



**GREENWOOD  
ACADEMY**

# S6 LEARNING CHOICES

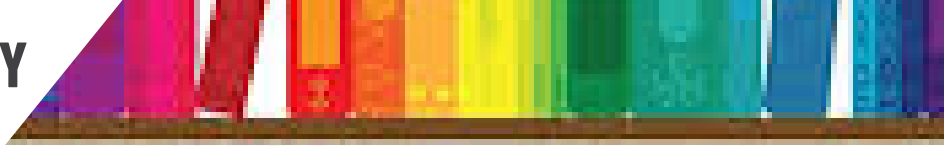
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## SENIOR PHASE

### INFORMATION

- ✓ Teaching Methods
- ✓ Course Content
- ✓ Progression Routes
- ✓ Assessment
- ✓ Homework
- ✓ Career Pathways





# ENGLISH

## LANGUAGES & LITERACY



Awards Available: National 5

### Teaching Methods: What does the learning look like?

We look forward to working with you at National 5 level in the English Department. It will be a year of discovering new writers, new texts, new ideas and new challenges and will, we believe, be a rewarding course for everyone. National 5 English is an essential qualification that is fundamental to developing the ability to communicate effectively, and understand increasingly complex ideas that apply to all aspects of life. Central to the subject is the study of a wide range of modern and traditional literature, and the creation of original texts.

### Course Content: What will I learn?

Pupils studying National 5 English will learn to : • Use language to communicate ideas and information • Use creative and critical thinking skills • Develop critical literacy skills and personal, interpersonal and team working skills • Appreciate a wide range of literature and texts, from their own cultural heritage and history, as well as the culture and history of other There is one internally assessed unit: Spoken Language (Talking and Listening) and two externally assessed units: 1. Portfolio (one piece, either broadly creative or broadly discursive) 2. Examination with two question papers



### Assessment

The National 5 English course is assessed through the following components:  
Reading for Understanding,  
Analysis and Evaluation (Close Reading paper) 30 marks  
Critical Reading (Literature paper) 40 marks  
Portfolio - Writing 30 marks Total - 100 marks Performance - Spoken Language achieved/not achieved



### Homework

Homework Pupils will be expected to complete homework tasks covering a range of skills in preparation for the final exam. In addition to this, pupils will work on planning and writing their piece for the Writing Portfolio (worth 30% of the overall award). Homework should take at least 2 hours per week.



### Skills

- Listen, talk, read and write, as appropriate to purpose, audience and context.
- Understand, analyse and evaluate texts, including Scottish texts, in the contexts of literature, language and media.
- Create and produce texts, as appropriate to purpose, audience and context.
- Apply knowledge and understanding of language.

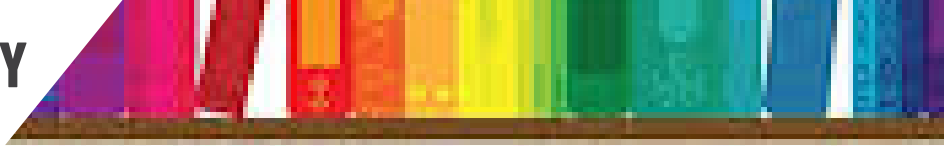


## CAREER PATHWAYS

The Media  
Advertising  
Publishing  
Freelance Writer

Law  
Marketing  
Librarian  
Web Editor

Journalism  
Teaching  
Public Relations  
Museum Curator



# ENGLISH

## LANGUAGES & LITERACY



Awards Available: Higher

### Teaching Methods: What does the learning look like?

We look forward to working with you at Higher level in the English Department. It will be a year of challenging yourself with exciting new texts, new ideas and developing existing skills in reading, writing, talking and listening acquired at National 5. Higher English is a mainly literature-based qualification which will support you to communicate effectively, and understand increasingly complex ideas that apply to all aspects of life. Central to the subject is the study of a wide range of modern and traditional literature, and the creation of original texts. You will encounter the usual mixture of classroom practice in English: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating learning experience.

### Course Content: What will I learn?

Pupils studying Higher English will learn to :

- Use language to communicate ideas and information
- Use creative and critical thinking skills
- Develop critical literacy skills and personal, interpersonal and team working skills
- Appreciate a wide range of literature and texts, from their own cultural heritage and history, as well as the culture and history of other countries.

There is one internally assessed unit: Spoken Language (Talking and Listening) and two externally assessed units:

1. Portfolio (one piece, either broadly creative or broadly discursive)
2. Examination with two question papers



### Assessment

TReading for Understanding, Analysis and Evaluation (Close Reading paper) 30 marks  
Critical Reading (Literature paper) 40 marks  
Portfolio – Writing 30 marks  
Total – 100 marks  
Performance – Spoken Language achieved/not achieved



### Homework

Pupils will be expected to complete homework tasks covering a range of skills in preparation for the final exam. In addition to this, pupils will work on planning and writing their piece for the Writing Portfolio (worth 30% of the overall award) and individual talk. Homework should take at least 3 hours per week.



### Skills

- Listen, talk, read and write, as appropriate to purpose, audience and context.
- Understand, analyse and evaluate texts, including Scottish texts, in the contexts of literature, language and media.
- Create and produce texts, as appropriate to purpose, audience and context.
- Apply knowledge and understanding of language.

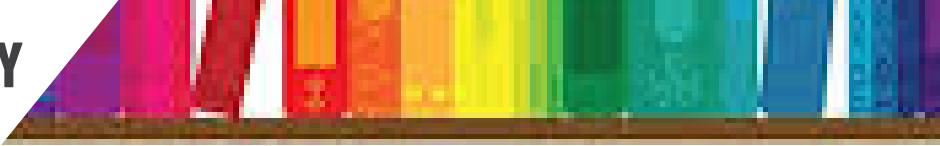


## CAREER PATHWAYS

Journalism  
(print or broadcast),  
Advertising  
Marketing,

Photography  
Camera operator  
Researcher

Public relations  
Teaching  
Editing  
(film, TV or print)



# COMMUNICATION & LITERATURE

## LANGUAGES & LITERACY



Awards Available: Level 5 & 6

### Teaching Methods: What does the learning look like?

The Communication Unit is designed to provide pupils with skills in understanding, analysing, evaluating and using, formal English in a range of written and spoken forms. It will be delivered as a free-standing Unit, developing communication skills for a wide range of vocational contexts. This unit will provide you with 6 SCQF points at level 5 and 12 SCQF points at level 6. It is a new qualification for us in the English Department and we are very much looking forward to delivering it.

### Course Content: What will I learn?

Reading: • pick out the important ideas in a piece of non-fiction writing • evaluate a piece of writing in terms of its aim or purpose .  
Writing: • choose a format for the piece of writing that is appropriate to the readers and the subject matter (eg a report, minutes of a meeting, blog, or article) • choose layout, structure, vocabulary, that make the piece of writing clear, suit the topic, and are appropriate for readers • present the information/ideas with some supporting detail in a logical order, linking related information or ideas • use spelling, grammar, and punctuation accurately. Speaking and Listening: • express spoken ideas clearly (eg by choosing language that fits the topic and the situation, and that the listeners understand; speaking clearly and loudly enough; varying speed and tone. Listen carefully to what others say, taking account of their contribution and responding accordingly (eg by responding to their point of view; explaining their own point of view; repeating information; giving extra information; summarising; rephrasing; asking questions to clarify anything which they do not understand.



### Assessment

Reading: Candidates will learn to pick out the main points in a piece of writing. Writing : Learners will produce a piece of extended writing for a particular purpose (eg to inform, instruct, advise, or persuade). Speaking and Listening : Naturally occurring discussions on any appropriate topic of interest. Alternatively, learners may wish to give a short presentation or demonstration about a particular project, hobby, community activity, or topical issue, fielding questions from the listeners to demonstrate listening skills.



### Homework

Pupils will be expected to complete homework tasks covering a range of skills. In addition to this, pupils will work on planning and writing their piece of Writing or Talking.



### Skills

Listen, talk, read and write, as appropriate to purpose, audience and context.

- Understand, the main points in a piece of communication.
- Create and produce texts, as appropriate to purpose, audience and context.
- Apply knowledge and understanding of language.

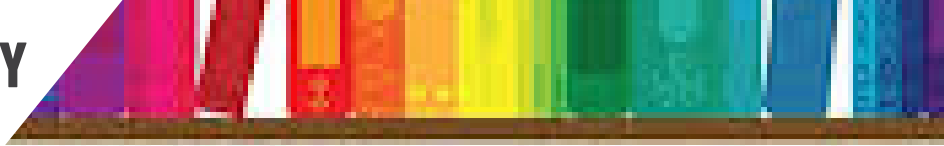


## CAREER PATHWAYS

The Media  
Advertising  
Publishing  
Freelance Writer

Law  
Marketing  
Librarian  
Web Editor

Journalism  
Teaching  
Public Relations  
Museum Curator



# SCOTTISH STUDIES

## LANGUAGES & LITERACY

Awards Available: Level 4/5/6

### Teaching Methods: What does the learning look like?

By choosing Scottish Studies, you will be able to continue learning within the English Department, but in a different way.

Scottish Studies is a unit based course which is delivered at levels 4, 5 and 6 so provides a flexible pathway for learners. There is no final examination. You will encounter the usual mixture of classroom practice: direct teaching; pair and group work; fieldwork; whole class discussion and independent research which will create a stimulating learning experience.

### Course Content: What will I learn?

Pupils choosing Scottish Studies will learn to :

- Develop their knowledge and understanding of Scotland and its people, languages (such as Scots and Gaelic), society, culture, natural environment and heritage.
- Make connections across the curriculum.
- Develop independent thinking.

At all levels, the award has a broad and flexible framework providing scope for personalisation and choice, which reflects the range of subject areas that can be studied in a Scottish context.



### Assessment

Scotland in Focus : Analysis and Evaluation within a Scottish context or Creation and Production within a Scottish context Plus a further 2 units from a range of options. The course provides pupils with the opportunity to personalise the course around their own interests. The award also provides recognition for learners who choose to make connections across the curriculum by studying aspects of different subjects in a Scottish context.

Total - 100 marks

Performance - Spoken Language achieved/not achieved



### Homework

Pupils will be expected to complete homework tasks covering a range of skills.



### Skills

- Understand, analyse and evaluate Scottish texts in a variety of formats.
- Create and produce texts, as appropriate to purpose, audience and context.
- Apply knowledge and understanding of language.
- Apply knowledge and understanding of language.

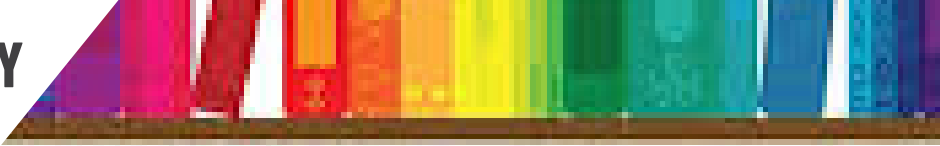


## CAREER PATHWAYS

The Media  
Advertising  
Publishing  
Freelance Writer

Law  
Marketing  
Librarian  
Web Editor

Journalism  
Teaching  
Public Relations  
Museum Curator



# ENGLISH

## LANGUAGES & LITERACY



Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

We look forward to working with you at Advanced Higher level in the English Department. This is a challenging course which involves a real love of literature and a high level of independent learning. Advanced Higher English is accepted and highly valued by all university courses and is an excellent “stepping stone” between school and tertiary education. There will be a mixture of classroom teaching and personal study with opportunities provided to conduct your own research – individually or as a group. As class sizes are small, lessons will follow more of a tutorial type format.

### Course Content: What will I learn?

You will develop your linguistic skills and critical appreciation of literature at a level beyond that already encountered in Higher English. You will learn to work more independently and develop your own approaches to literature. You will undertake:

- Literary Study of two linked texts
- Analysis of unseen texts
- Creative Portfolio
- Dissertation



### Assessment

Examination paper Literary Study 20 marks  
Examination paper Textual Analysis 20 marks  
Portfolio-writing 30 marks Project-dissertation 30



### Homework

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. Regular practice of exam skills builds confidence and fluency when tackling the exam.



### Skills

You will develop your linguistic skills and critical appreciation of literature at a level beyond that already encountered in Higher English. You will learn to work more independently and develop your own approaches to literature

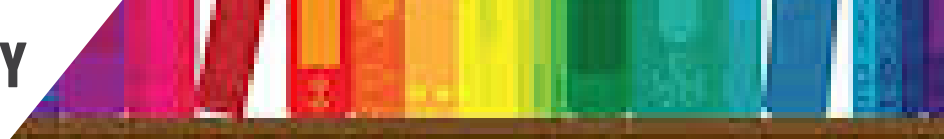


## CAREER PATHWAYS

Journalism  
(print or broadcast),  
Advertising  
Marketing,

Photography  
Camera operator  
Researcher

Public relations  
Teaching  
Editing  
(film, TV or print)



# MEDIA

## LANGUAGES & LITERACY



Awards Available: National 5

### Teaching Methods: What does the learning look like?

National 5 Media provides you with the opportunity to analyse and discuss the techniques used to create quality TV shows, films and posters. This will involve watching and discussing specific scenes from various shows and films as well as learning how to tackle questions on categories, language, narrative, representation, audience, institutions and society. You will also have the opportunity to shine creatively through the Assignment where you research, plan and potentially make your own trailer. The qualification will also help you to improve your literacy, English and organisational skills as well as allowing you to work independently and as part of a team.

### Course Content: What will I learn?

- How to analyse & understand moving image texts (Film & TV)
- How to analyse & understand posters and print adverts
- How to research and plan a film trailer
- How to create a storyboard (for a film trailer) and/or film and edit a trailer
- How to evaluate a film trailer



### Assessment

- Exam (2 hrs) – 5 key aspect based questions (50 marks) and a poster analysis (10 marks)
- Assignment – completed in school and submitted to the SQA (60 marks)



### Homework

This will revolve around learning and revising Media terms. Poster Analysis may also be set for homework. This should take around 1 – 2 hours a week depending on which part of the course is being focused on at that time.



