



**St Columba's High School  
Gourock**

**S4  
OPTION  
BOOKLET  
2026**

*Faith, Ambition, Inclusion, Perseverance*

## 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 Guidance 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 Guidance 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.

At this stage all pupils should choose 5 courses. Details of the proposed courses offered by West College Scotland are available on the school website:

<https://blogs.glowscotland.org.uk/in/schwebsite/college-vocational-options/>

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

ADMINISTRATION  
& IT

Nat 4

## 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

# 3

UNITS

+

COURSE

ASSESSMENT

ADMINISTRATIVE PRACTICES

IT SOLUTIONS FOR ADMINISTRATORS

COMMUNICATION IN ADMINISTRATION

ADDED VALUE UNIT :

ADMINISTRATION & IT ASSIGNMENT

ADMINISTRATION  
& IT

Nat 5

## 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

**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

**EXPRESSIVE ACTIVITY**

**DESIGN ACTIVITY**

**UNITS**

+

**COURSE  
ASSESSMENT**

**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	Graphic Designer	Illustrator	Product Designer
Jewellery Designer	Photographer	Medical Illustrator	Museum/Gallery Conservator
Interior Designer	Ceramicist	Botanical Artist	Taxidermist
Art and Design Teacher			

## NPA Art and Design 3 Units

### 2 NPA Art and Design at SCQF level 5

D17H	11	Design Studies: Introduction to Mixed Media	1	6	5
F5BV	11	Art and Design: Printmaking	1	6	5
F9VH	11	Art and Design: Introduction to Illustration	1	6	5

### What skills will be developed?

NPA Art and Design covers areas such as mixed media, printmaking and illustration.

### What will be experienced during the course?

The aim of the National Progression Award in Art and Design at level 5 is to provide a structured award that creates opportunities for candidates to gain practical and theoretical knowledge and understanding of a range of printmaking, mixed media and illustration skills and techniques for art and design applications. Candidates: Group Award Specification: NPA Drawing Skills at SCQF level 5, NPA Art and Design at SCQF level 5, NPA Visual Communication at SCQF level 5, NPA Animation at SCQF level 5, NPA Painting at SCQF level 5 4 Acquire and develop knowledge and understanding of printmaking skills for Art and Design applications through practical experimentation.

- ◆ Investigate and apply mixed media techniques in a design context.
- ◆ Apply media handling skills acquired to a given Illustration brief and produce a finished Illustration.

### Assessment

- ◆ Planning and preparation of final prints
- ◆ Planning and organizing development work
- ◆ Reviewing and selecting ideas for a final illustration

**Home learning** Completion of work from class/studying for assessments etc.

### Careers in \_\_\_\_\_

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

## NPA Drawing Skills 3Units

### 1 NPA Drawing Skills at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
H1T8	11	Drawing and Drawing Media	1	6	5
D947	11	Drawing Skills — Analytical Drawing	1	6	5
F9WF	12	Art and Design: Location Drawing – Local Environment	1	6	6

#### What skills will be developed?

- ◆ Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects.
- ◆ Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques.
- ◆ Extend and develop drawing skills through the analysis of elements of the local environment utilizing abstraction to convey expression.

#### What will be experienced during the course?

- NPA Drawing Skills covers areas such as drawing media, analytical drawing skills, and location drawing.

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter.

#### Assessment

Three internally assessed units of practical work

- ◆ Analyzing subjects
- ◆ selecting and using various drawing media
- ◆ Creating and experimenting with line, tone, texture and colour
- ◆ Producing drawings of objects with various shapes
- ◆ Developing techniques to emphasise correct form and structure of subject
- ◆ Exploring and developing the expressive use of visual elements

**Home learning** Completion of work from class/studying for assessments etc.

**Careers in** \_\_\_\_\_

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

## NPA Painting 3 UNITS

### 5 NPA Painting at SCQF level 5

EF7D	11	Art and Design: Introduction to Painting	1	6	5
D945	11	Colour: An Introduction	1	6	5
F5C7	12	Art and Design: Painting to a Theme	1	6	6

### What skills will be developed?

NPA Painting covers areas such as painting, colour, and painting to a theme.

### What will be experienced during the course?

The aim of this National Progression Award in Painting at level 5 is to provide a structured award that creates opportunities to investigate, develop and refine painting skills as well as to acquire a basic understanding of colour theory. Practical and theoretical skills and understanding are developed through utilising a range of subject matters and a variety of materials and techniques.

