
UNITS
+
COURSE ASSESSMENT

UNDERSTANDING LANGUAGES
Receptive skills – listening and reading in contexts of society, learning, employability, culture

USING LANGUAGES
Productive skills – talking and writing in contexts of society, learning, employability, culture

2 QUESTION PAPERS AND PERFORMANCE

What skills will be developed?

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed, more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation eg defining the purpose of a text
- dictionary skills

What will be experienced during the course?

- active and independent learning through self and peer evaluations, setting targets, using feedback, practising extended writing in timed conditions
- a blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings
- collaborative learning: working with others in group or partner activities eg paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas
- space for personalisation and choice: learners can choose their topics for their Performance as well as topics within the Units
- applying learning
- embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (two Question Papers and a Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, discussions, extended writing, notes, multi-modal texts or podcasts. A portfolio to show progress through the units may be prepared

- the Course Assessment consists of two Question Papers (exams marked by the SQA), Paper 1 (reading and writing) and Paper 2 (listening). The Performance is a presentation followed by questions (internally assessed in accordance with SQA guidelines). The Assessment is graded A to D.

Home learning in Modern Languages

All pupils will be required to continue their learning at home. Practice of speaking and the learning of vocabulary enable pupils to have a broader knowledge of the modern language. Tasks may include;

- learning notes and vocabulary;
- preparing for assessment in talking and writing;
- consolidation of learning through accessing websites such as *Linguascope* and *Zut!*, and a variety of tasks such as reading and grammar work;
- researching topics for the Value Added Unit; and
- redrafting writing.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning their talking and writing or checking their knowledge of vocabulary for particular topics. Other ways in which parents/ carers can support pupils include:

- visits to the Glasgow Film Theatre to watch films in a modern language with subtitles;
- discussing cultural differences such as customs, national celebrations, cuisine, and cultural identity; and,
- encouraging the use of the modern language in real life contexts if on holiday abroad.

Careers in Modern Languages

Interpreter	Translator	Secretary in a multi-national corporation	International Banking
International Fashion Industry	Air Traffic Controller	Airline Employee	Catering Industry
Aid Worker	Travel Industry	Events Manager for Foreign Company	Retail Buying
Foreign and Commonwealth Office	Editor	Foreign Language Bookseller	Travel Consultant
European Union Employee Diplomatic Service	University Lecturer	Teacher of English as a Foreign Language	Language Assistant
Secondary School Teacher			

Summary of Modern Studies National 4

MODERN STUDIES
SOCIAL STUDIES
Nat 4

3 UNITS

DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM

SOCIAL ISSUES IN THE UNITED KINGDOM

INTERNATIONAL ISSUES

\+

ADDED VALUE UNIT

MODERN STUDIES ASSIGNMENT

What skills will be developed?

- straightforward knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- straightforward knowledge and understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- awareness of different views about the extent of state involvement in society
- the ability to detect and explain bias and exaggeration
- an awareness of the nature and processes of conflict resolution
- straightforward understanding of human and legal rights and responsibilities and their application in different societies
- a range of research and information handling skills and the ability to draw valid conclusions from evidence
- critical thinking skills such as explaining, analysing, evaluating

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- a blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- collaborative learning: in groups and with others locally, nationally and internationally; inter-curricular projects with English, maths and other social studies
- space for personalisation and choice: learners may choose their Assignment topic and their methods of researching and presenting evidence
- applying learning
- embedding literacy and numeracy skills: researching and presenting information including statistics; evaluating; communicating.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, extended writing. A portfolio of work may be prepared
- the Added Value Unit (Assignment) will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding.

Summary of Modern Studies National 5

MODERN STUDIES
SOCIAL STUDIES
Nat 5

3 UNITS

DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM

SOCIAL ISSUES IN THE UNITED KINGDOM

INTERNATIONAL ISSUES

\+

COURSE ASSESSMENT **ASSIGNMENT AND QUESTION PAPER**

What skills will be developed?

- detailed knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- detailed knowledge and understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- awareness of different views about the extent of state involvement in society
- the ability to detect and explain bias and exaggeration
- an awareness of the nature and processes of conflict resolution
- straightforward understanding of human and legal rights and responsibilities and their application in different societies
- a range of research and information handling skills
- the ability to draw valid conclusions from evidence
- critical thinking skills such as explaining, analysing, evaluating

What will be experienced during the course?