### Skills

Analysis skills  
Evaluative skills  
Literacy skills  
Research skills  
Organisational skills  
Communication skills

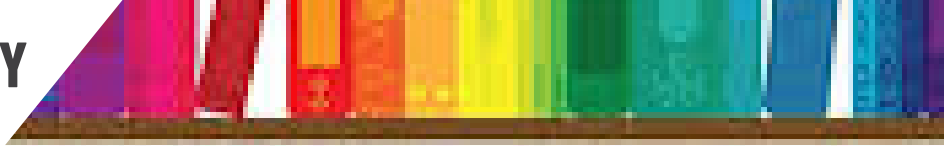


## CAREER PATHWAYS

Journalism  
(print or broadcast),  
Advertising  
Marketing,

Photography  
Camera operator  
Researcher

Public relations  
Teaching  
Editing  
(film, TV or print)



# MEDIA

## LANGUAGES & LITERACY



Awards Available: Higher

### Teaching Methods: What does the learning look like?

Higher Media provides you with the opportunity to analyse and discuss the techniques used to create quality TV shows, films, and posters. This will involve watching and discussing specific scenes from various shows and films as well as learning how to tackle essays on categories, language, narrative, representation, audience, institutions and society. You will also be analysing, comparing and contrasting posters. There is the opportunity to shine creatively through the Assignment: researching, planning, and creating your own trailer or poster campaign (comprising of 3 posters). This qualification will also help you to improve your literacy, English, and organisational skills - as well as allowing you to work independently and as part of a team.

### Course Content: What will I learn?

- How to analyse and understand moving image texts (Film and TV)
- How to analyse and understand posters, and print adverts
- How to compare similarities and differences focusing primarily on posters
- How to research and plan a trailer or poster campaign
- How to film and edit a trailer or take, select and edit images and text to make a series of posters
- How to evaluate the process (planning and filming or taking photographs )
- How to analyse and evaluate your finished content (trailer or posters)



### Assessment

- SQA Exam: 2 papers – QP1 is 1hr 45minutes and QP2 (ROM) is 1hr (50 marks)
- Assignment: completed in school and submitted to the SQA (50 marks)



### Homework

xThis will revolve around learning and revising Media terms. Poster Analysis may also be set for homework. Homework should take around 1 – 2 hours a week depending on the part of the course studied at that time.



### Skills

- Analysis skills
- Evaluative skills
- Literacy skills
- Research skills
- Organisational skills
- Communication skills



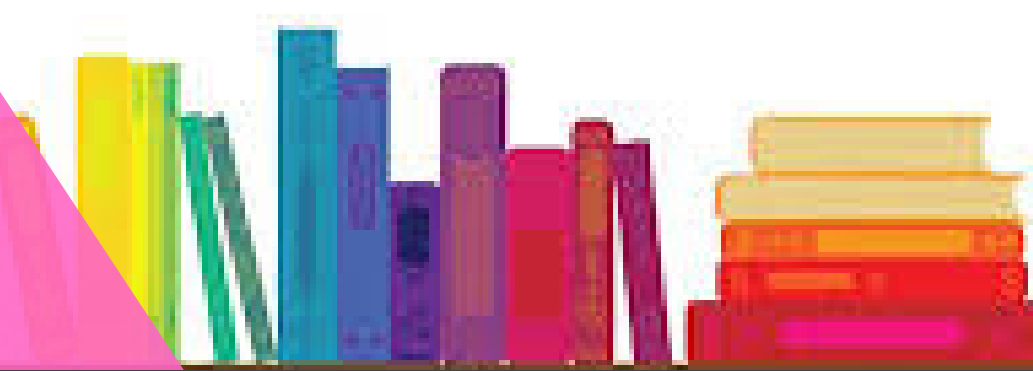
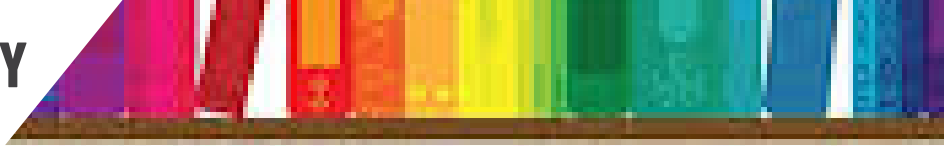
## CAREER PATHWAYS

Journalism  
(print or broadcast),  
Advertising  
Marketing,

Photography  
Camera operator  
Researcher

Public relations  
Teaching  
Editing  
(film, TV or print)





# FILM & MEDIA

## LANGUAGES & LITERACY

Awards Available: NPA Level 6

### Teaching Methods: What does the learning look like?

The NPA consists of four units - 2 mandatory and 2 optional - and provides candidates with 24 SCQF points. The mandatory units are 'Film and the Film Industry' and 'An Introduction and Creative Project'. These units provide candidates with an opportunity to increase and expand their theoretical knowledge of Media. Each unit focuses on the key aspects that candidates will already be familiar with through their experience of the subject. They will also embark on a personal creative project where candidates create their own finished short film: expanding knowledge of production processes in relation to filming, as well as editing a short moving image project. The optional two units that candidates choose from are 'Media: Directing a Single Camera Production'; 'Media: Basic Video Editing'; 'Media: Basic Video Camera Operations'. Each unit helps further candidate knowledge of the practicalities involved in filming and editing and would therefore link in with the Creative Project.

### Course Content: What will I learn?

- How to analyse and understand film.
- How the film industry works (funding, etc.).
- How to research and plan a short film.
- How to research, plan and organise shooting a short film.
- How to shoot and edit a short film.
- How to evaluate the process and the finished film.
- How to organise and lead/direct a project.



### Assessment

- Internal through a combination of timed assessments in-class and coursework produced throughout the year.



### Homework

This will revolve around learning and revising Media terms. Poster Analysis may also be set for homework. This should take around 1 - 2 hours a week depending on which part of the course is being focused on at that time.



### Skills

Analysis skills  
Evaluative skills  
Literacy skills  
Research skills  
Organisational skills  
Communication skills  
Leadership skills  
Editing skills  
Filming skills

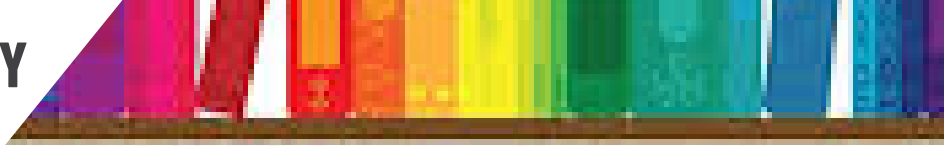


## CAREER PATHWAYS

Journalism  
(print or broadcast),  
Advertising  
Marketing,

Photography  
Camera operator  
Researcher

Public relations  
Teaching  
Editing  
(film, TV or print)



# FRENCH/SPANISH

## LANGUAGES & LITERACY

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

The ability to use language lies at the heart of communication, and the study of a Modern Language has a unique contribution to make to the enhancement of a young person's future marketability. In addition, learning a new language enables learners to play a fuller role as global citizens, making connections with different people and their cultures, gaining greater insights into other ways of thinking, other views of the world and expanding horizons. Nat 4 and 5 French/Spanish is a vibrant, exciting course that aims to enhance pupils' skills in the components of Reading, Listening, Talking and Writing. Communication, presentation and interpersonal skills all feature strongly.

### Course Content: What will I learn?

As part of their studies at Nat 4/5, pupils will continue to develop their linguistic skills in Reading and Listening (Understanding Language) as well as Talking and Writing (Using Language), whilst covering the broad contexts of Society, Culture, Learning and Employability. Topics include Family & Friends, Healthy Living, Media & Technology and Travel amongst others. The course is designed to allow students to develop the ability to communicate well in French/Spanish, and to develop a strong understanding of both the language and the culture of French/Spanish speaking countries.



### Assessment

At Nat 4, there are no external assessments. Pupils are assessed in class with their teacher covering the four skills of Reading, Listening, Talking and Writing. At Nat 5, there will be external course assessments covering the same four core skills. The course assessment in Reading, Listening and Writing will consist of externally assessed question papers whilst Talking will be assessed through a presentation on a chosen topic and follow-up discussion with your teacher. In addition, a written assignment will be completed during class time for submission to the SQA.



### Homework

Students are asked to revise vocabulary and grammar as much as possible. They will be issued with regular homework that consolidates learning in class and revises important aspects of language to build skill in all elements of the course. Watching TV programmes and listening to music in French/Spanish count too!



### Skills

- literacy and communication skills
- knowledge of the structure of the foreign language
- awareness of other cultures and international citizenship working with others
- problem solving
- researching and presenting information
- IT skills,
- self-confidence and employability skills.

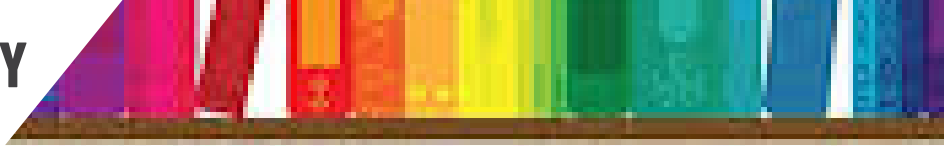


## CAREER PATHWAYS

Computing  
Retail  
Hospitality and Tourism  
Teaching and Childcare

Media, Sport  
Events & Entertainment,  
STEM  
International Business

Civil Service  
Diplomatic & Intelligence Services  
Translating/Interpreting  
The Armed Forces



# FRENCH/SPANISH

## LANGUAGES & LITERACY

Awards Available: Higher / Advanced Higher

### Teaching Methods: What does the learning look like?

The ability to use language lies at the heart of communication, and the study of a Modern Language has a unique contribution to make to the enhancement of a young person's future marketability. In addition, learning a new language enables learners to play a fuller role as global citizens, making connections with different people and their cultures, gaining greater insights into other ways of thinking, other views of the world and expanding horizons. Higher and Advanced Higher French/Spanish are vibrant, exciting courses that aim to enhance pupils' skills in the components of Reading, Listening, Talking and Writing. Communication, presentation and interpersonal skills all feature strongly.

### Course Content: What will I learn?

Course Content: What will I learn?

As part of their studies at Higher / AH, pupils will continue to develop their linguistic skills in Reading and Listening (Understanding Language) as well as Talking and Writing (Using Language), whilst covering the broad contexts of Society, Culture, Learning and Employability. Topics include Family & Friends, Healthy Living, Media & Technology and Travel amongst others. The course is designed to allow students to develop the ability to communicate well in French/Spanish, to use language that is more complex and to develop a strong understanding of both the language and the culture of French/Spanish speaking countries.



### Assessment

At Higher, there will be external course assessments in Reading, Listening and Writing which will consist of externally assessed question papers whilst Talking will be assessed through a discussion on at least 2 chosen topics with your teacher. A written assignment will also be completed during class time for submission to the SQA. Advanced Higher students will also sit external course assessments covering the four core skills. The course assessment in Reading, Listening and Writing will consist of externally assessed question papers whilst Talking will be assessed through a discussion with an external examiner. They will also write a portfolio in English about a book studied in class.



### Homework

Students are asked to revise vocabulary and grammar as much as possible. They will be issued with regular homework that consolidates learning in class and revises important aspects of language to build skill in all elements of the course. Watching TV programmes and listening to music in French/Spanish counts too!



### Skills

Through their language studies, pupils will enjoy the opportunity to enhance their literacy and communication skills alongside their knowledge of the structure of the foreign language and how it relates to their own. In addition, they will raise their awareness of other cultures and international citizenship as well as developing hugely valuable skills such as working with others, problem solving, researching and presenting information and IT skills, all whilst increasing their self-confidence and employability skills. The ability to communicate in another language is a highly desirable employability skill that will enhance future opportunities and experiences.



## CAREER PATHWAYS

Computing  
Retail  
Hospitality and Tourism  
Teaching and Childcare

Media, Sport  
Events & Entertainment,  
STEM  
International Business

Civil Service  
Diplomatic & Intelligence Services  
Translating/Interpreting  
The Armed Forces



# MATHS

## MATHS & NUMERACY

Awards Available: National 5

### Teaching Methods: What does the learning look like?

A blend of classroom approaches including direct teaching, group work e.g. paired or one to one discussions, use of formative/summative assessment for example

### Course Content: What will I learn?

**Mathematics: Expressions and Formulae** - this includes the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

**Mathematics: Relationships** - this include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

**Mathematics: Applications** this include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.



### Assessment

**National 5** - final exam consisting of Paper 1 Non-calculator and Paper 2 Calculator. They will have a number of assessments throughout the year.



### Homework

Students will be expected to complete formal and informal homework regularly throughout the year.



### Skills

- understand and use mathematical concepts and relationships
- select and apply numerical skills
- Interpret statistical information
- select and apply skills in algebra, geometry, trigonometry and statistics
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions



## CAREER PATHWAYS

- Dentist
- Vet
- Doctor

- Scientists
- Software Developers
- Primary Teaching

- Marketing Analysts
- Financial Officers
- Investment Managers



# APPLICATIONS OF MATHS

## MATHS & NUMERACY

Awards Available: National 5

### Teaching Methods: What does the learning look like?

A blend of classroom approaches including direct teaching, group work e.g. paired or one to one discussions, use of formative/summative assessment for example

### Course Content: What will I learn?

**Numeracy** The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

**Managing Finance and Statistics** The general aim of this Unit assessment is to generate evidence that the candidate can use mathematical strategies, process and communication skills that can be applied to managing finance and statistics in real-life contexts some of which may be new or unfamiliar.

**Geometry and Measures** The general aim of this Unit assessment is to provide evidence that the candidate can use mathematical strategies, process and communication skills that can be applied to geometry and measurement in real-life contexts, some of which maybe new or unfamiliar.



### Assessment

**National 5** - final exam consisting of Paper 1 Non-calculator and Paper 2 Calculator. They will have a number of assessments throughout the year.



### Homework

Students will be expected to complete formal and informal homework regularly throughout the year.



### Skills

- Investing money (interest rates, profits, etc)
- Estimating costs
- Shopping (is it really a bargain?)
- Understanding Computers
- Designing rooms and gardens
- Planning trips
- Interpret information



## CAREER PATHWAYS

- Dentist
- Vet
- Doctor
- Scientists
- Software Developers
- Primary Teaching
- Marketing Analysts
- Financial Officers
- Investment Managers



# MATHS

## MATHS & NUMERACY

Awards Available: Higher

### Teaching Methods: What does the learning look like?

The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational and reasoning skills necessary for developing mathematical ideas through symbolic representation and diagrams

### Course Content: What will I learn?

Algebraic and trigonometric skills- this includes the manipulation of algebraic and trigonometric expressions, solving algebraic and trigonometric equations, identifying and sketching related functions and determining composite and inverse functions.

Geometric skills – determining vector connections and working with vectors.

Calculus – differentiating and integrating functions, applying differential and integral calculus, using differentiation to investigate the nature and properties of functions and using integration to calculate definite integrals.

Algebraic and Geometric skills – applying algebraic skills to rectilinear shapes, circles and graphs and modelling situations using sequences.

### Homework

Students will be expected to complete formal and informal homework regularly throughout the year. Formal homework will be posted on Satchel and Google Classroom and candidates informed of nightly informal on a daily basis.

### Assessment

The final award is based on an external exam during the SQA Exam Diet in April/May. There are two papers, Paper 1 which is non-calculator lasting 1 hour 15 minutes and Paper 2 which is calculator and lasts 1 hour 30 minutes.