Candidates must:

- ◆ Research and investigate work in painting.
- ◆ Produce and present a finished painting to a given brief.
- ◆ Progressively develop skills and ideas towards the production of a finished painting to a chosen theme.
- ◆ Demonstrate a basic understanding of colour, theory, terminology, mixing, harmonies, and colours in nature

### Assessment

- ◆ Annotation research

Use precise colour terminology

- ◆ Digital colour exercises following briefs
- ◆ Progressive development of visual lines of enquiry – review and reflection

**Home learning** Completion of work from class/studying for assessments etc.

### Careers in \_\_\_\_\_

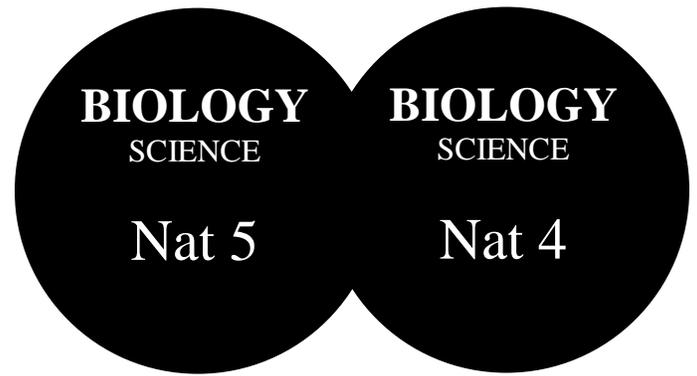
Fine Artist	Animator	Community Arts Worker	Exhibition Designer
Fashion Designer	Graphic Designer	Illustrator	Product Designer
Jewellery Designer	Photographer	Medical Illustrator	Museum/Gallery Conservator
Interior Designer	Ceramicist	Botanical Artist	

Art and Design Teacher			
Fine Artist		Community Arts Worker	Exhibition Designer

# Summary of BIOLOGY National 4 & 5

**3**  
UNITS  
+  
COURSE  
ASSESSMENT

**CELL BIOLOGY**  
**MULTICELLULAR ORGANISMS**  
**LIFE ON EARTH**



## **Biology (National 4 and National 5)**

Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world’s problems.

The National 4 and National 5 Biology courses consist of three units:

### **Unit 1: Cell Biology - *What are we made of?***

In this unit we take your understanding of all things cellular and go a lot deeper. You'll find out how cells are made, what cells are really made of and, more importantly, what all their structures actually do.

As you'll know by now, cells are the basic structures of all living things, and therefore understanding them is crucial for understanding life. Did you know there are about 10 [trillion](#) human cells in our body and another 90 trillion bacteria cells on and in your body? That's a lot of cells reading this booklet right now!

**Key areas of Unit 1:** study of cell structure and function; transport in cells; DNA and protein production; enzymes and their role in cells; genetic engineering and respiration.

### **Unit 2: Multicellular Organisms - *How do we work?***

Once you have learned you all about the internal workings of the cell, you will explore the world of multicellular organisms – like you!

Billions of years ago, the first organisms began to appear which consisted of more than one cell. This confers certain advantages to the organism, such as the specialisation of different cells to different functions, but it also brings some problems. A single-celled organism is able to acquire all of the resources it needs directly from the environment through its membrane...but how on earth does a cell in the middle of your body get the oxygen and glucose it needs? And how can it get rid of the accumulating waste which would just diffuse out of a unicellular organism? We'll explore the systems which have arisen to deal with these sorts of issues in animals and plants.

**Key areas of Unit 2:** producing new cells; the role of stem cells; control & communication in the body (role of the brain, nerves and hormones); reproduction and inheritance; transport systems in animals (heart and blood) and plants and how organisms absorb materials in the respiratory and digestive systems.

### **Unit 3: Life on Earth – *How do we fit in?***

In this unit you will learn about species and ecosystems, how these can be studied, and how they have come about by Natural Selection. You will also learn about the vital role of plants and photosynthesis in our food webs and wider ecosystems.

As you're hopefully aware, the impact of humans on the planet's ecosystems couldn't be more relevant or pressing. It is crucial that we therefore learn about these issues and think about how we can do something about them too.

**Key areas of Unit 3:** Photosynthesis; how energy moves in the ecosystem; how nutrients are recycled in the ecosystem; sampling and measuring of environmental factors; natural selection; evolution and food production.

## Assessment

The **N4 course** is internally assessed throughout the year and has no final exam. In addition to passing all three unit assessments, learners must also pass the added value unit (practical investigation).

The **N5 course** assessment has two components:

1. Question paper = 100 marks (25 x multiple choice, 75 = short answers)
2. Assignment = 25 marks (completed in class time)

The assignment will require learners to design, carry out and write up a practical investigation. The Course Assessment will be marked by the SQA and is graded A to D.

## Progression Pathway



## Home Learning in Biology

All pupils will be required to consolidate their learning at home. Homework will be issued on a regular basis. In addition, learners are expected to develop an increasingly independent approach to their studies and when formal homework is not prescribed by a teacher, learners should use this time to revise. We encourage pupils to explore how they learn best and develop as self-regulated learners as they progress through S4. We encourage learners to create flashcards, make notes, quiz themselves and build retrieval practice into their studies. This will help them to reach their full potential, thereby laying down the best possible foundations for the challenges in S5 and S6.