- active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- a blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- collaborative learning: in groups and with others locally, nationally and internationally; inter-curricular projects with English, maths and other social studies
- space for personalisation and choice: learners may select topics within units, choose their Assignment topic and their methods of researching and presenting evidence
- applying learning
- embedding literacy and numeracy skills: researching and presenting information including statistics; evaluating; communicating.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include more in-depth digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, extended writing. A portfolio of work may be prepared
- the Course Assessment consists of an Assignment and a Question Paper. Learners will research a topical issue and write up their findings (in timed conditions of one hour). The Course Assessment will be marked by the SQA and graded A to D.

Home learning in Modern Studies

All pupils will be required to continue their learning at home.

Tasks may include;

- reading /preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- collecting research/sources for assignment
- essay writing skills
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and documentaries
- Encouraging them to read newspapers regularly
- Visit museums including Kelvingrove and St Mungo's Religious museum.

Careers in Modern Studies

Archivist	Broadcast Journalist	Careers Adviser	Conference Producer
Copy Editor	Diplomatic Service	Economics Development Officer	Social Worker
European Union Administrator	Genealogist	Journalist or Reporter	Local Councillor
Teacher – Secondary or Primary	Member of Parliament	Police Officer	Researcher – Broadcasting
Lawyer	Author		

Summary of Music National 4

MUSIC
EXPRESSIVE ARTS

Nat 4

3 UNITS

PERFORMING SKILLS

COMPOSING SKILLS

UNDERSTANDING MUSIC

\+

ADDED VALUE UNIT

PERFORMANCE

What skills will be developed?

- sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- the ability to create original music using straightforward compositional methods and music concepts when composing, arranging or improvising
- knowledge and understanding of the social and cultural factors influencing music
- knowledge and understanding of music and musical literacy by listening to music
- identifying level-specific annotated music signs, symbols, concepts and styles
- understanding the creative process and expressing him or herself through music
- critical and analytical listening skills and evaluation for improvement
- personal creativity and applying music concepts to personal practice

What will be experienced during the course?

- active and independent learning through self and peer evaluations
- a blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- space for personalisation and choice: learners may choose research and presentation methods, musical pieces, composition style
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or may be gathered through video or audio recordings, presentations, podcasts, answers to questions and may be stored in an e-portfolio
- the Added Value Unit (Performance) will require learners to prepare and perform a programme of music.

Summary of Music National 5

MUSIC
EXPRESSIVE ARTS

Nat 5

3
UNITS

PERFORMING SKILLS

COMPOSING SKILLS

UNDERSTANDING MUSIC

\+

COURSE ASSESSMENT **PERFORMANCE AND QUESTION PAPER**

What skills will be developed?

- sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- the ability to create original music using compositional methods and music concepts and music concepts when composing, arranging or improvising
- deeper knowledge and understanding of the social and cultural factors influencing music
- deeper knowledge and understanding of music and musical literacy by listening to music
- identifying level-specific annotated music signs, symbols, concepts and styles
- understanding the creative process and expressing him or herself through music
- personal creativity and applying music concepts to personal practice
- critical and analytical listening skills and evaluation for improvement

What will be experienced during the course?

- active and independent learning through self and peer evaluations, responding to feedback
- a blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- space for personalisation and choice: in research methodology, choice of pieces, composition style
- applying learning
- embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or presentations, podcasts, answers to questions and may be stored in an e-portfolio. Digital recordings of performances could be included
- the Course Assessment consists of a Question Paper (exam with listening component) and a Performance (an 8 minute programme of music with two instruments or instrument and voice).