Approximately 30–45% of the overall marks relate to algebra, approximately 15–35% of the overall marks relate to geometry, 15–40% of the overall marks relate to calculus and 10–25% of the overall marks relate to trigonometry.

Achievement of this course also gives automatic certification of the following Core Skill – Numeracy at SCQF level 6.

### Skills

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

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry and calculus within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof, and solve problems
- communicate mathematical information with complex features.



## CAREER PATHWAYS

- Dentist
- Vet
- Doctor
- Scientists
- Software Developers
- Primary Teaching
- Marketing Analysts
- Financial Officers
- Investment Managers



# APPLICATIONS OF MATHS

MATHS & NUMERACY

Awards Available: Higher

## Teaching Methods: What does the learning look like?

40% of the course is based around hand (written) financial and statistical calculations. You can use a calculator to attempt any question.

60% of the course is based in the computer room learning to use programmes such as Excel to complete Finance questions and RStudio to complete Statistics questions.

## Course Content: What will I learn?

You will learn how to analyse real-life situations and problems within the main units of Finance, Statistics and Probability, Modelling and Planning and Decision Making. This will involve:

- Completing a series of complex finance and modelling calculations by hand.
- Extracting and interpreting information from software packages such as Excel and RStudio.
- Drawing conclusions and justifying your decisions based on the information gathered.

## Homework

Google Classroom is the main platform we use to upload the course content. All of the teaching material we use in class is available on Google Classroom. It's important to have access to a computer and the internet at home in order to revise for the course as most of the content you will need to practice is using Excel and RStudio.

## Assessment

The question paper is sat during the SQA Exam Diet in April/May. You have 2 hours 5 minutes to complete a mixture of hand calculations with a calculator and software based questions. The assessment is completed in the computer room and is worth 65 marks.

A project is to be completed after completing the Statistics unit. You have 8 hours to produce a report worth 30 marks. This is sent to SQA to be externally marked.

## Skills

- how to analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making.
- communicate mathematical information with complex features
- select and apply skills in numeracy



## CAREER PATHWAYS

- Dentist
- Vet
- Doctor
- Scientists
- Software Developers
- Primary Teaching
- Marketing Analysts
- Financial Officers
- Investment Managers



# MATHS

## MATHS & NUMERACY

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

The Advanced Higher Mathematics course develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous, and rigorous way. The course develops existing knowledge and introduces advanced mathematical techniques, which are critical to successful progression beyond Advanced Higher level in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

### Course Content: What will I learn?

Algebra, proofs and numbers theory – expressing rational functions as partial fractions, finding asymptotes of rational functions, investigating features of graphs and sketching graphs of functions, expanding expressions using the binomial theorem, using a number of different proofs, finding terms and summations of geometric and arithmetic sequences, using the Maclaurin expansion for power series and using Euclid's algorithm. Matrices, vectors and complex numbers – using Gaussian elimination to solve  $3 \times 3$  systems of linear equations, calculating the determinant and inverse of a matrix, calculating the vector product, using transformations matrices, calculating a vector product, working with lines in three dimensions, working with planes and performing geometric and algebraic operations on complex numbers. Calculus – differentiating and integrating trigonometric, logarithmic, exponential, parametric and implicit relationships, applying differential and integral calculus, using a variety of differentiation methods to investigate the nature and properties of functions, e.g. the product and quotient rule, using a variety integration to calculate definite integrals e.g. integration by parts or substitution, solving first order and second order differential equations.



### Assessment

The final award is based on an external exam during the SQA Exam Diet in April/May. There are two papers, Paper 1 which is non-calculator lasting 1 hour and Paper 2 which is calculator and lasts 2 hour 30 minutes. Approximately 30–50% of the overall marks relate to calculus, approximately 20–40% of the overall marks relate to algebra, proof and number theory and approximately 20–40% of the overall marks relate to matrices, vectors and complex numbers.



### Homework

Students will be expected to complete formal and informal homework regularly throughout the year. Formal homework will be posted on Satchel and Google Classroom and candidates informed of nightly informal on a daily basis.



### Skills

- using mathematical reasoning skills to think logically, provide justification, and solve problems
- knowledge and understanding of a range of complex concepts
- selecting and applying complex operational skills
- using reasoning skills to interpret information and complex mathematical models
- effectively communicating solutions in a variety of contexts
- explaining and justifying concepts through the idea of rigorous proof
- thinking creatively



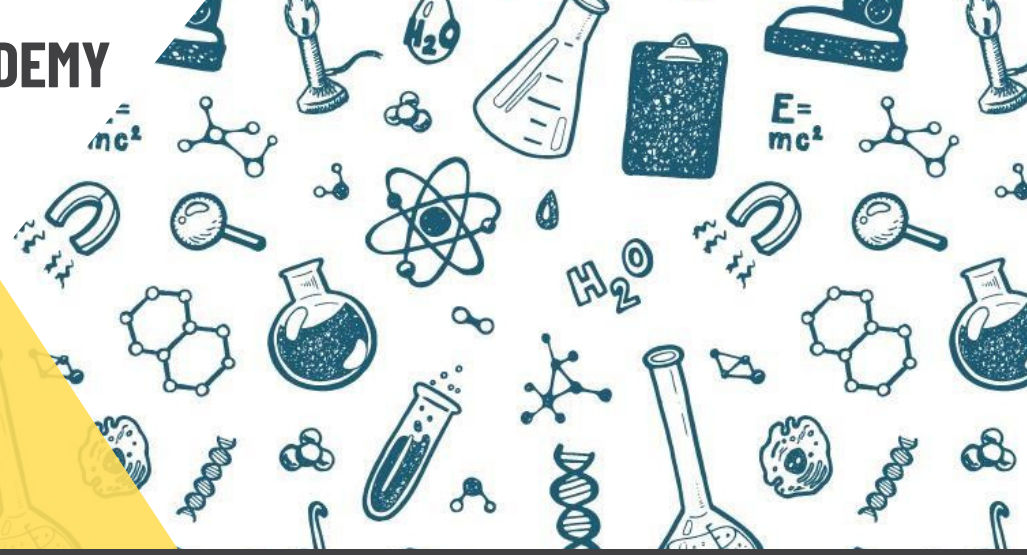
## CAREER PATHWAYS

- Dentist
- Vet
- Doctor

- Scientists
- Software Developers
- Primary Teaching

- Marketing Analysts
- Financial Officers
- Investment Managers





# BIOLOGY

## SCIENCE

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/group work.

### Course Content: What will I learn?

National 4:

Cell Biology: Learners study cell structure and processes, photosynthesis, respiration and genetic engineering.

Multicellular Organisms: Areas of study include inheritance, reproduction, health; and control and communication.

Life on Earth: Learners will study evolution, biodiversity, ethical issues, recycling and other related topics.

Added Value Unit: Learners will use skills and knowledge and understanding to complete an assignment.

National 5:

Cell Biology: Cell structure; Transfer across cell membranes; Producing new cells; DNA and the production of proteins; Proteins and enzymes; Genetic engineering; Respiration.

Multicellular Organisms

Cells, tissues and organs; Stem cells and meristems; Control and communication; Reproduction; Variation and inheritance; Transport systems in plants; Human circulatory system; and Absorption of Materials

Life on Earth

Ecosystems; Distribution of organisms; Photosynthesis; Energy in ecosystems; Food production; and Evolution of species.

Assignment: Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up under exam conditions. This element contributes 20% to the final award.



### Assessment

National 4- The National 4 Biology course will be internally assessed by teachers and will not require learners to sit an external exam set by the SQA. Learners will be credited for the units they achieve and their success will be recognised and certificated by the SQA.

National 5- There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

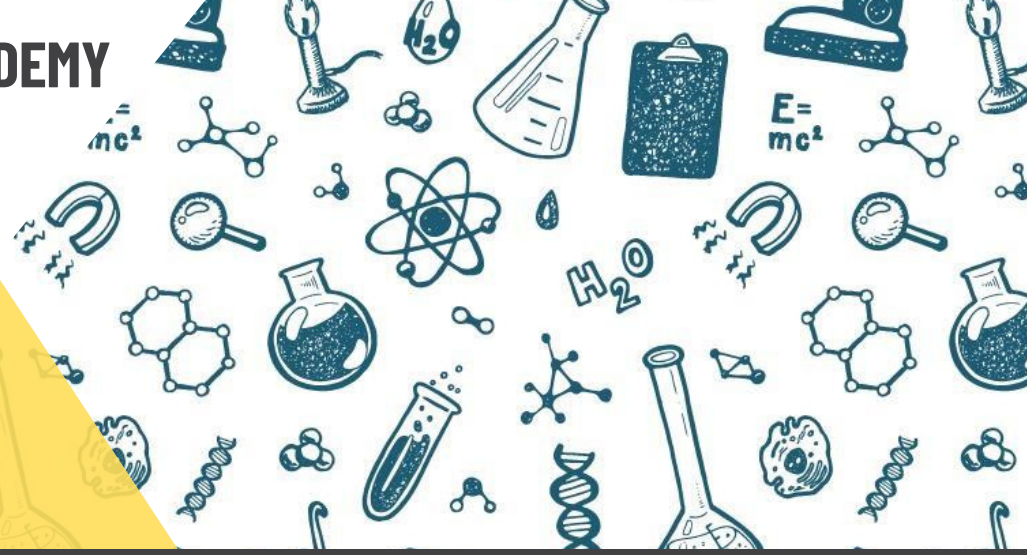
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# BIOLOGY

## SCIENCE

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work.

### Course Content: What will I learn?

**DNA and the Genome:** In this Unit, learners will develop knowledge through study of DNA and the genome. The Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, the Unit covers the evolution and structure of the genome and genomics, including personal genomics.

**Metabolism and Survival:** Learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The Unit covers the key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

**Sustainability and Interdependence:** Learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity. Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

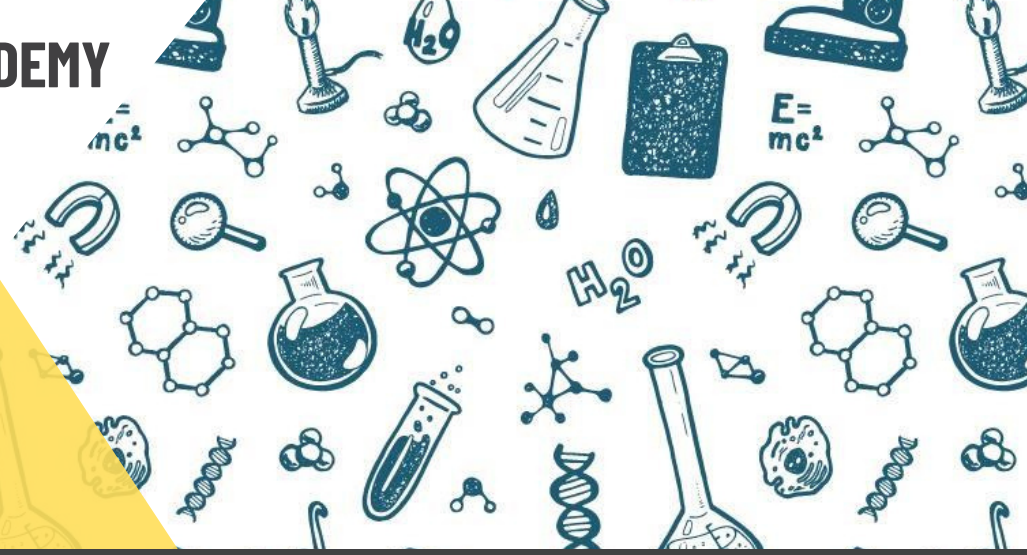
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Microsoft TEAMS.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# BIOLOGY

## SCIENCE

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work.

### Course Content: What will I learn?

Learners will gain a greater understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the Course explores how sexual reproduction and parasitism are major drivers of evolution. The course allows learners to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. They will also gain a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the learner has the opportunity to produce an extended piece of scientific work. The course also covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution.

This course requires student to acquire a considerable knowledge and understanding of complex concepts. With the investigations and prelims both in the spring term 100% commitment is required.



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed investigation and a final external exam during the SQA Exam Diet.



### Homework

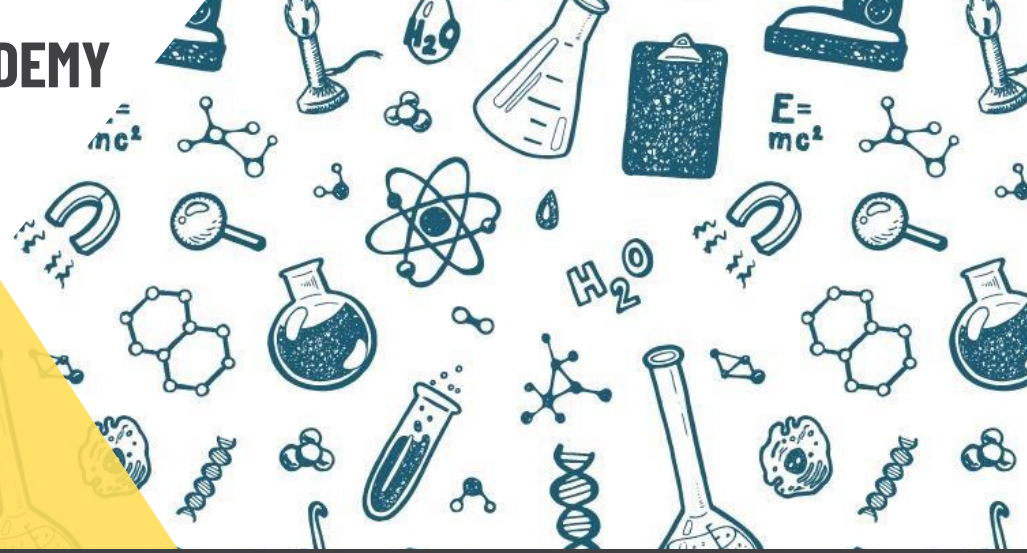
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Microsoft TEAMS.



### Skills

The course provides opportunity to develop knowledge, understanding and problem solving skills of particular use to those pupils intending further study of the subject or a related course at University.





# CHEMISTRY

## SCIENCE

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/group work.

### Course Content: What will I learn?

National 4: Pupils attempting National 4 Chemistry will cover three units of work- Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society. They will be internally assessed on each of the three units and will also complete an Added Value Unit which will contain practical work and research on a topic from within the National 4 course.

National 5: National 5 Chemistry contains 3 units- Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society. Pupils will be assessed on each unit in turn as well as through a final exam in May of each year. Pupils will also complete an assignment worth 20 marks which will involve practical work and research around a topic from the National 5 course.

Assignment: Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up under exam conditions. This element contributes to the final award.