Parents, or other family members, can help with studies in biology by discussing aspects of different topics, helping with research and testing knowledge using flashcards or summary notes. Practising key words and definitions is very important but this should also be followed up by learners practising past paper questions to build up their ability to apply their knowledge in unfamiliar contexts.

## Pathways beyond Fourth Year

Candidates who achieve success at National 5 Biology may progress to Higher Human Biology and then, if they wish, Advanced Higher Biology.

**Careers in Biology** – these are just a few of the possible careers. There are lots more...including being a Biology Teacher!

Doctor	Nurse	Midwife	Sports Scientist
Neuroscientist	Dentist	Health Worker	Nutritionist
Dietician	Vet	Physiotherapist	Optician/ Optometrist
Marine Biologist	Beautician	Laboratory Technician	Forensic Scientist
Zoologist	Microbiologist	Biochemist	Pathologist

## 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

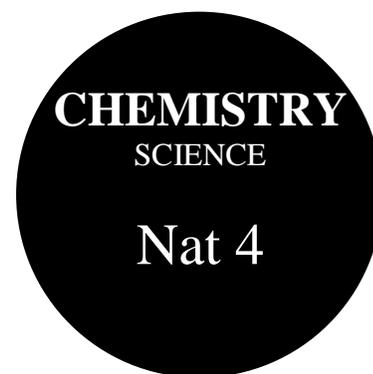
### **Supporting Pupils in Business Management**

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



**3**  
UNITS

**CHEMICAL CHANGES AND STRUCTURE**  
**NATURE'S CHEMISTRY**  
**CHEMISTRY IN SOCIETY**

+

**ADDED**  
**VALUE**  
**UNIT**

**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

# 3

UNITS

+

COURSE  
ASSESSMENT

**CHEMICAL CHANGES AND STRUCTURE**

**NATURE'S CHEMISTRY**

**CHEMISTRY IN SOCIETY**

**ASSIGNMENT AND QUESTION PAPER**

**CHEMISTRY**  
SCIENCE

**Nat 5**

## 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



**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

**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 Creative Industries

## SCQF Level 5 Qualification – SQA National 5

Creative Industries is an introductory qualification which develops the knowledge and skills required for further employment or further study in the creative industries. As they work through the course, pupils gain an awareness of the opportunities and jobs in different sectors, developing transferable employability skills.

### UNITS

1. Introduction to Creative Industries
2. Creative Industries Skills Development
3. The Creative Process
4. Creative Project.

### What skills will be developed?

- an understanding of the workplace and the employee's responsibilities (e.g., timekeeping, 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
- skills to become effective jobseekers and employees

### What will be experienced during the course?

Learners will investigate a range of sectors and career opportunities in the creative industries before selecting a sector and job role of personal interest on which to focus.

Learners will have the opportunity to practice and develop specific practical skills, learn the key stages of a creative process and work as part of a team to plan and implement a creative project. A key focus of the course is to provide learners with the opportunity to work with others to plan, develop, implement, and evaluate a creative project in response to a given brief.

### Assessment

To achieve the award of National 5 Skills for Work Creative Industries course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail. Skills for Work Courses are not graded.

•

## **Home learning**

Learners are expected to undertake some home learning tasks which support/link to in-class practical and written activities

## **Careers:**

This course can lead to :

**Further education and careers in the Creative Industries including** Art and Design (including photography, animation, graphic design, product design). " English (including poetry, creative writing, editorial writing, screen/playwriting). " Dance (including choreography, hip hop, street dance). " Drama (including acting, theatre performance and musical theatre). " Media Studies (including television, radio, film). " Music (including sound production and music business). " Technical Theatre (including set design, lighting, sound).

## 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 English National 4



**3**  
**UNITS**  
  
+  
**ADDED**  
**VALUE**  
**UNIT**

## **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

## **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



# 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 Fashion and Textiles National 4

# 3

UNITS

+

ADDED  
VALUE  
UNIT

**TEXTILE TECHNOLOGIES**

**FASHION / TEXTILE ITEM DEVELOPMENT**

**FASHION AND TEXTILE CHOICES**

**MAKING A FASHION / TEXTILE ITEM**

**FASHION AND  
TEXTILES**

**Nat 4**

## What skills will be developed?

- ◆ straightforward textile construction techniques
- ◆ ability to plan and make straightforward fashion/textile items
- ◆ straightforward knowledge of textile properties and characteristics
- ◆ straightforward understanding of a range of factors that influence fashion/textile choices
- ◆ straightforward understanding of fashion/textile trends
- ◆ the ability to select, set up and use relevant tools and equipment safely and correctly
- ◆ straightforward investigation, evaluation and presentation 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
- Particular emphasis is placed on the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality. The Course will also help learners develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. 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 Fashion and Textiles National 5