Home learning in Music

All pupils will be required to continue their learning at home. Practical work for the Performing Skills unit will require additional input at home in order for deadlines to be met and to develop skills. Revision tasks for the Understanding Music unit will also be required. Tasks may include:

- on-going practice of Performing Skills
- research
- learning musical concepts
- listening to music
- completing reflective logs.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning musical concepts or listening to them practice. Other ways in which parents/ carers can support pupils include:

- concert / recital visits
- discussing musical styles
- performing for friends and family

Careers in Music

Musician – Classical	Musician – Contemporary	Musician – Traditional	Promotions Manager
Music Therapist	Musical Instrument Technologist	Session Musician	A & R Co-coordinator
Songwriter	Producer	Composer	Promoter
Ethnomusicologist	Peripatetic Teacher	Music Historian	Music Teacher

Summary of Music Technology National 4

The aims of the Course are to enable learners to:

- develop basic skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in straightforward contexts
- develop understanding of a range of 20th and 21st century musical styles and genres
- reflect on their own work and that of others

while developing their knowledge of music and their skills in using music technology, learners can work independently or in collaboration with others. These activities and approaches to learning will help learners to plan and organise, to make decisions and to take some responsibility for managing their own learning and their interactions with others. The practical and experiential nature of the Course gives learners opportunities to show imagination, creativity and technical problem-solving skills as they develop, review and refine their musical ideas and use music technology for specific effects.

Course structure and conditions of award

Course structure

The Course consists of three mandatory Units. Each of the component Units of the Course is designed to provide progression from the corresponding Unit at National 3 and to the corresponding Unit at National 5.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Music Technology Skills (National 4)
In this Unit, learners will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music (National 4)
In this Unit, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

Music Technology in Context (National 4)
In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Added Value Unit: Music Technology Assignment (National 4)
This Unit requires the learner to apply and integrate skills, knowledge and understanding from the other Units to plan and carry out a short creative production using music technology.

Conditions of Award

To achieve the National 4 Music Technology Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

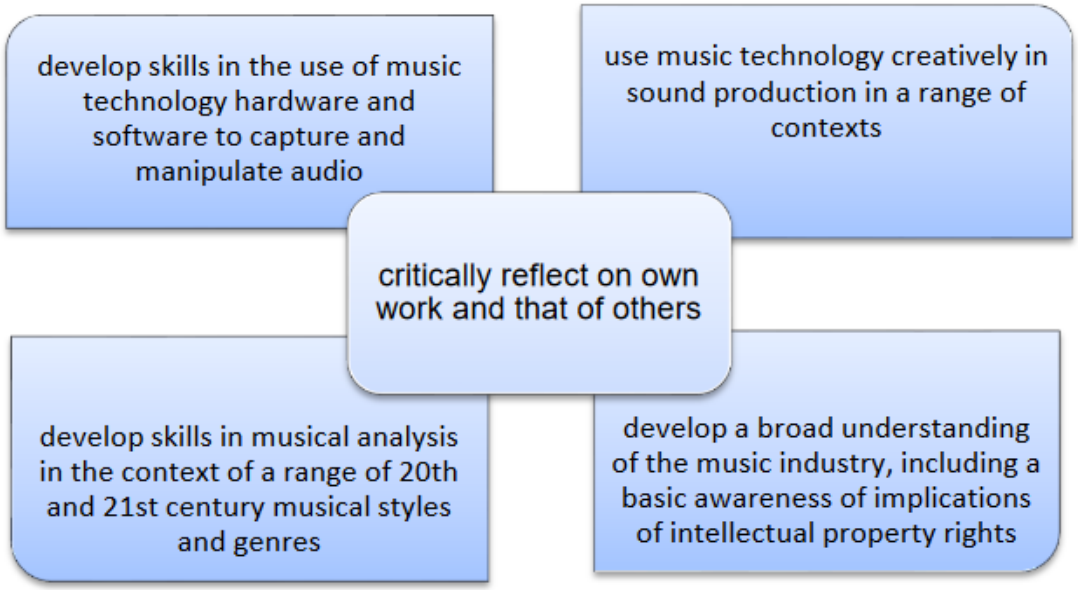
National 4 Courses are not graded.