### Assessment

National 4- The National 4 Chemistry course will be internally assessed by teachers and will not require learners to sit an external exam set by the SQA. Learners will be credited for the units they achieve and their success will be recognised and certificated by the SQA. National 5- There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

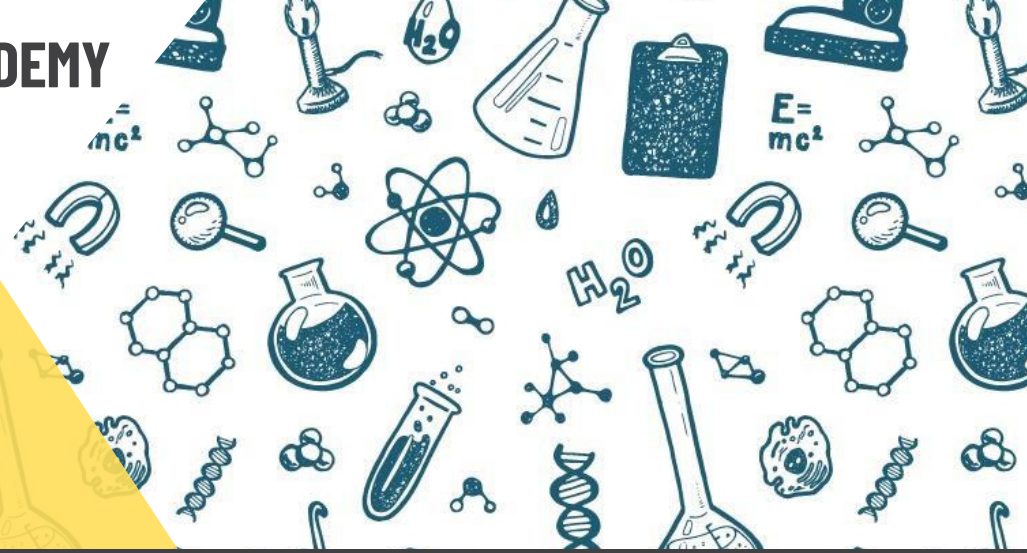
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Microsoft Teams.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# CHEMISTRY

## SCIENCE

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work.

### Course Content: What will I learn?

**Chemical Changes and Structure:** This Unit covers the knowledge and understanding of periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations.

**Chemistry in Society:** This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will use analytical chemistry to determine the purity of reagents and products. Learners will investigate collision theory and the use of catalysts in reactions to control reaction rates.

**Nature's Chemistry:** This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

**Researching Chemistry:** This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet



### Homework

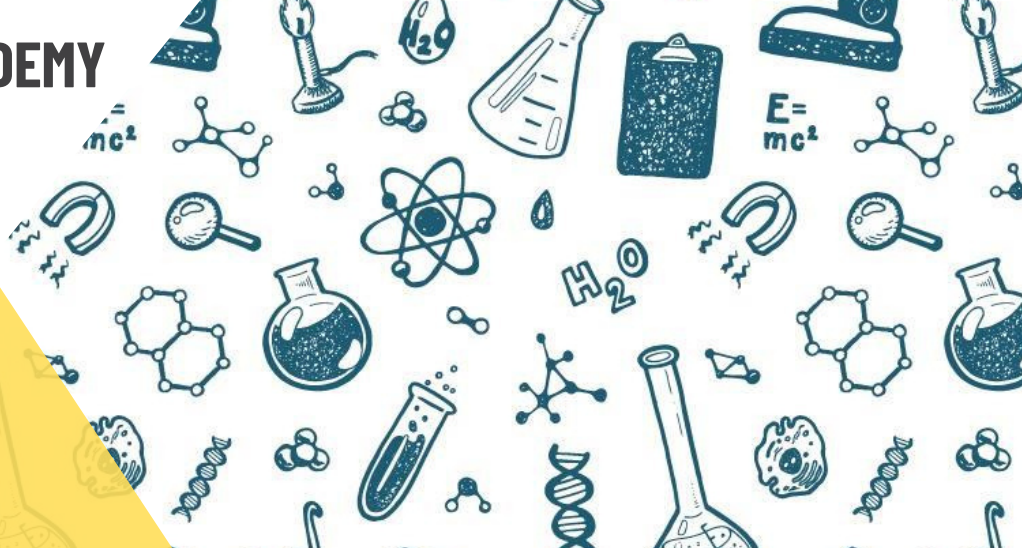
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Microsoft TEAMS.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# CHEMISTRY

## SCIENCE

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work.

### Course Content: What will I learn?

Unit 1 - Inorganic and Physical Chemistry: Key areas:

∅ Electromagnetic radiation and atomic spectra, ∅ Atomic orbitals, electronic configurations and the Periodic Table, ∅ Shapes of molecules and polyatomic ions, ∅ Transition metals, ∅ Chemical equilibrium, ∅ Reaction feasibility and ∅ Kinetics

Unit 2 - Organic Chemistry/Instrumental Analysis: Key areas:

∅ Molecular orbitals, ∅ Molecular structure, ∅ Stereochemistry, ∅ Synthesis, ∅ Experimental determination of structure, ∅ Pharmaceutical Chemistry

#### Researching Chemistry

This Unit requires the application of different teaching methods/techniques to the other Advanced Higher Chemistry Units; the following guidance on learning and teaching approaches for this Unit are Key areas:

- ∅ Gravimetric Analysis
- ∅ Volumetric Analysis
- ∅ Practical skills and Techniques
- ∅ Stoichiometric Calculations



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet



### Homework

Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Microsoft TEAMS.



### Skills

The course provides opportunity to develop knowledge, understanding and problem solving skills of particular use to those pupils intending further study of the subject or a related course at University.





# PHYSICS

## SCIENCE

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work.

### Course Content: What will I learn?

National 4: Pupils attempting National 4 Physics will cover three units of work (Waves and Radiations, Dynamics and Space and Electricity and Energy). They will be internally assessed on each of the three units and will also complete an Added Value Unit which will contain practical work and research on a topic from within the National 4 course.

National 5: National 5 Physics contains 3 units (Waves and Radiations, Dynamics and Space and Electricity and Properties of Matter). Pupils will be assessed on each unit in turn as well as through a final exam in May of each year. Pupils will also complete an assignment worth 20 marks which will involve practical work and research around a topic from the National 5 course.

Assignment: Learners must carry out an assignment which requires them to research a topic of work. This investigation will be undertaken by the learner and the findings will be written up under exam conditions. This element contributes to the final award.



### Assessment

National 4- The National 4 Physics course will be internally assessed by teachers and will not require learners to sit an external exam set by the SQA. Learners will be credited for the units they achieve and their success will be recognised and certificated by the SQA.

National 5- There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Google Classroom.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# PHYSICS

## SCIENCE

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work

### Course Content: What will I learn?

Physics: Our Dynamic Universe:

The Unit covers the key areas of kinematics, dynamics, gravitation, special relativity and cosmology.

Physics: Particles and Waves:

The Unit covers the key areas of the Standard Model, electric and magnetic fields, nuclear reactions, wave-particle duality and the interference, diffraction and refraction of light.

Researching Physics:

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Google Classroom.

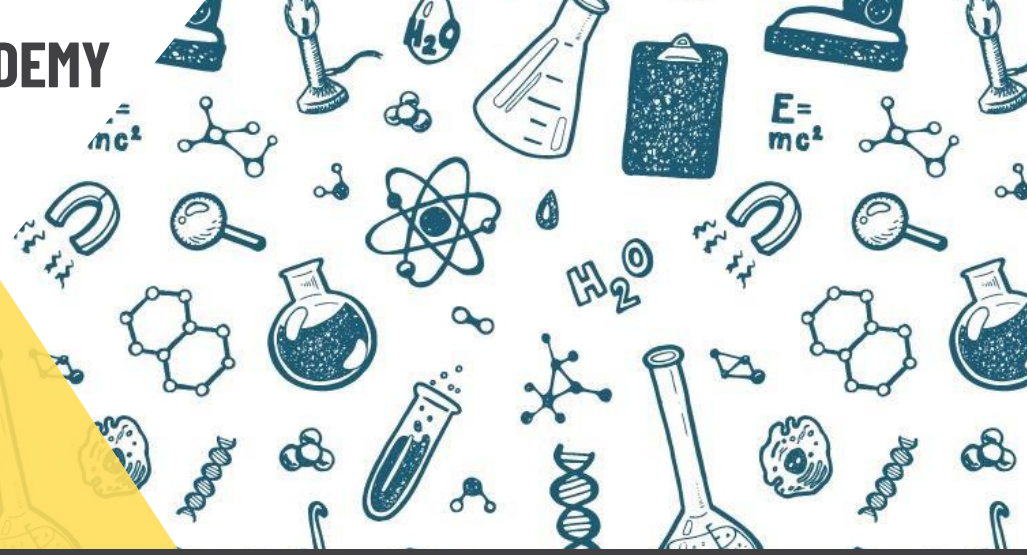


### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.







# PHYSICS

## SCIENCE

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Teaching is a mixture of practical tasks, written tasks, research tasks, ICT work, videos, individual independent work and team/ group work

### Course Content: What will I learn?

**Rotational Motion and Astrophysics:** This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

**Quanta and Waves:** This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

**Electromagnetism:** This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

**Investigating Physics:** In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.



### Assessment

There is a written assessment for each Unit, a Prelim, an externally assessed assignment and a final external exam during the SQA Exam Diet.



### Homework

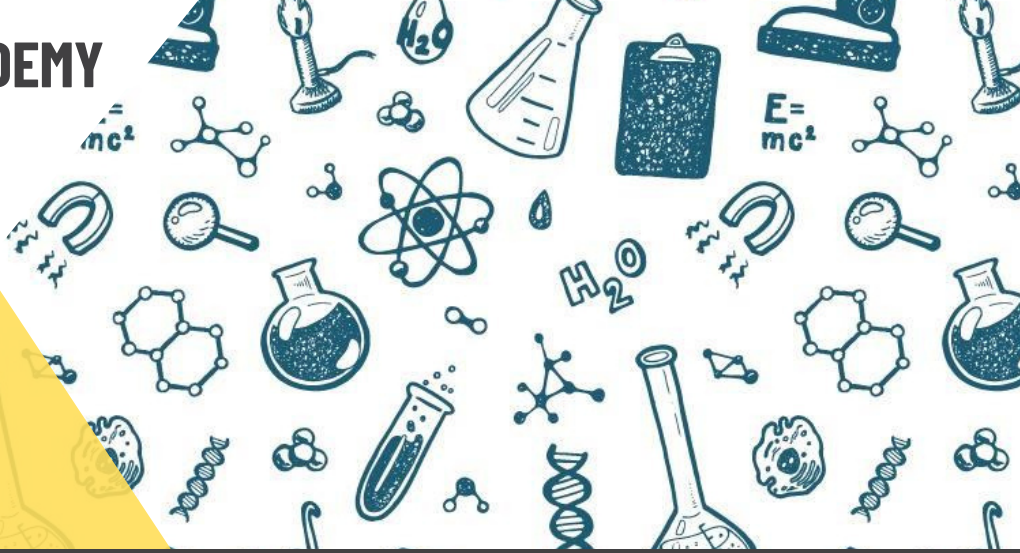
Consolidation work which is set to be completed outside the classroom. This will involve revising and summarising notes, work on-line, Past Paper Questions and other work on Google Classroom.



### Skills

The course provides opportunity to develop knowledge, understanding and problem solving skills of particular use to those pupils intending further study of the subject or a related course at University.





# LAB SCIENCE

## SCIENCE

Awards Available: Level 5

### Teaching Methods: What does the learning look like?

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed. Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.



### Assessment

Internal Assessment is based on: A portfolio of evidence, gathered in open-book conditions. This will include self-evaluation of skills throughout the course and practical assessments assessed by teachers. Candidate will also have to submit a practical assignment. There is no external exam for this.



### Homework

Consolidation work at home.

### Course Content: What will I learn?

Careers Using Laboratory Science (National 5): This unit introduces learners to the wide range of industries and services, which use scientific knowledge and laboratory skills. Learners will learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles, which use these skills. Learners will investigate a range of career opportunities within industries and services, which use laboratory science and investigate the skills, qualifications and experience required for a job role of personal interest within the field of laboratory science. Learners will prepare for employment, further education or training through producing their own Curriculum Vitae for a specific job role in a laboratory science setting.

Working in a Laboratory (National 5): This unit provides learners with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable learners to maintain health and safety while working in a laboratory environment and a risk assessment is carried out. Opportunities arise for the development of numeracy and communication skills when recording and reporting practical work.

Practical Skills (National 5): This unit provides learners with the opportunity to learn and develop the skills most commonly used in laboratories. The health and safety issues of working in a laboratory are integral to the unit. Learners will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity, as well as developing competence in the use of various types of instrumentation found in laboratories. Skills in performing a titration are also developed.





# ENVIRONMENTAL SCIENCE

Awards Available: Level 5

## Teaching Methods: What does the learning look like?

Learners will engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in Environmental Science are needed across all sectors of society and the economy. The course develops learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

## Course Content: What will I learn?

Unit 1 - Living Environment The key areas covered are: interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers. Unit 2 - Earth's Resources The key areas covered are: the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance. Unit 3 - Sustainability The key areas covered are: the sustainability of key natural resources and possible implications for human activity; the interaction between humans and the environment and the impact of human activity on an area; the role of agriculture in the production of food and raw material and its environmental impacts and sustainability; society's energy needs and the impact of developments in transport infrastructure in a selected area; and development of sustainable systems.



### Assessment

All the assessments are internal with three Unit assessments, an Added Value Unit and Experimental write up.



### Homework

Homework Consolidation work at home.



### Skills

Learners develop scientific inquiry and investigative skills, scientific analytical thinking skills and the ability to use scientific literacy in a range of contexts.





# HISTORY

## SOCIAL SUBJECTS

Awards Available: Higher & National 5

### Teaching Methods: What does the learning look like?

- Teachers develop strong and effective relationships with young people, supporting individual pathways, through knowing them well, and carrying out teacher pupil agreements at the onset of courses.
- Each young person is given a pupil learning plan, which allows them to check their own progress using traffic light colours to assess their learning of topics.
- Starter tasks are given which will involve thinking skills and will aim to engage, motivate and enable retrieval of information from the long term memory of young people. This can be subject specific and/or linked into literacy/numeracy and/or health and wellbeing.
- Success criteria is given at the beginning of a lesson and also for most tasks given, allowing young people to maximise and understand how marks are allocated.
- Various learning and teaching strategies will be used. For example independent learning, pair/share, group work, young people leading learning, visual aids and the use of digital technology when appropriate. Plenaries are used to check the understanding of young people before they exit their class for most lessons.