**2**  
UNITS  
+  
COURSE  
ASSESSMENT

**TEXTILE TECHNOLOGIES**

**FASHION / TEXTILE ITEM DEVELOPMENT**

**QUESTION PAPER, ASSIGNMENT AND PRACTICAL  
ACTIVITY**

**FASHION AND  
TEXTILES**

**Nat 5**

## What skills will be developed?

- detailed knowledge of textile properties and characteristics
- detailed textile construction techniques
- detailed understanding of factors that influence fashion/textile choices
- detailed understanding of fashion/textile trends
- the ability to plan and make detailed fashion/textile items
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- detailed investigation, evaluation and presentation skills



The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

## What will be experienced during the course?

- This course provides candidates with the opportunity to develop detailed knowledge, understanding and skills related to textile technologies, including the characteristics and properties of a range of textiles and their uses, and to apply this knowledge in practical situations.
- Candidates will explore current fashion trends and investigate a range of factors affecting the fashion/textile choices of consumers. They will 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.

## 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 garment evaluations, computer-generated class work. A portfolio of work may be prepared
- the Course Assessment consists of a Question Paper (exam marked by the SQA and worth 30 marks) and an Assignment (marked in accordance with SQA guidelines and worth 50 marks). For the Assignment, learners will be given a brief for which they prepare a design folio, applying skills and knowledge gained from the Units. The assignment is worth 50 marks. The Course Assessment will be graded A to D.

## Home learning in Fashion and Textiles

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 exercises
- research in preparation for design assignments
- completion of assignment 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 Fashion and Textiles
- Encouraging the refinement of sewing skills (preferably machine sewing)

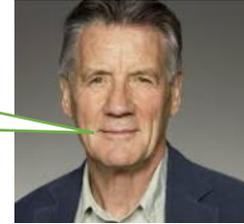
## Careers in Design & Manufacture

Garment technologies	Fashion designer	Product Designer	Retail buyer
Fashion illustrator	Education	Interior Designer	Merchandiser
Inventor	Fashion Stylist	Textile designer	Personal stylist
Advertising	Fashion public relations	Fashion writer	Entrepreneur

# National 5 Geography

## What is Geography?

'Geography illuminates the past, explains the present and prepares us for the future. What could be more important than that?'



Michael Palin, Travel Writer and Broadcaster

Geography is the most interdisciplinary subject, sitting in a unique position as a bridge between the social sciences (Human Geography) and the natural sciences (Physical Geography). Human Geography topics are concerned with the understanding cultures, societies and economies, and physical geography topics investigate the environment and the processes that shape the Earth's landscape. Geography therefore teaches us to think in a 'joined up', holistic way about issues at local, national and global scales.

## Understand > Empathise > Contribute

### What will we study in National 5 Geography?

#### Physical Environments:

- **Weather**
- **Landscape** types: Glaciated uplands and coastal landscapes

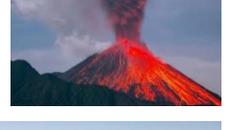
#### Human Geography

- **Land uses** and **Land use conflicts** including farming and tourism
- Recent developments in **towns, cities** and **rural landscapes** in developed and developing countries
- **Population** and migration

#### Global Issues

- **Climate change**
- **Natural disasters**, including volcanic eruptions, earthquakes and tropical storms

Pupils will also complete a research assignment which will involve a **field trip to Loch Lomond and the Trossachs National Park.**



## Course assessment comprises of the Assignment (20%) and Question Paper (80%)

Geographers can...	Geographers are...
Research and write concise reports Ask questions and find the answers Make informed decisions about complex issues Carry out fieldwork tasks in ‘the real world’ Solve problems Handle data Use maps with confidence	Confident communicators Critical thinkers Socially and environmentally aware Problem solvers Effective team players Computer literate Independent flexible thinkers

### Home Learning in Geography

- Reading/preparing for class
- Revision – using quizzes that can be shared with family to test knowledge
- Practicing exam technique
- Reinforcing class learning

### Parental support

Parents can support their child by discussing their learning with them and questioning how the choices we make impact and influence people, places and the environment.

It is also beneficial to encourage young people to watch the news and engage with documentaries around their topics.

## Careers in Geography

A qualification in Geography demonstrates your ability to engage with information in a critical manner. Geographers are adept at analysing detail and understanding why outcomes are achieved. Most universities will welcome a qualification in Geography due to the interdisciplinary nature of the subject which draws on (and integrates) a range of other subjects from Physics to Sociology.

Some examples of careers:

Cartographer	Climate Change Analyst	Climatologist	Disaster Response Coordinator
Emergency Management Specialist	Geomorphologist	GIS Specialist	Landscape Architect
Location Analyst	Meteorologist	Pollution Analyst	Social Development Analyst
Town Planner	Travel Writer	Water Conservation Officer	and many more...