Summary of Music Technology National 5

MUSIC
TECHNOLOGY

Nat 5

The purpose of the National 5 Music Technology Course is to enable learners to develop their knowledge and understanding of music technology, and of Music concepts, particularly those relevant to 20th and 21st century music, and to engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.
The aims of the Course are to enable learners to:



Course structure and conditions of award

Course structure

The Course consists of three mandatory Units. Each of the component Units of the Course is designed to provide progression from the corresponding Unit at National 5 and to the corresponding Unit at Higher.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Music Technology Skills (National 5)
In this Unit, learners will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music (National 5)
In this Unit, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

Music Technology in Context (National 5)
In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Course Assessment

The assessment consists of two components
an assignment (70 marks) and a question paper (30 marks).
The assignment will be one piece of work which will demonstrate planning, evaluating and application of knowledge and skills gained throughout the Course. Learners can choose to develop one of their pieces of work from Unit 3, or to apply their skills in a new context. The production should demonstrate audio capture, manipulation and production of an audiomaster
Learners could evidence their planning, progress and evaluating using screen shots, written text, blog, podcast etc.
Marks will be awarded for each of the three areas : planning, implementing and evaluating.
The question paper will assess learners' knowledge and understanding of music styles and genres of the 20th and 21st century, musicconcepts and aspects of music technology.
It will consist of questions in response to music excerpts in a range of 20th and 21st century styles and genres.
A range of question types will be used, assessing understanding of relevant musicand technological concepts

Summary of Physical Education National 4

PHYSICAL EDUCATION
HEALTH & WELLBEING

Nat 4

2 UNITS + ADDED VALUE UNIT

PERFORMANCE SKILLS

FACTORS IMPACTING ON PERFORMANCE

PERFORMANCE

What skills will be developed?

- effective and safe performance in a range of physical activities
- identifying impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and reflecting on performance development
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving in straightforward contexts
- selecting and applying skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- evaluation and analysis
- communication and interpersonal skills to build positive relationships
- strategic skills
- confidence and creativity

What will be experienced during the course?

- active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- a blend of classroom approaches including experiential, practical learning
- collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- space for personalisation and choice: learners select their activities
- the Added Value Unit (Performance) allows learners to choose their own specialism
- applying learning
- embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') may be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT. A portfolio may be prepared
- the Added Value Unit consists of a Performance in an activity of the learner's choice.

Summary of Physical Education National 5

PHYSICAL EDUCATION
HEALTH & WELLBEING

Nat 5

2 UNITS + COURSE ASSESSMENT

PERFORMANCE SKILLS

FACTORS IMPACTING ON PERFORMANCE

PERFORMANCE AND PORTFOLIO

What skills will be developed?

- effective and safe performance in a comprehensive range of physical activities
- understanding impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and evaluating to enhance performance
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving
- selecting, applying and adapting skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- communication and interpersonal skills to build positive relationships
- demonstrating initiative and strategic skills
- confidence and creativity
- analysis and evaluation

What will be experienced during the course?

- active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- a blend of classroom approaches including experiential, practical learning
- collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- space for personalisation and choice: learners choose their specialism for the Course Assessment Assignment (Performance) and select their activities for their Portfolio
- applying learning
- embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (the Performance and the Portfolio)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT
- the Course Assessment consists of the Performance and the Portfolio which will be marked according to SQA guidance and instructions and graded A to D.

Home learning in Physical Education

All pupils will be required to continue their learning at home. Work for both the Performance and the Factors Impacting on Performance units will require additional input at home in order to develop performance and enhance their knowledge and understanding of the factors involved. Tasks may include;

- independent research
- portfolio work
- watching sporting activities
- completing written tasks
- revision using GLOW or the PE & Health website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading written tasks. Other activities which parents/ carers can support pupils include;

- attending sporting events
- discussing sporting activities
- encouraging participation in physical activity outside school

Careers in Physical Education

Professional Sportsperson	Health and Fitness Instructor	Lifeguard/Pool Attendant	Outdoor Pursuits Instructor/Leader
Physiotherapist	Psychologist – Sports and Exercise	Sports Scientist	Sports Coach
Sports Development Officer	Sports/Leisure Centre Assistant/Manager	Sports Therapist	Physical Education Teacher
Armed Forces	Police Officer	Sports Journalism	Sports Physiologist
Health Promotion Officer	Nutritionist		

Summary of Physics National 4

PHYSICS
SCIENCE

Nat 4

3 UNITS

ELECTRICITY AND ENERGY

WAVES AND RADIATION

DYNAMICS AND SPACE

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ADDED VALUE UNIT

PHYSICS ASSIGNMENT

What skills will be developed?

