



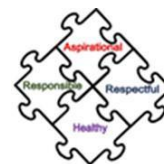
# **KEITH GRAMMAR SCHOOL**

## **SENIOR COURSE DESCRIPTORS**

**LEVEL 3/4**

**DECEMBER 2020**

**Keith Grammar School....  
Working together to be Aspirational, Respectful, Healthy and Responsible**



## **ADMINISTRATION AND IT (National 4)**

This course consists of three units: Administrative Practices, IT Solutions for Administrators, Communication in Administration. There is also an Added Value Unit. All units and AVU are internally marked. The Administration and IT course aims to develop learners' basic administrative and IT skills and to enable learners to develop an understanding of administrative practices within the workplace, whilst developing IT skills in word processing, spreadsheets and databases.

## **ART & DESIGN (National 4)**

The Art & Design course consists of three elements: Expressive, Design and Critical Analysis.

**An Expressive Portfolio** with a focus on observational drawing, media handling and awareness of the visual elements. Pupils will choose a theme and genre to work within.

**A Design Portfolio** where pupils are tasked with designing a piece of 2D or 3D design; challenging their ability to answer a brief, problem-solve and work with materials.

**And a Critical Analysis Unit** which involves describing and explaining the work of artists and designers.

Pupils are awarded a high degree of choice and personalization during the course. It is hoped that prior learning in S1-S3 will have allowed pupils to find their strengths and areas of interest within Art & Design and build upon these during Senior Phase.

### **Assessment:**

National 4 (Level 4) is internally assessed, with no exam.

National 5 (Level 5) is externally assessed, with an exam. The Expressive & Design Portfolios account for 80% and the Exam (Critical Analysis) is weighted at 20%.

Higher (Level 6) is externally assessed, with an exam. The Expressive & Design Portfolios account for 77% and the Exam (Critical Analysis) is weighted at 23%.

## **ENGLISH (National 3/4)**

This course builds on pupils' previous experiences in the broad general education and is most appropriate for pupils working within the third level by the end of S3. Pupils will continue to develop their skills across reading, writing, talking and listening.

It is important to note that these courses have no final exam. They are assessed Internally and pupils will either achieve a 'pass' or a 'fail'. Assessments will only happen when the teacher feels the pupil is ready, so there are no set exam dates.

Students will also have the opportunity to gain the Level 5 award for Literacy which would serve as preparation for National 5 English in future years or stand as an additional qualification. Similarly those studying N3 English will aim for Level 4 Literacy.

Progression pathway from National 4 English/Level 5 Literacy would be National 5 English. It may also be possible to study National 4 & 5 Scots language or Media in future years.

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## **GEOGRAPHY (National 4)**

There are 3 units in this course.

- Unit 1 is called Physical Environments and topics include Glaciation, Coasts, Rural Land Use and Weather.
- Unit 2 is called Human Environments and topics include Rural Studies, Urban Studies, Development, Population and Migration.
- Unit 3 is called Environmental Interactions and topics include Health and Global Climate Change.

Pupils complete an Additional Value Unit Investigation on Keith. There are 3 unit assessments, one on each unit. There is no exam; to pass the course pupils must pass all 3 unit assessments and the AVU.

Pupils focus on a number of skills including data handling, gathering information from sources such as maps and diagrams, recall of knowledge, field work techniques, research from texts and the Internet and ICT skills.

## **MATHS (National 4, also available at Nat 3 - Applications of Maths)**

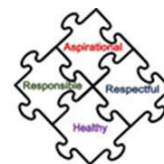
At National 4 level, learners tackle routine problems such as those involving elementary trigonometry, statistics and algebra and to solve problems in straightforward, but not necessarily familiar, contexts.

This Course will develop learners' ability to:

- understand and use straightforward mathematical concepts and relationships
- select and apply straightforward operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts
- select and apply straightforward skills in numeracy
- use straightforward mathematical models
- use mathematical reasoning skills to interpret information presented in straightforward ways, to select a strategy to solve a problem, and to communicate solutions

National 4 is internally assessed. To achieve the National 4 Mathematics Course, learners must pass all of the required Units (Expressions and Formulae, Relationships and Numeracy), including the Added Value Unit.