### Course Content: What will I learn?

Migration and Empire – this will involve: This will involve an evaluation of the migration of Scots; the experience of immigrants in Scotland; the impact of Scots emigrants on the empire; the effects of migration and empire on Scotland, to 1939; the effects of migration and empire on Scotland, to 1939 Making of Modern Britain 1851 to 1951 – this will involve an evaluation of: the reasons why Britain became more democratic, 1851-1928; how democratic Britain became, 1867-1928; the reasons why some women were given the vote in 1918; the reasons why the Liberals introduced social welfare reforms, 1906-14; the effectiveness of the Liberal social welfare reforms; the effectiveness of the Labour reforms, 1945-51 USA 1918 to 1961 – this will involve an evaluation of: the reasons for changing attitudes towards immigration in the 1920s; the obstacles to the achievement of civil rights for black people, up to 194; the reasons for the economic crisis



### Assessment

On-going formative assessment, through questioning; class work and homework. Summative assessment eg practice exam type questions, end of unit assessments for N5 and Higher, and prelims for N5 and Higher. All young people are required to complete an independent research Assignment, this is marked by the SQA, and is part of the examination process.



### Homework

Homework - Young people should revise content and skills as they progress through the course for 2 hours a week. This will include homework tasks issued by the class teacher. Tasks will relate to understanding content, practising skills, and encouraging retrieval from long-term memory. Homework will be posted on Satchel One.



### Skills

Developing and applying skills, knowledge and understanding across the contexts studied. Young people evaluate the origin, purpose, content and/or context of historical sources. They evaluate the impact of historical developments and present information in a structured manner. They learn to draw reasoned conclusions supported by evidence and research and analyse historical information. These skills link into our school's skills framework – literacy, health and wellbeing, digital technologies,



## CAREER PATHWAYS

Studying history can lead to careers as diverse as the media, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law. History students have strong analytical and communication skills which can be put to good use in careers in business, finance and HR. Other areas History can help you in are in marketing especially social media, branding and digital communications, public sector research (in think tanks, lobbying, or for an MP) or in "start ups" and entrepreneurship.



# HISTORY

## SOCIAL SUBJECTS

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Teachers develop strong and effective relationships with young people, supporting individual pathways, through knowing them well, and carrying out teacher pupil agreements at the onset of courses.

Each young person is given a pupil learning plan, which allows them to check their own progress using traffic light colours to assess their learning of topics.

Starter tasks are given which will involve thinking skills and will aim to engage, motivate and enable retrieval of information from the long term memory of young people. This can be subject specific and/or linked into literacy/numeracy and/or health and wellbeing.

Self study is a key element of this course and is timetabled for 2 periods a week. Home study is also essential for success.

Various learning and teaching strategies will be used. For example independent learning, pair/share, group work, young people leading learning, visual aids and the use of digital technology when appropriate. Plenaries are used to check the understanding of young people before they exit their class for most lessons.

### Course Content: What will I learn?

Students undertake a detailed study of a single historical period- Germany: from Democracy to Dictatorship, 1918-1939

- creation of the Weimar Republic, including: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyperinflation
- a period of relative stability, including: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs
- collapse of the Weimar Republic, including: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power
- transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition



### Assessment

The course assessment consists of two components totalling 140 marks:

- Component 1 – Question paper (90 marks)
- Component 2 – Project: dissertation (50 marks).



### Homework

Young people should revise content and skills as they progress through the course for 2 hours a week. This will include homework tasks issued by the class teacher.

Tasks will relate to understanding content, practising skills, and encouraging retrieval from long-term memory. Homework will be posted on Satchel One. This is on top of the two periods per week allocated in school for private study for this course.



### Skills

Evaluate a wide range of historical sources, taking into account their provenance, content and historical and historiographical contexts, engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence, justifying appropriate research issues; planning a complex programme of research; researching; collating and recording information; explaining approaches to organising; presenting and referencing findings; and using an appropriate referencing convention



## CAREER PATHWAYS

Studying history can lead to careers as diverse as the media, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law. History students have strong analytical and communication skills which can be put to good use in careers in business, finance and HR. Other areas History can help you in are in marketing especially social media, branding and digital communications, public sector research (in think tanks, lobbying, or for an MP) or in "start ups" and entrepreneurship.



# GEOGRAPHY

## SOCIAL SUBJECTS

Awards Available: Higher & National 5

### Teaching Methods: What does the learning look like?

- Teachers develop strong and effective relationships with young people, supporting individual pathways, through knowing them well, and carrying out teacher / pupil agreements at start.
- Each young person is given a pupil learning plan, which allows them to check their progress.
- Starter tasks are given which will involve thinking skills and will aim to engage & motivate.
- Various learning and teaching strategies will be used. For example independent learning, pair/share, group work, young people leading learning, visual aids and the use of digital technology when appropriate. Plenaries are used to check the understanding of young people.

### Course Content: What will I learn?

(the courses are divided into 3 unit areas with sub topics which vary in National 5 and Higher)

Physical Environments unit: eg Glaciation, Coasts, Rivers, Soils, Weather & Atmosphere  
Human Environments unit: eg Population; Urban; Rural, Mapping Skills  
Global Issues unit: eg Global Climate Change, Development & Health



### Assessment

On-going formative assessment, through questioning; class work and homework. Summative assessment eg practice exam type questions, end of unit assessments for N5 and Higher, and prelims for N5 and Higher. All young people are required to complete an independent research Assignment, this is marked by the SQA, and is part of the examination process.



### Homework

Revise Geographical content and skills as they progress through the course for 2 hours a week. Including homework tasks eg course content; practising skills (eg explaining weather map from tv) and encouraging retrieval from long-term memory. Homework will be posted on Satchel One. Geography class also has a Google Classroom site with many extra revision material and course notes.



### Skills

Developing and applying skills and detailed knowledge and understanding in a variety of Geographical contexts - research skills, mapping skills, fieldwork skills, using and interpreting numerical and graphical information.



## CAREER PATHWAYS

A huge variety of future careers will utilise the skills gained through studying geography. Some of the more unusual ones including landscape architect; conservation officer; park ranger; surveyors; town planner; hydrologist; weather presenter on the tv; a member of the Royal Family (yes, the Prince of Wales has a Geography degree) and of course a Geography teacher.



# MODERN STUDIES

## SOCIAL SUBJECTS

Awards Available: Higher & National 5

### Teaching Methods: What does the learning look like?

- Teachers develop strong and effective relationships with young people, supporting individual pathways, through knowing them well, and carrying out teacher pupil agreements at the onset of courses.
- Each young person is given a pupil learning plan, which allows them to check their own progress using traffic light colours to assess their learning of topics.
- Starter tasks are given which will involve thinking skills and will aim to engage, motivate and enable retrieval of information from the long term memory of young people. This can be subject specific and/or linked into literacy/numeracy and/or health and wellbeing.

### Course Content: What will I learn?

Democracy in Scotland and the UK – you will study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK. Social Issues in the United Kingdom – you will study aspects of crime and the law. You will focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK. International Issues – you will study a world issue and will focus on any significant recent issue which extends beyond the boundaries of any single country, and has an impact which may be regional or global, your focus will be poverty. All of these will help you to gain a better understanding of the world we live in and engage in the world



### Assessment

Assessment - This will include on-going formative assessment, through questioning, class discussions, class work and homework. Summative assessment will take the form of practise exam type questions carried-out under timed conditions and prelims for both N5 and Higher prior to a final exam in May. All young people are required to complete an independent assignment, this is marked by the Scottish Qualification Authority and counts towards their final mark.



### Homework

Young people should revise content and skills as they progress through the course for 2 hours a week. This will include homework tasks issued by the class teacher. Tasks will relate to understanding content, practising skills, and encouraging retrieval from long-term memory. Homework will be posted on Satchel One.



### Skills

Analysing and evaluating a wide range of evidence which may be written, numerical and graphical to explain the degree of reliability in contexts which may be familiar or unfamiliar: detect and explain the degree of objectivity in contexts which may be familiar or unfamiliar, draw and support conclusions in contexts which may be familiar or unfamiliar. Researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in contexts which may be familiar or unfamiliar..



## CAREER PATHWAYS

Most common careers are: public administration, civil service, business management, law, teaching, journalism and social work but there are many other careers where Modern Studies would be desirable.



# SOCIOLOGY

## SOCIAL SUBJECTS

Awards Available: Higher & National 5

### Teaching Methods: What does the learning look like?

- Teachers develop strong and effective relationships with young people, supporting individual pathways, through knowing them well, and carrying out teacher pupil agreements at the onset of courses.
- Each young person is given a pupil learning plan, which allows them to check their own progress using traffic light colours to assess their learning of topics.
- Starter tasks are given which will involve thinking skills and will aim to engage, motivate and enable retrieval of information from the long term memory of young people. This can be subject specific and/or linked into literacy/numeracy and/or health and wellbeing.

### Course Content: What will I learn?

Understanding Human Society – develop an understanding, by describing perspectives, theories and concepts in Sociology. Understanding the importance of research and exploring several research methods. From this, young people learn theories on how society works and why people behave the way they do. Culture and Identity – this includes learning about socialisation, and the relationship between socialisation and the formation of identity. They also explore the features of cultures and subcultures and look at examples of diversity within cultures and sub-cultures. For example youth sub-culture, gypsy travellers, hippies and gangs. Social Issues – this involves young people applying their knowledge from unit 1 and 2 to explain social issues, using theories and research studies to demonstrate their understanding. For example, to explain differences in achievement within education, to explain why a label can impact negatively on an individual's behaviour and to explain gender inequality within the criminal justice system.



### Assessment

This will include on-going formative assessment, through questioning, class discussions, class work and homework. Summative assessment will take the form of practise exam type questions. All young people are required to complete an independent assignment, this is marked by the Scottish Qualification Authority and counts towards their final mark.



### Homework

Young people should revise content and skills as they progress through the course for 2 hours a week. This will include homework tasks issued by the class teacher. Tasks will relate to understanding content, practising skills, and encouraging retrieval from long-term memory. Homework will be posted on Satchel One.



Skills will include developing an understanding of sociological perspectives by identifying and describing concepts, using investigation skills to explore issues, read and select relevant information as evidence for giving clear explanations for human social behaviour.



## CAREER PATHWAYS

Studying Sociology encourages you to engage critically with the world around you, ask questions about the social world and challenge things we often take for granted. The most common careers are - teaching/lecturing, research and policy, health and social care, law, the police, criminal justice support worker, refugee welfare officer, business management, journalism, social worker, local government, human resource, charity/community development.





# MUSIC

## PERFORMANCE & DESIGN

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

**Practical** This will be modelled through live performance and demo videos, step by step. As pupils will work on their chosen instrument, this will be one to one with pupils. Feedback will be regular, both verbally and written into profiles for next steps and through learner conversations. **Listening Theory** work will be taught using ICT with audio files to prepare for a listening assessment. Learning will be assessed using HOTS questioning, show me boards and hands down questioning as examples. Active learning games and Kahoots are used at revision times to highlight a variety of music concepts. **Composition** Composition skills will be taught through examples of different styles and ICT used to experiment with chords/motifs. Compositional techniques will be highlighted to link with listening lessons.

### Course Content: What will I learn?

You will learn how to play and perform a programme of music on two instruments with confidence, understanding next steps through feedback. These instruments will eventually be performed live to an examiner in N5 and recorded for N4. In listening you will learn a variety of concepts through a range of listening topics such as Scottish music, classical music etc. In Composition you will learn to create your own piece of music using a variety of compositional methods and styles such as minimalist, popular song writing and Scottish song writing.



### Assessment

Assessment In N5, Listening is 35%, composition is 5% and practical is 60% of the overall mark. Regular listening assessments are completed at the end of each topic. Pieces are recorded when completed. Composition is ongoing throughout the year. Teachers check in regularly to ensure progress is being made and learners can evaluate their own and peer performances through video recordings. For N4, all assessments are pass/fail and assessed by your teacher.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Homework can be 100% completed using ICT. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.



### Skills

Skills Music helps pupils to take responsibility for their own learning. Literacy is encouraged through listening papers and class discussion. Digital skills are developed through use of Google Classroom tasks and use of music software such as Sibelius and Mixcraft. Leadership is developed through learning how to practice efficiently, keeping track of learning and feeding back on their own and others'.





# MUSIC

## PERFORMANCE & DESIGN

Awards Available: Higher

### Teaching Methods: What does the learning look like?

**Practical** This will be modelled through live performance and demo videos, step by step. As pupils will work on their chosen instrument, this will be one to one with pupils. Feedback will be regular, both verbally and written into profiles for next steps and through learner conversations. Listening Theory work will be taught using ICT with audio files to prepare for a listening assessment. Learning will be assessed using HOTS questioning, show me boards and hands down questioning as examples. Active learning games and Kahoots are used at revision times to highlight a variety of music concepts. Composition Composition skills will be taught through examples of different styles and ICT used to experiment with chords/motifs. Compositional techniques will be highlighted to link with listening lessons.

### Course Content: What will I learn?

You will learn how to play and perform a programme of music on two instruments with confidence, understanding next steps through feedback. These instruments will eventually be performed live to an examiner. In listening you will learn a variety of concepts through a range of listening topics covering musical instruments, periods, styles, literacy etc. In Composition you will learn to create your own piece of music using a variety of compositional methods and styles such as minimalist, popular song writing and classical.



### Assessment

The listening paper is 35%, composition is 5% and practical is 60% of the overall mark. Regular listening assessments are completed at the end of each topic in preparation for the SQA listening exam. Practical pieces are recorded when completed in preparation for a full programme to be performed in front of an SQA visiting examiner. Composition is ongoing throughout the year and the composition folio is sent to the SQA to be externally marked. Teachers check in regularly to ensure progress is being made and learners can evaluate their own and peer performances through video recordings.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Written homework can be 100% completed using ICT and there are opportunities for instruments to be loaned out to help prepare pieces from home. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.





# MUSIC

## PERFORMANCE & DESIGN

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

**Practical** This will be modelled through live performance and demo videos, step by step. As pupils will work on their chosen instrument, this will be one to one with pupils. Feedback will be regular, both verbally and written into profiles for next steps and through learner conversations. Listening Theory work will be taught using ICT with audio files to prepare for a listening assessment. Learning will be assessed using HOTS questioning, show me boards and hands down questioning as examples. Active learning games and Kahoots are used at revision times to highlight a variety of music concepts.

**Composition** Composition skills will be taught through examples of different styles and ICT used to experiment with chords/motifs. Compositional techniques will be highlighted to link with listening lessons. Pupils will learn about analysis through audio examples and score from Google Classroom.