- knowledge and understanding of physics
- an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills in a physics context
- scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- an understanding of the processes behind scientific advances
- information-handling skills and drawing valid conclusions
- an understanding the importance of accuracy
- the knowledge and skills for more advanced learning in physics

What will be experienced during the course?

- active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- a blend of classroom approaches including experimental, practical and investigative approaches, whole class discussions and interactive teaching
- collaborative learning: working with others in group or partner activities; intercurricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Added Value Unit (Assignment)
- applying learning
- embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data; using technology and data loggers.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- the Added Value Unit (Assignment) will require learners to research a topical physics issue during approximately 8 hours of class time. Findings will be written up in timed conditions (up to two hours).

Summary of Physics National 5

PHYSICS
SCIENCE

Nat 5

3 UNITS

ELECTRICITY AND ENERGY

WAVES AND RADIATION

DYNAMICS AND SPACE

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COURSE ASSESSMENT

PHYSICS ASSIGNMENT AND QUESTION PAPER

What skills will be developed?

- in-depth knowledge and understanding of physics
- applying this knowledge and understanding to new situations
- an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills and creativity in a physics context
- extended scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- a deeper understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions and formulating hypotheses

What will be experienced during the course?

- active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- a blend of classroom approaches including challenging experimental, practical and investigative approaches, whole class discussions and interactive teaching
- collaborative learning: working with others in group or partner activities; intercurricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Assignment
- applying learning
- embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting more complex data; using technology and data loggers.

Assessment

- to gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- the Course Assessment will consist of an Assignment and a two-part Question Paper (both are marked by the SQA). For the Assignment, learners will research a topical issue, then write it up. The Course Assessment is graded A to D.

Home Learning in Physics

All pupils will be required to continue their learning at home. Research is an important skill in Physics and encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Physics aims to produce responsible citizens, through studying of relevant areas of physics, such as environment and sustainability. Home learning tasks may include:

- Researching new discoveries and Chemical issues
- Analysing related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Visit to the zoo
- Discussing Science related topics in the news.

Careers in Physics

Radiographer	Mechanic	Electrician	Physician
Optician	Optometrist	Science Technician	Engineer
Vet	Teacher/Lecturer	Radiation Protection Practitioner	Geophysicist Seismologist
Meteorologist	Promoter	Technical Author	Systems Developer
Pilot	Operational Researcher		

Summary of Practical Woodworking National 4

PRACTICAL WOODWORKING
TECHNOLOGIES

Nat 4

3 UNITS

FLAT-FRAME CONSTRUCTION

CARCASE CONSTRUCTION

MACHINING AND FINISHING

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ADDED VALUE UNIT

PRACTICAL ACTIVITY – MAKING A FINISHED PRODUCT FROM WOOD

What skills will be developed?

- skills in woodworking techniques for straightforward and familiar tasks
- using a range of woodworking tools, equipment and materials safely and correctly, with guidance
- reading and interpreting simple drawings and diagrams
- measuring and marking out straightforward timber sections and sheet materials
- straightforward cutting and shaping tasks
- practical creativity in the context of simple and familiar woodworking tasks
- following given stages to take a practical problem-solving approach to woodworking tasks with guidance
- awareness of safe working practices in a workshop environment
- knowledge of the basic properties and uses of common woodworking materials
- knowledge of sustainability issues in a practical woodworking context

What will be experienced during the course?

- active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- a blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits
- collaborative learning: working in pairs, small groups or larger groups; working with partners in other Technologies subjects, Maths, Sciences
- space for personalisation and choice: learners can choose how they develop their Practical Activity
- applying learning
- embedding literacy and numeracy skills: interpreting drawings/ diagrams, measuring, marking out, analysing data, designing.

Assessment

- to gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, logs, diaries). A portfolio of work (including a learner checklist) may be prepared
- the Added Value Unit (Practical Activity) will require learners to produce a finished product in wood, completing a record of progress and an evaluation of the project.