# Summary of Graphic Communication National 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

## 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.

## National 5 History

Pupils will study **3 units** as part of this course:

- British History: Changing Britain, 1760-1914



- Scottish History: The Era of the Great War: 1900-1928



- European and World History: Hitler and Nazi Germany, 1919-1939



Pupils will also be asked to complete an **assignment** on a chosen topic.

Course assessment comprises of the Assignment (20%) and Question Paper (80%)

## Skills developed?

- ❖ exploring, analysing, describing, explaining
- ❖ developing a detailed knowledge & understanding of historical themes & 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

## Home Learning in History

- ❖ Reading/preparing for class
- ❖ Revision – using quizzes that can be shared with family to test knowledge
- ❖ Practicing exam technique
- ❖ Reinforcing class learning
- ❖ Research for assignment

## Parental support:

Parents can support their child by discussing their learning with them and questioning why events happened and how they have changed over time.

It is also beneficial to encourage young people to watch the news and engage with documentaries around their topics.

## Careers in History

A qualification in History demonstrates your ability to engage with information in a critical manner. Historians are adept at analysing detail and understanding why outcomes are achieved. Most universities will welcome a qualification in History due to the analytical and critical thinking skills that are employed on a regular basis.

Some examples of careers:

Author	Lawyer	Engineer	Political Scientist
Diplomatic Service	Journalist	Documentary Filmmaker	Museum or Art Gallery Curator
Political Researcher	Researcher – Broadcasting	Tour Guide	And many more...

# Summary of Applications of Mathematics National 4

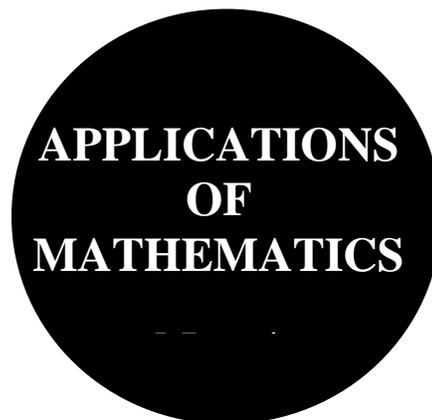
**3**  
UNITS  
+  
ADDED  
VALUE  
UNIT

MANAGING FINANCES AND STATISTICS

GEOMETRY AND MEASURES

NUMERACY

MATHEMATICS TEST



## 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 Applications of Mathematics National 5

**3**  
UNITS

+

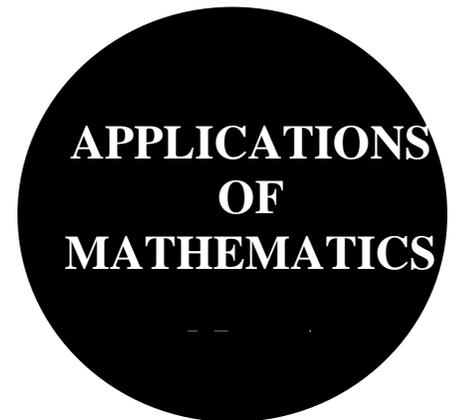
COURSE  
ASSESSMENT

**MANAGING FINANCES AND STATISTICS**

**GEOMETRY AND MEASURES**

**NUMERACY**

**MATHEMATICS TEST**



## 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**



## 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**



## 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



# 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

**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, WRITING ASSIGNMENT & 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 writing assignment is done in class (in accordance with SQA)

guidelines) and marked by the SQA. 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 *This is Language*, and a variety of tasks such as reading and grammar work;
- researching topics for the Added Value 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			

# National 5 Modern Studies



## What is Modern Studies?

Modern Studies is a subject unique to Scottish Education. It combines elements of political science, sociology, and political philosophy. It is essentially a study of the world we live in at this current time. We analyze and understand the way the world works by investigating its systems, functions, practices, traditions, and institutions.

## What will we study in National 5 Modern Studies?

Democracy in Scotland:

- **Power and Decision Making**
- **Participation**
- **Influence**
- **Representation**
- **Voting Systems**

Crime and the Law

- **Nature of Crime**
- **Causes of Crime**
- **Consequences of Crime**
- **Criminal Justice System**
- **Responses to Crime**

World Power: USA

- **Political System**
- **Influence on other countries**
- **Social and Economic Issues**
- **Effectiveness in tackling social and economic issues**

Pupils will also complete a research assignment which will involve investigating a Modern Studies topic of their choice.