### Course Content: What will I learn?

You will learn how to play and perform a programme of music on two instruments with confidence, understanding next steps through feedback. These instruments will eventually be performed live to an examiner. In listening you will learn a variety of concepts through a range of listening topics covering musical instruments, periods, styles, literacy etc. In Composition you will learn to create your own piece of music using a variety of compositional methods and styles such as minimalist, popular song writing and classical.



### Assessment

**Assessment** The listening paper is 35%, composition is 5% and practical is 60% of the overall mark. Regular listening assessments are completed at the end of each topic in preparation for the SQA listening exam. Practical pieces are recorded when completed in preparation for a full programme to be performed in front of an SQA visiting examiner. Composition is ongoing throughout the year and the composition folio is sent to the SQA to be externally marked. Teachers check in regularly to ensure progress is being made and learners can evaluate their own and peer performances through video recordings. Pupils must complete an analysis of one piece of music. It must include linking audio to identified music concepts within the sheet music and an extended piece of written analysis in a report form.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Written homework can be 100% completed using ICT and there are opportunities for instruments to be loaned out to help prepare pieces from home. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.



### Skills

Music helps pupils to take responsibility for their own learning. Literacy is encouraged through listening papers and class discussion. Digital skills are developed through use of Google Classroom tasks and use of music software such as Sibelius and Mixcraft. Leadership is developed through learning how to practice efficiently, keeping track of learning and feeding back on their own and others'.





# MUSIC TECH

## PERFORMANCE & DESIGN

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

Prominent use of ICT to teach all areas of the course. Practical work is taught by showing examples / group work. This can be setting up microphones to record, learning how to use software by following examples of steps on the board or showing examples of completed projects such as radio shows, film soundtracks, gaming soundtracks, audiobooks etc to help support learning.

Listening work is taught using Sway presentations with descriptions and audio examples and Nearpod lessons where information is linked with quizzes to check understanding. All of these access ICT. All learning materials are shared on Google Classroom. Interactive games are used to help with group revision for example, using Kahoot, Jenga etc.

### Course Content: What will I learn?

In Music Technology, you will learn how to record audio using microphones as well as learning how to import and combine audio such as music, sound FX and learn to use MIDI keyboards all connected to iMacs. You will also learn how to edit and mix those sounds into different projects. For N5 level, you will complete 2 projects (3 contexts for N4). These can be recording your own radio show, recording your own audio to replace the audio of a film / gaming clip, recording a song or recording a children's audiobook with sound effects.

You will also learn music from different styles such as Punk, Hip Hop, Synth Pop, Dance Music etc and the technologies used within them.



### Assessment

For N5, 70% of the course assessment is completed in class. This is made up of the two audio projects with logbooks which are completed throughout the year. 30% of the course assessment is a listening assessment completed with other exams in May.

At N4 level There are 3 units (2 practical and 1 listening based) with 1 final practical project with logbook, all completed using ICT. These units are all pass/fail and internally assessed by your teacher.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Homework can be 100% completed using ICT. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.



### Skills

This course helps to build ICT skills. It also helps with groupwork and leadership when relying on other pupils to follow instruction to create sounds, read scripts etc for your project. The course really helps to develop creativity as you can choose to create your projects on whatever theme you want to and use your imagination to link your ideas with the skills required.





# MUSIC TECH

## PERFORMANCE & DESIGN

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Prominent use of ICT to teach all areas of the course. Practical work is taught by showing examples / group work. This can include setting up microphones to record, learning how to use software by following examples of steps on the board or showing examples of completed projects such as radio shows, film soundtracks, MIDI multitracks and audio multitracks to help support learning. Listening work is taught using Sway presentations with descriptions and audio examples, and through the use of Nearpod lessons where information is linked with quizzes to check understanding. All of these access ICT. All learning materials are shared on Google Classroom. Interactive games are used to help with group revision for example, using Kahoot, Jenga etc.

### Course Content: What will I learn?

In Music Technology, you will learn how to record audio using microphones as well as learning how to import and combine audio such as music, sound FX and learn to use MIDI keyboards all connected to iMacs. You will also learn how to edit and mix those sounds into different projects. For Higher level, you will complete 1 project containing 3 contexts. This can be a radio show, film soundtrack or computer gaming soundtrack that would also include a MIDI multitracked piece of music and a song recorded by mic'ing up instruments and vocals.

You will also learn music from different styles such as Soul, Reggae, R'n'B, Indie etc and the technologies used within them.



### Assessment

For Higher, 70% of the course assessment is completed in class. This is made up of the audio project with accompanying logbook which is completed throughout the year. 30% of the course assessment is a listening assessment completed with other SQA exams in May. The audio project is sent to the SQA electronically to be marked externally.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Homework can be 100% completed using ICT. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.



### Skills

This course helps to build ICT skills. It also helps with groupwork and leadership when relying on other pupils to follow instruction to create sounds, read scripts etc for your project. The course really helps to develop creativity as you can choose to create your projects on whatever theme you want to and use your imagination to link your ideas with the skills required.





# MUSIC TECH

## PERFORMANCE & DESIGN

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Prominent use of ICT to teach all areas of the course. Practical work is taught by showing examples / group work. This can include setting up microphones to record, learning how to use software by following examples of steps on the board or showing examples of completed projects such as radio shows, film soundtracks, MIDI multitracks and audio multitracks to help support learning. Skills work is taught using tutorial videos with descriptions and audio examples, and through the use of groupwork and problem solving to help build confidence and improve understanding. All tasks involve the use of ICT. All learning materials are shared on Google Classroom.

### Course Content: What will I learn?

In Advanced Higher Music Technology, you will choose a specialist area that interests you as your focus. This will be your choice and you will use internet resources to investigate your chosen speciality in order to plan practical experiments and build your recording / mixing skills. You will focus on one piece of audio where you will experiment with advanced mic placements and mixing techniques and you will also learn about the mastering stage once you have mixed your assignment. The skills learned vary pupil by pupil at Advanced Higher level as your choice of project and your research will dictate your chosen pathway.



### Assessment

Assessment For Advanced Higher, 100% of the course assessment is completed in class. 30% of your course award is a Research project chosen by yourself where you will focus on a specific topic (for example, various ways to mic up a drumkit). From here, you will investigate various techniques and experiment with these new skills. 70% of the course award is the large stage recording. This could be a song recording for example, where you incorporate the skills you learned within your Research topic. This project is accompanied with a logbook. The Research project is sent electronically to the SQA in March and the audio assignment is sent in May.



### Homework

Homework Homework is signposted on Satchel One but set on Google Classroom. Homework can be 100% completed using ICT. Some homework will be multiple choice and most tasks will involve audio to help prepare for listening assessments.



### Skills

Skills This course helps to build ICT skills. It also helps with groupwork and leadership when relying on other pupils to follow instruction to create sounds, read scripts etc for your project. The course really helps to develop creativity as you can choose to create your projects on whatever theme you want to and use your imagination to link your ideas with the skills required.





# LOVILCIOUS

## PERFORMANCE & DESIGN

Awards Available: Level 5/6

### Teaching Methods: What does the learning look like?

The majority of our learning will be undertaken during practical tasks. New skills will be demonstrated by the class teacher and broken down into manageable steps in order to practice and develop skills.

There will be written elements in the subject that will include areas of health and safety, knowledge and understanding of the structure of the nail. There will also be short investigations into a variety of nail art tools and equipment. These will be created in a digital format. The majority of assessments can be completed with the use of ICT.

### Course Content: What will I learn?

In Lovilicious we will focus on manicure and creative nail finishes as well as freehand nail art. Pupils will also have the opportunity to create a portfolio of their work.

Pupils will learn a basic manicure including a hand massage and finish with a creative nail finish using gems, stamping, glitter or stickers. Freehand nail art will involve developing a number of nail art skills including striping, dotting, flowers, freehand skills, marbling and themed designs.

Portfolio allows pupils to create a record of their skills and demonstrate their abilities and style of nail art. They will compile photographs of completed work as well as step by steps of how the designs have been created.



### Assessment

Assessment will be through practical observations as well as open book assessments. These are all on a pass/fail basis with an opportunity for remediation after feedback has been given. Practical activities can be videoed for self and peer assessment and feedback.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Homework can be 100% completed using ICT. Some homework will be multiple choice and will prepare pupils for closed book written assessments.



### Skills

As well as nail care skills, product application and nail art techniques pupils will also learn a wide range of skills for work. These include time keeping, customer service skills, health and safety in the work place, confidence, team work, communication, problem solving and IT skills.





# ART & DESIGN

## PERFORMANCE & DESIGN

Awards Available: National 4/5

### Teaching Methods: What does the learning look like?

Practical work is taught by showing a variety of examples of design and expressive folios and teacher led modelling of required skills and content. Teaching will encourage varied approaches to the Expressive element of course such as; portraiture, still life and built environment to explore a wide range of expressive media, allowing learners to show skills and develop processes and techniques. The Design element of the course will be taught through modelling using digital and 3D Medias to explore a variety of ideas working towards a final resolved outcome. The written aspect of the course looks at artists and designers primarily taught through the use of ICT and Google Classroom to help support learning.

### Course Content: What will I learn?

**Expressive:** Learners are able to choose between genres such as Portraiture, Landscape, Still life and Built Environment. Learners will respond creatively to various techniques, processes and skills inspired by artist's styles and their influences. Examples of this would be through the use of various materials such as; paint, oil pastels, printmaking.etc.

**Design:** Learners are able to choose between 2D+ 3D design such as; Graphic Design, illustration, Fashion and Textiles and Architecture. Learners will respond creatively through problem solving, developing design ideas inspired by various designers using digital techniques and processes

**Written:** Learners are able to critically analyse the work of artists and designers and form their own opinions



### Assessment

For N4 + N5, 80% of the course assessment is completed in class. This is made up of the two folios (Expressive and Design) projects which are completed throughout the year. 20% of the course assessment is a written assessment N5 is completed with other exams in May, N4 is assessed internally.



### Homework

Homework is signposted on Satchel One but set on Google Classroom. Homework can be practical as a continuation of class work for folios. Some homework will be digital in the form of the written aspect of the course for assessment.



### Skills

Being a skills based practical subject, Art and Design allows learners to explore various materials, techniques and processes for both Expressive and Design aspect of the course. Learners will develop Digital skills through the use of ICT, Apps and creative software. It also helps with the written aspect of the course. These skills really help to develop creativity and leadership through project development.







# ART & DESIGN

## PERFORMANCE & DESIGN

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Practical work is taught by showing a variety of examples of design and expressive folios and teacher led modelling of required skills and content for highly skilled and refined outcomes. Teaching will encourage advanced and creative approaches to the Expressive element of course such as; portraiture, still life and built environment to explore a wide range of expressive media, allowing learners to show skills and develop processes and techniques. The Design element of the course will be taught through modelling using digital and 3D Medias and or illustration to explore a variety of ideas working towards a final highly resolved outcome. The written aspect of the course looks at artists and designers primarily taught through the use of ICT and Google Classroom to help support learning.

### Course Content: What will I learn?

**Expressive:** Learners are able to choose between genres such as Portraiture, Landscape, Still life and Built Environment. Learners will respond creatively and be highly skilled in various techniques, processes and skills inspired by artist's styles and their influences. Examples of this would be through the use of various materials such as; paint, oil pastels, printmaking.etc. **Design:** Learners are able to choose between 2D+ 3D design such as; Graphic Design, illustration, Fashion and Textiles and Architecture. Learners will respond creatively through problem solving, developing design ideas inspired by various designers using digital techniques and processes **Written:** Learners are able to critically analyse the work of artists and designers and form their own opinions.



### Assessment

Assessment For higher, 78% of the course assessment is completed in class. This is made up of the two folios (Expressive and Design) projects which are completed throughout the year. 23% of the course assessment is a written assessment. The Higher written component is completed with other SQA timetabled exams in late April / May.



### Homework

Homework Homework is signposted on Satchel One but set on Google Classroom. Homework can be practical as a continuation of class work for folios. Some homework will be digital in the form of the written aspect of the course for assessment.



### Skills

Being a skills based practical subject, Art and Design allows learners to explore various materials, techniques and processes for both Expressive and Design aspect of the course. Learners will develop Digital skills through the use of ICT, Apps and creative software. It also helps with the written aspect of the course. These skills really helps to develop creativity and leadership through project development.





# ART & DESIGN

## PERFORMANCE & DESIGN

Awards Available: Advanced Higher

### Teaching Methods: What does the learning look like?

Prominent use of art and design resources and ICT to teach all areas of the course. Practical work is taught through folio work to include; prompt structures / sketchbook work / shown examples and practical demonstrations via teacher demos, digital platforms and visiting specialists. Digital work is taught via digital tools and software relevant to the art & design field, such as graphic design software, digital painting tools, or virtual reality applications. Folio based learning is facilitated for learners to research, develop and conclude their exploration of their individualised theme and creative intentions. Skills are taught through practical demonstration from teacher, and tutorial videos with a focus on skills, process and material exploration, and through the use of groupwork and problem solving to help build confidence and improve understanding. All tasks involve the use of ICT. Learning materials are shared on Google Classroom.

### Course Content: What will I learn?

In Advanced Higher Art and design, you will choose between Expressive Art or Design. A specialist area is then selected, specific to what interests you, as your focus. Pupils will be encouraged to study the genre of their choice and the work of established artists or designers to help inform their practice within their folios. Through development of skills, processes and critical analysis, learners will be able to build a portfolio worthy for any art based pathway for future study. Learners will actively research and engage in the investigation and research of specialist area using various digital sources. This will aim to develop various skills within the folio. Learners will be encouraged to develop independent thinking through; reflective practice, self- awareness and creative development. This informs practice and provides scope for experimentation of techniques, processes and mediums.



### Assessment

Assessment Advanced Higher Art and design is fully completed in class. Submission of work to SQA includes a Portfolio which is assessed out of 100 marks. 64 marks can be awarded for the practical folio. 30 marks can be awarded for a written contextual analysis of an influential artist or designer (depending on chosen specialism) and the final 6 marks can be awarded for the evaluation of work, with reference to their chosen theme/ specialism. Your Portfolio is tracked, monitored and assessed continually throughout the year by your teacher to ensure you understand and meet the criteria set by the SQA. The final Portfolio is submitted altogether to the SQA in May.



### Homework

Homework Targets are signposted on Google Classroom. Homework and deadlines are given by the teacher via Satchel and Google Classroom. Homework is related to the skills and process development within the folio. ICT can be used to complete some of the contextual analysis written work at home.



### Skills

Skills This course helps to build practical and design skills. It also helps with independent thinking and self - directed working which is key in the Creative Field. Learners develop leadership by taking ownership of their own learning and response to their chosen specialism and theme. By producing a highly personal response to their chosen theme will help learners develop their creativity through both practical exploration of medium and analysis of the work of artists/designers.