Summary of Science Skills for Work National 4

SCIENCE SKILLS FOR WORK

Nat 4

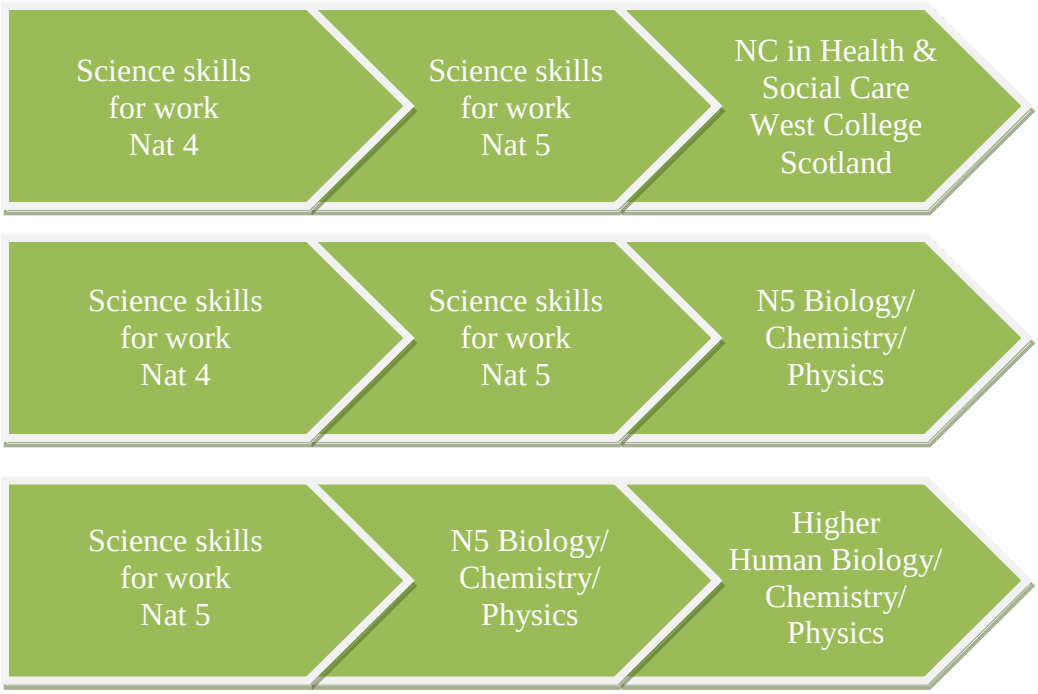
Skills & Attitudes for Employability

- understanding of the workplace and the employee's responsibilities e.g. time-keeping, appearance, customer care
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience

These skills will be developed through science and health care contexts.
Learning will involve lots of different experiences such as research, investigations, workplace visits, teamwork, visiting speakers etc.

There is no external exam.

PROGRESSION PATHWAYS



Summary of Drama

Drama Skills

Production Skills

Added Value (National 4 only)

DRAMA

Nat 4/5

The National 5 Drama course encourages candidates to exercise imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm, and confidence.
The course allows candidates to develop practical skills in creating, presenting and producing drama. It provides scope for personalisation and choice by encouraging candidates to be creative and to express themselves in different ways. Learning through drama helps candidates to appreciate cultural values, identities and ideas.

This purpose of the National 5 Drama course is to enable candidates to develop and use a range of drama skills and production skills.
Candidates develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

What skills will be developed?

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

What will be experienced during the course?

Throughout the course, candidates explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters.
They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.
Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting.
Candidates develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

Assessment

Pupils are continually assessed throughout the course and in the final practical and written examinations and are expected to demonstrate their ability to:

- apply their knowledge and understanding in a question paper to evaluate the performance of self and others
- demonstrate their skills, knowledge and understanding to create and develop a drama from a choice of stimuli
- apply their knowledge and understanding in a question paper to demonstrate drama process and performance and design concepts
- demonstrate their skills, knowledge and understanding to create and develop a creative concept for a text-based performance either as an actor or in a production role
- apply their knowledge and understanding of a text to their chosen production role in a performance
- apply skills to create and present a text-based drama performance, working collaboratively with others

Log books, folios and notes must be kept as collective evidence of some of the above. Classroom observations will also be used to assess the above.

SQA Practical Exam – takes place between February and March. Internally and externally assessed.

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.
The performance has 60 marks (60% of the overall course award).

SQA Written Exam – takes place during regular SQA diet of exams between April – June. Externally assessed.