## Course assessment comprises of the Assignment (20%) and Question Paper (80%)

Modern Studies pupils can...	Modern Studies pupils are...
Research and write reports Ask questions and find the answers Make informed decisions about complex issues Handle data Analyze and evaluate complex ideas and arguments Present a cohesive argument	Confident communicators Critical thinkers Socially and Politically aware Computer literate Independent flexible thinkers Analytical thinkers Empathetic

### Home Learning in Modern Studies

- Reading/preparing for class
- Revision – using quizzes that can be shared with family to test knowledge
- Practicing exam technique
- Reinforcing class learning

### Parental support

Parents can support their child by discussing their learning with them and questioning how the choices we make and the decisions that are made for us impact and influence people and society.

It is also beneficial to encourage young people to watch the news and engage with documentaries around their topics.

## Careers in Modern Studies

A qualification in Modern Studies demonstrates your ability to engage with information in a critical manner. Modern Studies pupils are adept at analysing detail and understanding why outcomes are achieved. Most universities will welcome a qualification in Modern Studies due to the interdisciplinary nature of the subject which draws on (and integrates) a range of other subjects from Politics to Sociology.

Some examples of careers:

Researcher	Lawyer	Journalist	Civil Servant
Politician	Activist	Economist	Police Officer
Broadcasting	Trade Union Official	Government Intelligence	Editor
Archivist	Community Learning and Development Officer	Social Worker	and many more...

# Summary of Music National 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



# 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> Century Music (National 4)

In this Unit, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> 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

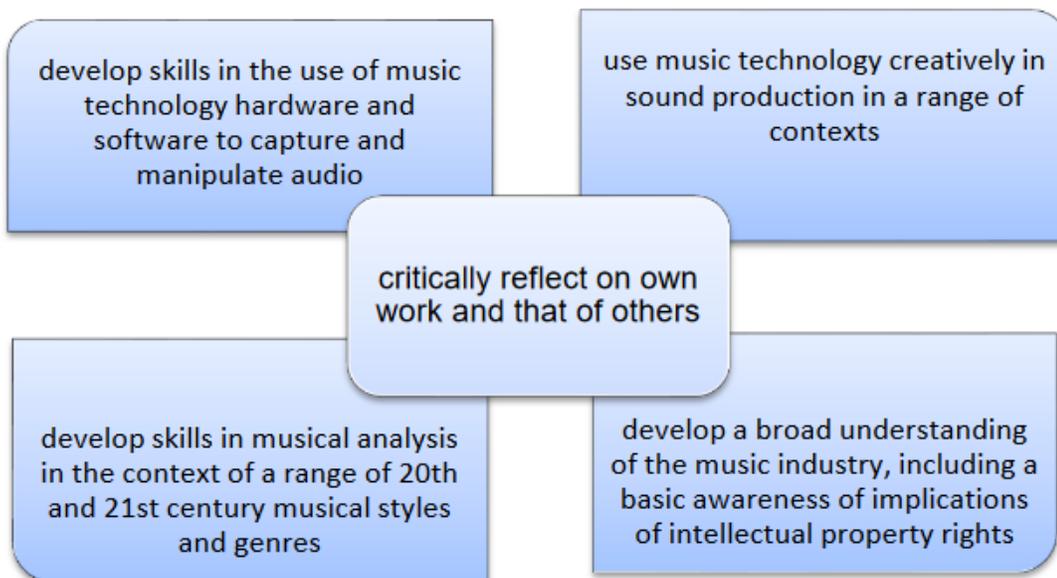
To achieve the National 4 Music Technology Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

## Summary of Music Technology National 5

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 20<sup>th</sup> and 21<sup>st</sup> Century Music (National 5)

In this Unit, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> 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, music concepts 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 musical and technological concepts

## **Summary of NPA Photography Level 5 SCQF –Credit Points 24**

### **UNITS**

## 4 Units Included

### 2.1.2 NPA in Photography (SCQF level 5)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4GA	45	Understanding Photography	1	6	5
J4GB	45	Photographing People	1	6	5
J4GC	45	Photographing Places	1	6	5
J4GD	45	Working with Photographs	1	6	5

## COURSE ASSESSMENT

### 5.4.2 NPA in Photography (SCQF level 5)

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Understanding Photography	Research task	Written or oral critical thinking task		
Photographing People	Written or oral planning task	Practical photography task involving working with others	Image selection and presentation task including written or oral information	
Photographing Places	Written or oral planning task	Practical photography task	Image selection and presentation task including written or oral information	
Working with Photographs	Practical digital organisational task	Written or oral evaluation task	Practical image enhancement and presentation task	Practical image resizing task

### What skills will be developed? And Assessment

- Core Skills - Communication, ICT, Problem Solving, Working with Others. All SCQF
- Assessment is mostly carried out through 'hands-on' practical tasks which will generate physical or digital evidence. Each task is underpinned by appropriate knowledge and understanding, which learners may demonstrate through written or oral evidence.