# PE

## HEALTH & WELLBEING

Awards Available: National 5

### Teaching Methods: What does the learning look like?

Teacher led, self and peer learning/assessing, practical demo's and skill development, individual/group work, differentiated lessons meeting needs of all learners.

### Course Content: What will I learn?

How to plan, develop and carry out a PDP so that you can improve performance level. You will have a choice of an activity to carry out a Personal Development Plan for 15 weeks so that you have enough time to improve. How to monitor and evaluate progress and make necessary changes to the approaches you are using. How to use data an information to inform you of your progress. How to recognise strengths and weaknesses of any player/team for your advantage. How to improve literacy skills to level 5 standard. How to control your emotions and develop your Physical, Mental and Social skills. How to work effectively as an individual or part of a team.



### Assessment

The National 5 PE course is assessed through: 50% of the course is practical - 2 one off performances (each out of 30 marks) 50% of the course is written - out of 60 marks (usually one or two periods a week in the classroom)



### Homework

One homework task a week - completing the answer to a portfolio question. How to answer the question will be taught during the theory periods and then completed at home.



### Skills

- Listening/ Communication
- Planning and Organisational
- Numeracy
- Physical Wellbeing
- Employability
- Citizenship
- Thinking skills
- Analysing and evaluating



## CAREER PATHWAYS

Personal Trainer  
Coach  
KA Leisure  
Referree/Umpire

Professional Sportsperson  
Teacher  
Sports Reporter  
Commentator



# PE

## HEALTH & WELLBEING

Awards Available: Higher

### Teaching Methods: What does the learning look like?

Teacher led, self and peer learning/assessing, practical demo's and skill development, individual/group work, differentiated lessons meeting needs of all learners.

### Course Content: What will I learn?

- How to improve literacy skills to level 6 standard.
- How to plan, develop and carry out a PDP so that you can improve performance level.
- You will have a choice of an activity to carry out a Personal Development Plan for 15 weeks.
- You will be responsible for your own structure and progression within the PDP, as opposed to teacher led at Nat 5.
- How to monitor and evaluate progress and make necessary changes to the approaches you are using.
- How to use data and information to inform you of your progress.
- How to recognise strengths and weaknesses of any player/team for your advantage.
- How to control your emotions and develop your Physical, Mental and Social skills.
- How to work effectively as an individual or part of a team.
- How to relate theory and practical into improving overall performance and improvement of individual preparation for exam answers.



### Assessment

- 50% of the course is practical – 2 one off performances (each out of 30 marks)
- 50% of the course is written – Written exam out of 60 marks (usually at least two periods a week in the classroom)



### Homework

One homework task a week – completing the answer to a previous exam question. How to answer the question will be taught during the theory periods and then completed at home.



### Skills

Literacy Listening/ Communication /Participating/Planning and Organisational Numeracy, Health and wellbeing, Physical wellbeing, Employability. Citizenship Thinking skills, Applying, Analysing and evaluating





# SPORTS LEADER

## HEALTH & WELLBEING

Awards Available: Level 6

### Teaching Methods: What does the learning look like?

Directed Teaching Initially.  
Pupil experiential practical course.

### Course Content: What will I learn?

This course is dedicated to building your leadership skills and behaviours through theory, practice and leading sporting/physical activity sessions.

Within the course you will be able to build on your leadership skills through leading pupils in a primary and secondary setting, as well as your peers.

You are required to lead sessions: - In the cluster primary extra-curricular programme - School based extra-curricular lunchtime/after school clubs - You can also lead through the community, in an ASN setting or working with the elderly,

Furthermore, you are required to plan, organise and deliver an event for a set group of people/ focus area.

Within the course there is opportunities to gain extra qualifications/modules or certification in leading or sporting activities.



### Assessment

Assessment for this course includes the above, as well as the full completion of a Learner's Evidence Log (LER), this is done in class time and in your own time. The Level 6 Higher leader's course awards you with 14 SCQF points.

Primary School Placements Pass / Fail



### Homework

Homework Varied homework tasks to complete Learning Log



### Skills

We aim to build on your confidence and skills as a leader, as well as developing personal attributes which will prepare you for the world of work





# REFEREEING

## HEALTH & WELLBEING

Awards Available: Level 7

### Teaching Methods: What does the learning look like?

Mixture of Classroom (2 periods per week) and practical (4 periods a week).  
Powerpoint presentations covering Laws of the Game. Video analysis of practical refereeing examples.

### Course Content: What will I learn?

Theory - Laws of the Game and video analysis Practical - Positioning, signalling, communication, decision making. Report writing - Disciplinary report writing tuition. Fitness - Fitness requirements to referee.



### Assessment

Laws of the Game exam (55 marks. 79% pass mark. Pass or fail.)  
Practical assessment (referee 20min, 11-a-side game of football observed by teacher.



### Homework

Homework is issued as and when necessary. Usually in preparation for a class test or final exam. Students are encouraged to watch professional football and come to class with examples of refereeing decisions to discuss.



### Skills

Communication, conflict resolution, confidence, responsibility, respect, leadership.





# PRACTICAL COOKERY

## HEALTH & WELLBEING

Awards Available: National 5

### Teaching Methods: What does the learning look like?

Teacher led, self and peer learning/assessing, practical demo's and skill development, individual/group work, differentiated lessons meeting needs of all learners.

### Course Content: What will I learn?

The course aims to enable candidates to:

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



### Assessment

The National 5 Practical Cookery course is assessed through:  
50% theory and 50% practical lessons across the year.  
Question Paper, Assignment, Practical Activity



### Homework

Homework Varied homework tasks, including practical practice, review of practical skills via SQA videos, and theory questions on previous learning.



### Skills

- 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





# HEALTH & FOOD TECHNOLOGY

## HEALTH & WELLBEING



Awards Available: National 5

### Teaching Methods: What does the learning look like?

Teacher led, self and peer learning/assessing, practical demo's and skill development, individual/group work, differentiated lessons meeting needs of all learners.  
(Product Development).

### Course Content: What will I learn?

The course has six broad and inter-related aims which allow candidates to:

- “ develop knowledge and understanding of the relationships between health, food and nutrition
- “ develop knowledge and understanding of the functional properties of food
- “ make informed food and consumer choices
- “ develop the skills to apply their knowledge in practical contexts
- “ develop organisational and technological skills to make food products
- “ develop and apply safe and hygienic practices in practical food preparation



### Assessment

The National 5 Health & Food Technology course is assessed through:

- Question Paper
- Assignment



### Homework

Varied homework tasks, including developing analytical skills through homework working with briefs and case studies.

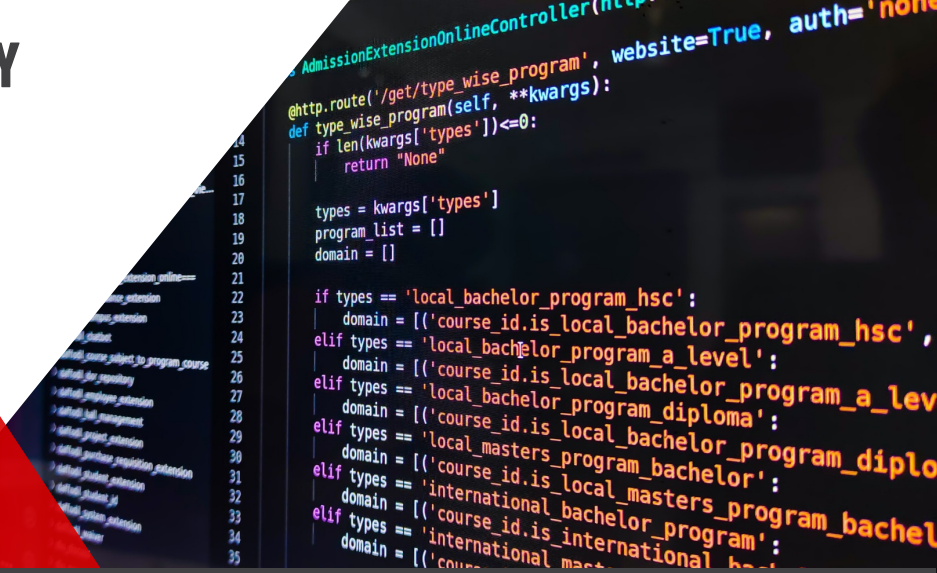


### Skills

- Literacy
- Numeracy
- Physical Wellbeing
- Employability
- Analysing & Evaluating







# COMPUTING SCIENCE

## TECHNOLOGIES

Awards Available: National 4/5/Higher

### Teaching Methods: What does the learning look like?

Lessons in Computing Science will adopt a number of different strategies and activities designed to challenge pupils and develop their computational thinking skills. Learners will predominately be completing practical work which will be reinforced by class discussions and written tasks. You will require to analyse, design, implement, test and evaluate practical solutions. All of our teaching material will be available on Google Classroom. Web Development tasks will be completed using HTML, CSS and Javascript. As part of the course you will learn the fundamental concepts of programming, you will complete practical tasks using the Software Development environment, Livecode.

### Course Content: What will I learn?

You will develop knowledge, understanding and practical problem-solving skills in Software Design and Development and Web Design and Development, through a range of practical and investigative tasks. You will apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions. You will be using a range of development tools such as Livecode, HTML, CSS and Javascript. In the Computer Systems topic you will develop an understanding of how data and instructions are stored in binary form and learn about the basic computer architecture. You will also gain an awareness of the environmental impact of the energy use of computer systems and security precautions that can be taken to protect computer systems.



### Assessment

Assessment National 4 – No end of year Exam. The assessment is made up of two end of unit assessments and an Added Value Unit. National 5 & Higher– External exam worth 80 marks and externally marked coursework task worth 40 marks.



### Homework

Homework Regular homework exercises are issued via Google Classroom. The homework exercises include a range of questions including past paper questions. These are designed to reinforce the learning that has taken place in class.



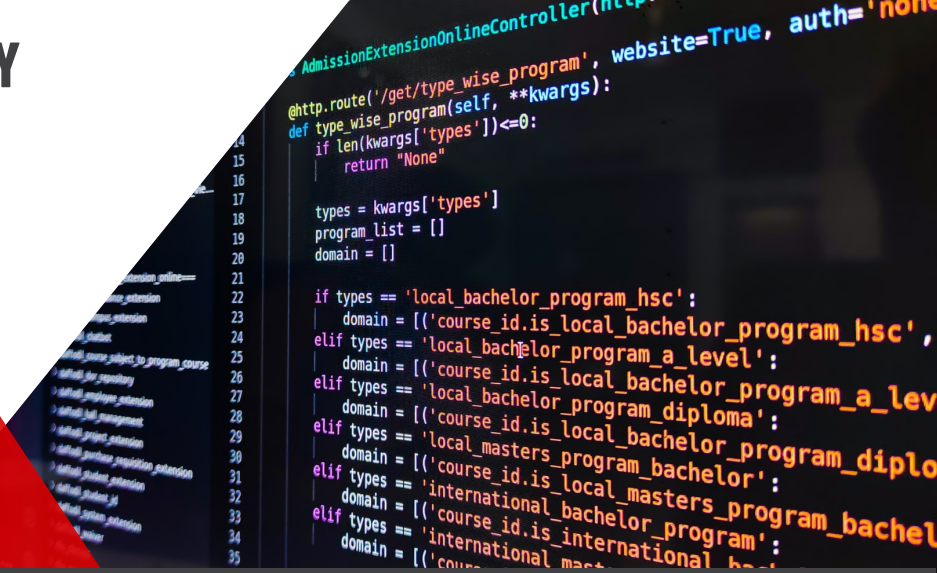
### Skills

It provides opportunities to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication, problem solving, employability and self and peer evaluation, in a range of contexts.



## CAREER PATHWAYS

Careers in this field include but are not limited to: Software Developer, Web Developer, Computer Systems Analyst, Systems Analyst, Video Game Developer, Network Engineer, Information Technology Management, Data Science, Database Administrator, Engineer, Designer, Data Analysis, Systems Architect, AI, Web Designer, Computer Hardware Engineer, Software Engineering, Computer Scientist, Computer Security and Network Administrator.



# COMPUTING GAMES DEVELOPMENT TECHNOLOGIES

Awards Available: NPA Level 4/5/6

## Teaching Methods: What does the learning look like?

This course will develop your creativity, problem solving and technical skills through the planning, designing and creation of a computer game. There will be a range of different teaching methods used such as class discussions, demonstrations, practical and written tasks and tutorials which will be delivered through Google Classroom as learners build up their portfolio of evidence. Learning will include researching different games on the Internet, using your knowledge of games or playing a specified games. Gamemaker will be used to complete practical tasks before you design and develop your own game.

## Course Content: What will I learn?

The course consists of three topics: Design, Media Assets, and Development. The design unit focuses on creating a plan for the development of a computer game. The media assets unit focuses on finding and capturing digital media that could be used within a game. The development unit focuses on writing code to produce the game. You will also be required to write a report to fully test and evaluate your game. During the award, you will gain a variety of knowledge and skills including the following: What media assets are available and how to capture them, what makes a good game, how to modify media assets for your game, how to program a computer game, how to design a good game and how to test a game.



### Assessment

Assessment Assessment is a series of practical tasks which are continually assessed. There is no end of year exam for this course. You will complete research tasks, produce a Design Proposal, research and create media assets, produce a working game and write reports to test and evaluate your game.



### Homework

Homework Homework for this course is informal. If evidence tasks are not completed during class time, you will be asked to complete these at home via Google Classroom. Alternatively, you will be asked to research an area at home to allow you to complete a task in class.



### Skills

Investigation Skills, Research skills, Project development skills, Problem solving skills, Computational thinking skills, Collaboration and team working skills, Employability skills and Creativity skills.





# CYBER SECURITY

## TECHNOLOGIES

Awards Available: NPA Level 4/5/6

### Teaching Methods: What does the learning look like?

Lessons in Cyber Security will adopt a number of different strategies and activities designed to challenge pupils and develop their computational thinking skills. Learners will predominately be completing practical work which will be reinforced by class theory and written tasks. Investigations and problem solving activities will be carried out in pairs, teams and individually. All of our teaching material will be available through Google Classroom and some practical skills will be developed through practical tasks on our virtual learning environment.

### Course Content: What will I learn?

You will learn how personal data can be stored, used and shared by social media, the risks associated with storing and sharing this data and basic practical methods of protecting data. You will examine the tools and techniques used by hackers. You will consider the potential threats and mechanisms that can be leveraged by malicious hackers to target individuals and organisations. You will explore how ethical hacking can help identify and mitigate these threats, and try out some of the techniques and technologies used to defend systems from attack. You will conduct a digital forensics examination. You will investigate digital devices and media to secure evidence, before reconstructing, analysing and interpreting the data and creating an investigative report.