The question paper requires candidates to draw on and apply a sample of all the skills, knowledge and understanding listed for the question paper in the 'Skills, knowledge and understanding for the course assessment' section of this document.
The question paper has 60 marks (40% of the overall course award).

The question paper consists of two sections:
- Section 1 assesses the candidate's ability to evaluate their own work and the work of others
- Section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

Home Learning in Drama
All pupils will be required to continue their learning at home. Research is an important skill in Drama and encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in drama think creatively, analyse and solve problems and apply these skills to create informative and innovative work which reflects the themes and issues of the production. Time will be required to learn dialogue and understand drama terminology in order to create acting or design concepts as well as using time to practically apply these through rehearsal with others.

Skills for learning, skills for life and skills for work in drama.

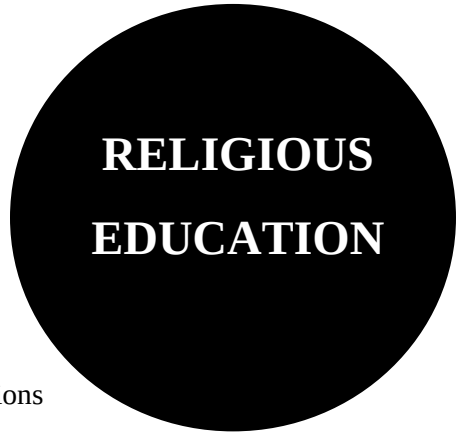
1 Literacy
1.3 Listening and talking
3 Health and wellbeing
3.1 Personal learning
4 Employability, enterprise and citizenship
4.3 Working with others
5 Thinking skills
5.3 Applying
5.4 Analysing and evaluating
5.5 Creating

Future Career Paths

Due to the number of transferrable skills pupils will develop by studying drama, there are a significant number of career paths which drama supports.

Actor	Theatre Director	Stage Manager	Technician
Costume Designer	Lighting Designer	Set Designer	Sound Engineer
Arts Management	Teacher/Lecturer	Community Arts	Therapist
Events Management	Promoter	Marketing/Public Relations	Coaching
Speech Therapy	Lawyer	Broadcasting	Television/Theatre Production

Summary of Religious Education



Purpose of Religious Education in St. Columba's
The central purpose of Religious Education in the Catholic school is to assist learners to make an informed, mature response to God's call to relationship. Religious Education is designed to engage learners in an educational process which, showing fidelity to God and to the person will:

- Assist them to develop their knowledge and understanding of significant aspects of Catholic Christian faith which includes an awareness of other Christian traditions and other world religions.
- Develop the skills of reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience in relation to matters of morality.
- Exemplify and foster beliefs, values and practices which are compatible with a positive response to Christ's invitation to faith.

Knowledge and Understanding
Together with all other curricular areas and school activities religious education operates within the context of the Catholic school. The nature of which is described above. The knowledge and understanding nurtured within religious education is based firmly on the sources of Catholic Christian belief and practice. These sources are the New Testament, particularly the Gospels, and the traditional official documentation of the Church.
Skills

To ensure that learners are appropriately equipped to develop a mature response to God's invitation, we aim to develop in them:

- The capacity to interpret their experiences and the teachings of the church
- The skills of critical thinking and analysis
- The skills to develop a coherent understanding and faith
- Awareness of, and respect for , the views and ways of life of others
- The ability to make moral decisions with an informed conscience
- The capacity to participate effectively in faith celebrations, rituals and prayer.

Beliefs values and practices
Central to Catholic Christian faith is the person of Jesus Christ whose invitation to all is to live life in all its fullness presents a challenge which lies at the heart of religious education. Responding to this challenge we, through regular reflection upon the impact of the message of faith on learners' understanding of life and their personal response to God. Contexts for such opportunities include:

- Appropriate experiences and celebration of prayer reflection, meditation and liturgy.
- Consideration of relevant life situations which present moral challenges
- Experience of engaging with the community of faith in home, school and parish
- Participation in acts of charity and service to communities locally and globally.

In Sixth year students have the opportunity to study Higher RMPS (Religious Moral & Philosophical studies, where they study a World Religion, Morality and Philosophical questions. Many careers encourage the study of RMPS including careers in:

- Law
- Teaching
- Civil Service
- Medicine

- Social Work