### 4.1.2 NPA in Photography (SCQF level 5)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	<ul style="list-style-type: none"> <li>◆ Group work and discussion</li> <li>◆ Creating written or oral information, such as descriptions, explanations, summaries, plans, reasons for decisions and evaluative comments</li> <li>◆ Presentation of work</li> </ul>
Information and Communication Technology (ICT)	5	<ul style="list-style-type: none"> <li>◆ Researching using ICT</li> <li>◆ Compiling and presenting research</li> <li>◆ Storing and organising images</li> <li>◆ Using software</li> <li>◆ Creating digital presentations</li> </ul>
Problem Solving	5	<ul style="list-style-type: none"> <li>◆ Planning photoshoots</li> <li>◆ Selecting and using equipment</li> <li>◆ Creating and experimenting with photography</li> </ul>
Working with Others	5	<ul style="list-style-type: none"> <li>◆ Group work and discussion</li> <li>◆ Directing others as models for photography</li> <li>◆ Collaborating by being the model for others' work</li> </ul>

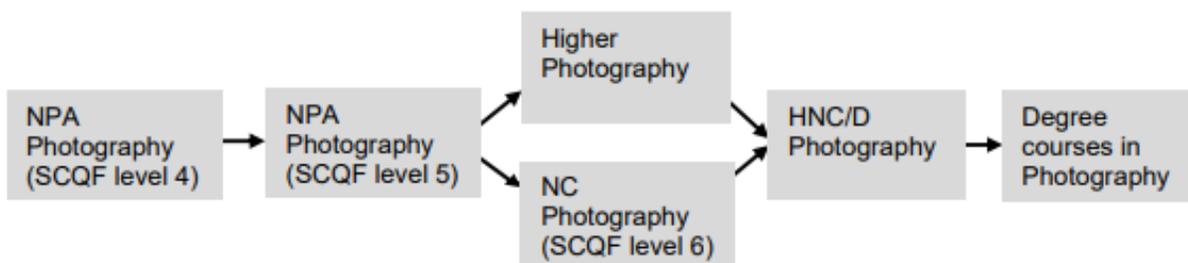
#### What will be experienced during the course?

- Learners develop their practical skills in photography by planning and carrying out photoshoots of people and places. They learn how to take composed and controlled images.
- At this level, learners develop their understanding of creative and technical concepts used by photographers. Learners research the work of photographers. Inspired by their research images, learners plan and carry out their own photoshoots. They develop their evaluation skills by identifying strengths and areas for development in photographs. They learn about and apply techniques to make enhancements to photographic images.

#### Home learning

- Completion of work from class/studying for assessments etc.

#### Careers in Photography and Further Study



## A small selection of Jobs

Photographer	Photojournalist	Freelance Photographer	Photo Editor
Wedding Photographer	Event Photographer	Product Photographer	Fine Art Photographer
Fashion Photographer	Travel Photographer	Advertising Photographer	Videographer
Cameraperson	Graphic Designer	Film Editor	Magazine Art Editor

## Summary of Physical Education National 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

**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 (50%) and the Portfolio (50%) 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

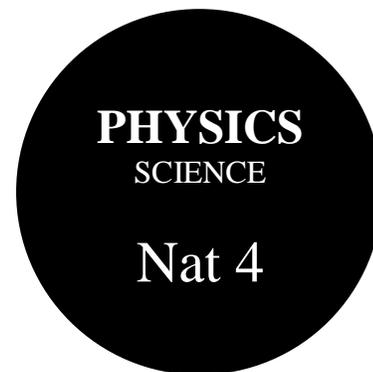
Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading written tasks. Other activities which parents/ carers can support pupils include;

- 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



**3**  
UNITS

**ELECTRICITY AND ENERGY**  
**WAVES AND RADIATION**  
**DYNAMICS AND SPACE**

**+**  
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

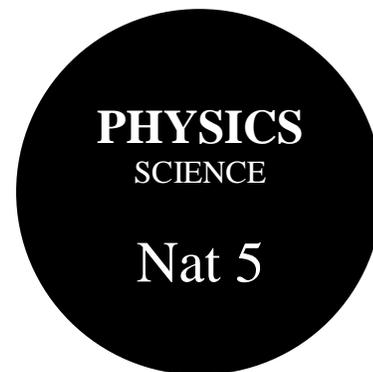
## What will be experienced during the course?

- 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



# 3

**ELECTRICITY AND ENERGY**

**WAVES AND RADIATION**

**UNITS**

**DYNAMICS AND SPACE**

+

**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 Physical Education National 4

# 3

**COOKERY SKILLS, TECHNIQUES AND PROCESSES  
UNDERSTANDING AND USING INGREDIENTS**

**UNITS**

**ORGANISATIONAL SKILLS**

+

**ADDED  
VALUE**

**UNIT (NAT  
4 ONLY)**

**PRODUCING A MEAL**



## What skills will be developed?

- ◆ use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- ◆ select and use ingredients to produce and garnish or decorate dishes
- ◆ develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- ◆ develop an awareness of current dietary advice relating to the use of ingredients
- ◆ work safely and hygienically

## What will be experienced during the course?

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The Course also supports the wider curriculum through developing learners' awareness of the importance of responsible sourcing of ingredients.