Students will also have the opportunity to gain the Level 5 award for Numeracy which would serve as preparation for National 5 Maths in future years or stand as an additional qualification. Similarly those studying N3 Applications will aim for Level 4 Numeracy.



## **MODERN LANGUAGES (French/German National 4)**

Students will continue to develop and extend their skills from their broad general education. They continue to develop the ability to read, listen, talk and write in the modern language, understand and use straightforward language and apply knowledge about how language works (grammar). Skills are developed through the four key contexts of society, learning, employability and culture.

Students will be provided with detailed assessment information for the internal assessments which they have to sit and pass for each of the four skills at National 4 and also for the National 4 Added Value Unit.

## **MUSIC (National 4)**

The course contains three compulsory components:

**Performing Skills on two instruments or one instrument and voice:** Pupils will learn to perform in a range of musical styles by developing musical and technical skills, showing an understanding of the composers' intentions for the piece and by identifying strengths and areas for improvement in their performing. Pupils will prepare a programme of music lasting 8 minutes, performing a minimum of 2 contrasting pieces on each instrument. The minimum level of difficulty at National 4 is Grade 2 ABRSM. Performance makes up 60% of the final assessment. This is internally assessed but must be performed in front of a selected audience and recorded.

**Composing Skills:** Pupils will learn to create original music by identifying the compositional methods and music concepts used in given examples of music. Pupils will experiment and use music concepts and compositional methods to develop and create original music. Pupils will develop musical ideas which convey their creative intention and reflect on their music and their creative choices. Produce a folio of compositions, comprising of a range of pieces and technical exercises. A programme note and score must accompany each piece. This unit must be passed in order to achieve the course award.

**Understanding Music:** Pupils will learn to recognise and identify music concepts and styles by identifying level- specific music concepts in excerpts of music, identifying the social and cultural influences which have influenced the distinctive sounds of specific music styles and by identifying and recognising the meaning of music signs, symbols and terms. Pupils will complete a variety of assessments throughout the course.

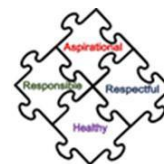
## **PEOPLE AND SOCIETY (NATIONAL 3/4)**

There are 3 units in this course.

Unit 1 – Investigating Skills. Pupils collect data through field work techniques. There are a number of field trips throughout the year that allow pupils to investigate the world we live in. Pupils may visit the Speyside Cooperage, The Bow Fiddle Rock, Peterhead Prison and The Green Roadies. The data collected is used to write up investigations and make conclusions.

Unit 2 – Comparing and Contrasting. This is often based on a moral issue. This year pupils have studied the Death Penalty and have tried to come to a decision about whether it is right or wrong to kill someone for committing a crime.

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Unit 3 – Making Decisions. This is also often based on moral issues. There have been various topics that have studied over the years e.g.

- Should money be spent on refurbishing Buckingham Palace?
- Should energy drinks be made illegal for children to buy?
- Is leaving Brexit a good thing for the UK?

For National 3 and 4, there is an assessment on each unit. Pupils must pass all the assessments to gain the course award. For National 4 there is an Added Value investigation based on a topic of the pupil's own choice.

## **PHYSICAL EDUCATION (National 4)**

### **Entry Requirements**

Pupils should have an interest in taking part in sport. In S1-3 pupils should have shown a high level of participation and effort to gain entry to this course.

### **Course Outline and Assessment**

National 4 Physical Education is designed to give pupils the opportunity to develop the knowledge and skills needed to improve practical performance in a range of physical activities.

The course is split into three units and is completed through three different activities. These activities will be decided by your teacher. All of these units are pass fail. The units are:

#### Performance Skills

The performance skills unit requires pupils to attain a minimum competency in two physical activities across a range of practical criteria. This is assessed over the course of each block.

#### Factors Impacting on Performance (FIP)

The FIP is a written unit designed to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

#### Added Value Unit (AV)

The AV unit is a performance based assessment requiring learners to choose an activity in which they will plan for, carry out and reflect upon a one-off performance. Learners will also be required to identify their future development needs.