## 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.

## Home learning in Practical Cookery

All pupils will be required to continue their learning at home. Work for the units and producing a meal, pupils will be required to:

- Cook at home
- completing written tasks
- revision using GLOW

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;

- supporting cooking at home
- discussing an adapting recipes

### Careers in Practical Cookery

Chef	Food journalist	Catering manager	Teacher
Lecturer	Baker	Restaurateur	Armed forces
Hospitality industry	Leisure	Private chef	Tourism
Health Promotion Officer	Nutritionist	Healthcare	Environmental health
Food technology			

# Summary of Practical Cookery National 5

**3**  
UNITS  
+  
COURSE  
ASSESSMENT

**COOKERY SKILLS, TECHNIQUES AND PROCESSES  
UNDERSTANDING AND USING INGREDIENTS**

**ORGANISATIONAL SKILLS**

**QUESTION PAPER, ASSIGNMENT AND PRACTICAL  
ACTIVITY**



## What skills will be developed?

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



## What will be experienced during the course?

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

## 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 Question Paper (30 marks) and the Assignment (18 marks) which will be marked according to SQA guidance and instructions and the Practical Activity (82 marks) and graded A to D.

## Home learning in Practical Cookery

All pupils will be required to continue their learning at home. Work for the units and producing a meal, pupils will be required to:

- Cook at home
- completing written tasks
- revision using GLOW

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;

- supporting cooking at home
- discussing an adapting recipes

## Careers in Practical Cookery

Chef	Food journalist	Catering manager	Teacher
Lecturer	Baker	Restaurateur	Armed forces
Hospitality industry	Leisure	Private chef	Tourism
Health Promotion Officer	Nutritionist	Healthcare	Environmental health
Food technology			

# Summary of Practical Woodworking National 4



**3**  
UNITS

**FLAT-FRAME CONSTRUCTION**

**CARCASE CONSTRUCTION**

**MACHINING AND FINISHING**

+

**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.

## National 4 Social Subjects

Pupils will gain **3 qualifications at N4 level** as part of this course.

Pupils who are at N4 level will have the unique opportunity to study all 3 social subjects with a subject specialist in order to gain 3 individual qualifications.

Pupils will study as part of their History course:

- British History: Changing Britain, 1760-1914



- Scottish History: The Era of the Great War: 1900-1928



- European and World History: Hitler and Nazi Germany, 1919-1939



Pupils will study as part of their Modern History course:

- Democracy in Scotland

➤ World Power: The United States of America

➤ Social Issues: Crime and Law

Pupils will study as part of their Geography course:

➤ Physical Environments: Weather; landscape types (glaciated uplands and coastal landscapes)



➤ Human Geography: land use and land use conflicts; recent developments in towns, cities and rural landscapes in developed and developing countries; population and migration



➤ Global Issues: climate change; natural disasters



Pupils will study as part of their Modern Studies course:

➤ World Power: USA





## Democracy in Scotland



## Social Issues: Crime and Law



Pupils will also be asked to complete an **assignment** on a chosen topic **for each qualification**.

The course will be awarded as a pass when all units and the assignment has been completed.

Skills developed?

- ❖ exploring, analysing, describing, explaining
- ❖ developing a detailed knowledge & understanding of historical themes & 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

### Home Learning in Social Subjects

- ❖ Reading/preparing for class
- ❖ Revision – using quizzes that can be shared with family to test knowledge
- ❖ Practicing exam technique
- ❖ Reinforcing class learning
- ❖ Research for assignment

### Parental support:

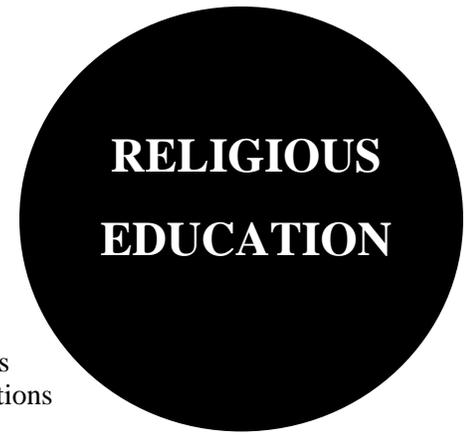
Parents can support their child by discussing their learning with them and questioning why events happened and how they have changed over time.

It is also beneficial to encourage young people to watch the news and engage with documentaries around their topics.

### **Progression from Social Subjects:**

Upon completing the N4 course, it is hoped that pupils will return to us as N5 candidates in any of the 3 subjects.

# 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