## **RURAL SKILLS (Skills for Work Level 4)**

The school run course is a combination of school based learning and workplace learning with one day per week on an extended work placement. For this reason the school course is only for those planning to leave at the end of the session in question.



## SCIENCE (National 3/4)

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. It is important that everyone has an informed view of science.

The Science course encourages resilience, which leads to becoming a confident individual. Successful learners in science think creatively, and analyse and solve problems. Science can produce responsible citizens through studying areas such as health, environment and sustainability.

The course consists of three units plus an internally assessed added value unit in order for pupils to gain a full course award.

### Fragile Earth

Learners will focus on: ♦ water ♦ food

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

**Human Health** Learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

**Applications of Science** In this Unit, learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

**Added Value Unit: Science Assignment** In this Unit, learners will draw on and extend the skills they have learned from across the other Units and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

## SKILLS FOR WORK COURSE IN SPORT AND RECREATION

### Purpose

The Skills for Work Course in Sports and Recreation covers the main practical activities involved in carrying out a support role in a sports and recreation environment, as well as health and safety legislation. The course gives hands-on experience in sports coaching, fitness coaching, career preparation and visiting places of work in the community.

### Entry Requirement

Candidates should have a good attendance and participation in PE throughout S1-S3. A good behavioral record and effort level in PE with respect to safety for both the pupils and staff is essential. Candidates should show commitment to improving skills and qualities in all areas of Physical Education.

### Course Outline

There are 4 units to be completed for the course award:

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**Assist with a component of activity sessions:** You will develop your leadership and coaching skills in a variety of activities to groups and to individuals. You will learn how to manage health & safety issues and emergency situations which may occur.

**Assist with Fitness Programming:** You will become a personal trainer to your partner, testing their fitness and writing a training programme for them. You will be responsible for training them throughout their training programme.

**Employment Opportunities in the Sport & Recreation Industry:** You will complete a research project based on potential careers you may wish to do within Sport & Recreation industry.

**Daily Centre Duties:** You will take on responsibilities for the maintenance and management of equipment and the PE facilities.

### **Assessment**

This 'Skills for Work' National 5 course is assessed by completing both practical and written tasks for all four units outlined above. Your teacher will mark all of your work and the course is graded on a pass/fail basis.

### **Progression**

Possibility of National 5 PE, Higher PE courses or into training and employment.

## **TRAVEL & TOURISM (National 4)**

This course is offered to S5/6 students only and is designed to give an insight into general employability skills, including literacy, and skills specific to the Hospitality industry in its many forms. Currently all participants also get the opportunity, thanks to sponsorship from the DYW Moray Board, to complete World Host Training, an internationally recognised industry qualification.

This course has no external exam with assessment evidence gathered through practical experience simulating the work environment and internal assignments in school.

## **WOODWORK (National 4)**

The National 4 Practical Woodworking course provides a broad introduction to practical woodworking. It is largely workshop-based, combining elements of theory and practical woodworking techniques. Candidates develop practical psychomotor skills (manual dexterity and control) in a universally popular practical craft. They are introduced to safe working practices and become proactive in matters of health and safety. They learn how to use a range of tools, equipment and materials safely and correctly. Candidates develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. They learn how to work effectively alongside others in a shared workshop environment. Course activities also provide opportunities to build self-confidence and to enhance skills in numeracy, thinking, planning, organising and communicating — these are all valuable skills for learning, for life and for work. The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.



The course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society. Through this, they develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context





## **COLLEGE COURSES**

### **AUTOMOTIVE (Skills for Work Level 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **BEAUTY THERAPY (National 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **EARLY EDUCATION & CHILDCARE (Skills for Work Level 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **HAIRDRESSING (Skills for Work Level 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **HOSPITALITY NPA Bakery (National 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **NPA CONSTRUCTION CRAFTS TECHNICIAN (National 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **BRITISH SIGN LANGUAGE (National 4)**

College course, information available on the Moray College Booklet on the KGS Website.

### **UNIFORMED SERVICES (Skills for Work Level 4)**

College course, information available on the Moray College Booklet on the KGS Website.