### Assessment

There is no final exam or coursework component. Each unit has two assessments: a practical task and a multiple-choice theory test (60% pass mark). Learners are required to demonstrate that they have achieved all of the performance criteria for each unit by completing these elements.



### Homework

Homework for this course is informal. If evidence tasks are not completed during class time, you will be asked to complete these at home via Google Classroom. Alternatively, you will be asked to research an area at home to allow you to complete a task in class.



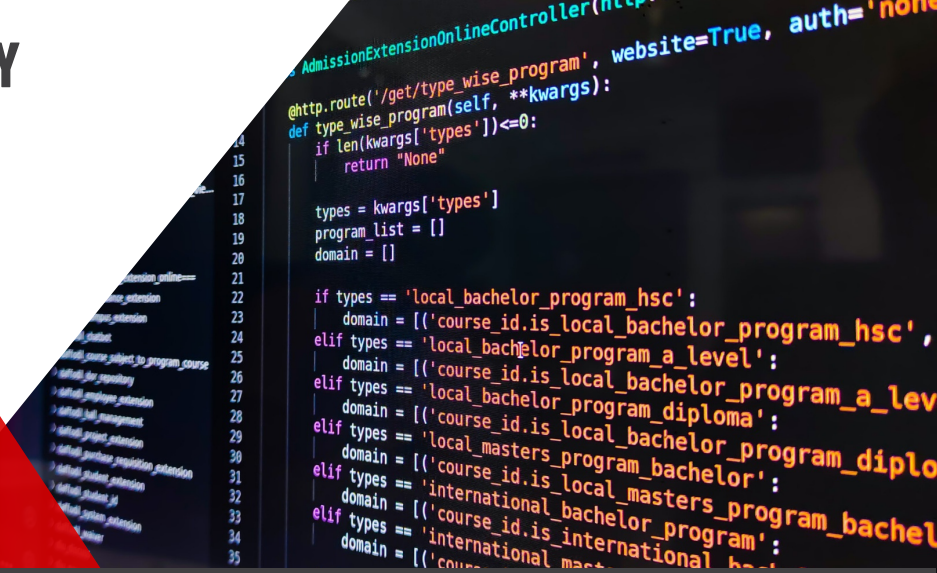
### Skills

You will develop knowledge and skills relevant to the use of Data Security, Digital Forensics and Ethical Hacking. Skills include: investigation research, project development, problem solving, collaboration, employability and computational thinking skills. You will apply skills and knowledge in analysis, design, development, implementation, testing, and evaluation to a range of digital solutions.



## CAREER PATHWAYS

Careers in this field include but are not limited to: Cyber Security Specialist, Cyber Security Analyst, Cyber Security Manager, Cyber Security Consultant, Cyber Security Engineer, Cyber Security Architect, Cyber Crime Analyst, Incident and Intrusion Analyst, Incident Response, Network Monitoring and Intrusion Detection, IT Auditor, Penetration and Vulnerability Tester, Vulnerability Manager, Cyber Threat Intelligence and Digital Forensics.



# BUSINESS MANAGEMENT

## TECHNOLOGIES

Awards Available: National 5

### Teaching Methods: What does the learning look like?

We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers. Pupils will develop knowledge and understanding of the ways in which society relies on business to satisfy our needs; explore realistic business situations and increase their knowledge of financial management in a business context; as well as gain an awareness of how external influences impact on organisations. The course is suitable for all pupils interested in entering the world of business – whether as a manager, employee or self-employed person – and suitably prepares them for the world of work.

### Course Content: What will I learn?

**Understanding Business** - Pupils will give an account of the key objectives and activities of small and medium-sized businesses as well as outline internal and external factors impacting on business activity.

**Management of Marketing and Operations** - Pupils will gain an understanding of how the marketing and operations functions contribute to the success of small and medium-sized organisations.

**Management of People and Finance** - The topic of HR includes recruitment, selection, training & legislation. Pupils will also gain an understanding of budgeting, break-even analysis and preparing profit and loss accounts.



### Assessment

**Question Paper (70 marks)** - Pupils are required to interpret business information and draw conclusions. **Course Assignment (30 marks)** - Pupils are required to apply their skills gained to produce a proposal to improve the effectiveness of a business activity.



### Homework

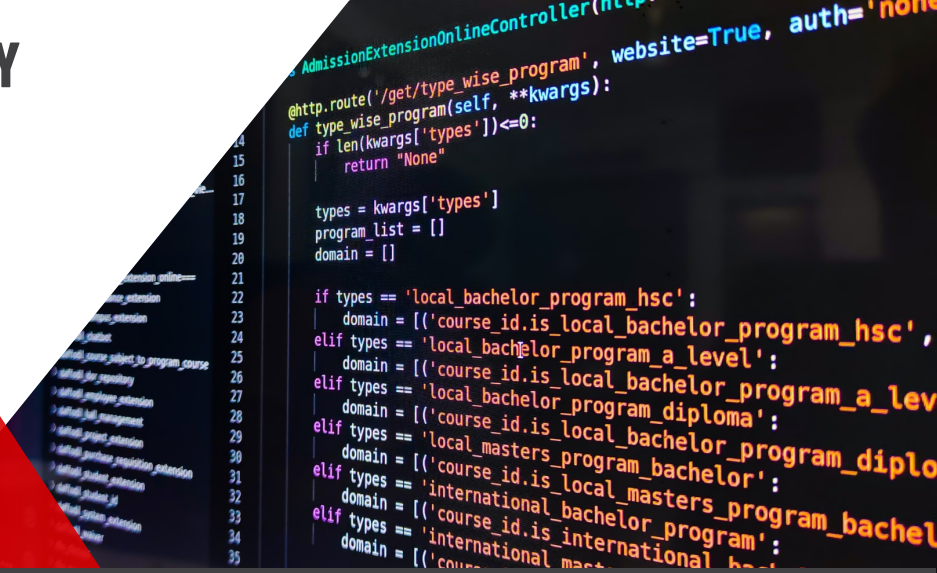
Learners can expect a least two formal homework assignments in each topic however frequent smaller homework is issued throughout the year. Each homework is designed to support pupil knowledge and understanding and develop their use of the SQA command word set.



### Skills

This course develops: Enterprising and employability skills, providing opportunities to explore realistic business situations; Knowledge and understanding of the impact of business activities in society; Decision-making skills by solving business-related problems; Analytical skills through analysis of marketing activities as well as interpretation and evaluation of business financial data.





# BUSINESS MANAGEMENT

## TECHNOLOGIES

Awards Available: Higher

### Teaching Methods: What does the learning look like?

We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers. Pupils will develop knowledge and understanding of the ways in which society relies on business to satisfy our needs; explore realistic business situations and increase their knowledge of financial management in a business context; as well as gain an awareness of how external influences impact on organisations. Ideally the course is suitable for pupils who have obtained either an A or B in National 5 Business Management or similar grade in other literacy based subjects, for example, English, History or Modern Studies.

### Course Content: What will I learn?

Understanding Business - Pupils will give an account of the key objectives and activities of small and medium-sized businesses as well as outline internal and external factors impacting on business activity.

Management of Marketing and Operations - Pupils will gain an understanding of how the marketing and operations functions contribute to the success of small and medium-sized organisations.

Management of People and Finance - The topic of HR includes recruitment, selection, training & legislation. Pupils will also gain an understanding of budgeting, break-even analysis and preparing profit and loss accounts.



### Assessment

Question Paper (90 marks) - Pupils are required to interpret business information and draw conclusions. Course Assignment (30 marks) - Pupils are required to apply their skills gained to produce a proposal to improve the effectiveness of a business activity.



### Homework

Learners can expect a least two formal homework assignments in each topic however frequent smaller homework is issued throughout the year. Each homework is designed to support pupil knowledge and understanding and develop their use of the SQA command word set.



### Skills

This course develops: Enterprising and employability skills, providing opportunities to explore realistic business situations; Knowledge and understanding of the impact of business activities in society; Decision-making skills by solving business-related problems; Analytical skills through analysis of marketing activities as well as interpretation and evaluation of business financial data.





# DESIGN & MANUFACTURE TECHNOLOGIES



Awards Available: National 5

## Teaching Methods: What does the learning look like?

- Project based learning
- 50% of course is theory delivered through ICT, textbook and demonstrations
- 30% of the course is portfolio based with a combination of manual drawing and CAD
- 20% of the course is workshop based producing a practical model

## Course Content: What will I learn?

Design theory in relation to the factors that influence design of products Design sketching skills Materials and their properties Industrial manufacturing processes CAD modelling and a knowledge of CAD/CAM The design process and the people involved in this Workshop skills to manufacture a prototype



### Assessment

- Assessment 50% exam
- 30% folio
- 20% practical model



### Homework

- Theory based questioning
- Research based tasks
- Design folio development
- Sketching and rendering practice



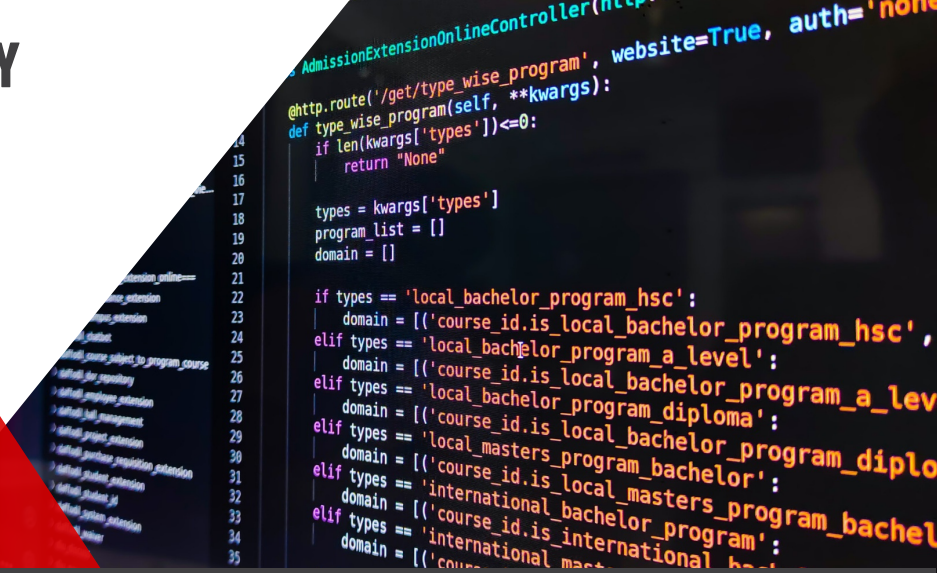
### Skills

- Sketching, rendering, problem solving, teamwork, planning, evaluation, practical work.





# DESIGN & MANUFACTURE TECHNOLOGIES



Awards Available: Higher

## Teaching Methods: What does the learning look like?

- Project based learning
- Folio creation
- Computer based learning
- Group work

## Course Content: What will I learn?

- Design Factors
- Manufacturing
- CAD/CAM
- Modelling Planning for Industrial Manufacture
- Sustainability and Environmental Impact
- Project Management



## Assessment

- 60% folio
- 40% exam



## Homework

Folio and Theory.  
Working to deadlines and ensuring classwork and theory up to date.



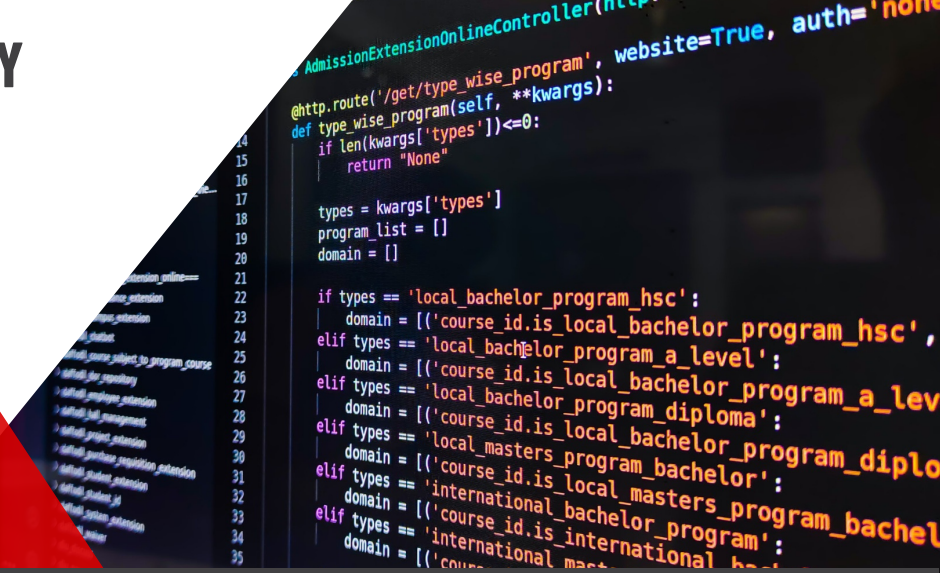
## Skills

- Sketching,
- Design development,
- Manual Drawing,
- Project Management,
- Prototyping





# GRAPHIC COMMUNICATION TECHNOLOGIES



Awards Available: National 4/5

## Teaching Methods: What does the learning look like?

Project based learning A mixture of Computer and Manual tasks Digital modelling CAD and transferred into Plastic models 3D printing Advertising and Graphic Design with lots of personalisation. Course tailored to interests of pupils and future careers Focus on skill shortage in industry to link with world of work

## Course Content: What will I learn?

Desktop Publishing (Graphic Design for digital and print advertising and publication) CAD (computer aided design – Industry standard software for design and engineering) 3D rendering- as done in film and game design Architecture- building and site drawings, standards and conventions of drawings Environmental considerations across industry Manual Sketching Manual Rendering (use of colour to enhance drawings)



### Assessment

Portfolio of drawings and design work  
40% Examination 60%



### Homework

A mixture of research, manual design work and recap of knowledge.



### Skills

Manual drawing, spatial awareness, ICT skills, organisation, planning, independent working.



## CAREER PATHWAYS

Architecture, Engineering, Interior Design, Animation, Game Design, Energy, Transport, Automotive, Construction, Medical Imagery, Manufacturing, Heavy industry, Innovation.





# GRAPHIC COMMUNICATION TECHNOLOGIES

Awards Available: Higher

## Teaching Methods: What does the learning look like?

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- Project Based Learning
- Combination of Manual and Computer work
- Use of ICT heavily used
- 3D printing
- Industry standard software
- Real life examples and close links to Industry jobs and World of Work

## Course Content: What will I learn?

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- Computer Aided Design
- Computer Aided Manufacture and 3D printing
- Interior Design Graphic Design
- Rendering in 3D
- Manual drawing and Sketching
- Environmental considerations and impact
- Standards and Conventions in relation to industry and construction



### Assessment

- 60% exam
- 40% folio



### Homework

- Folio and Theory.
- Working to deadlines and ensuring classwork and theory up to date.



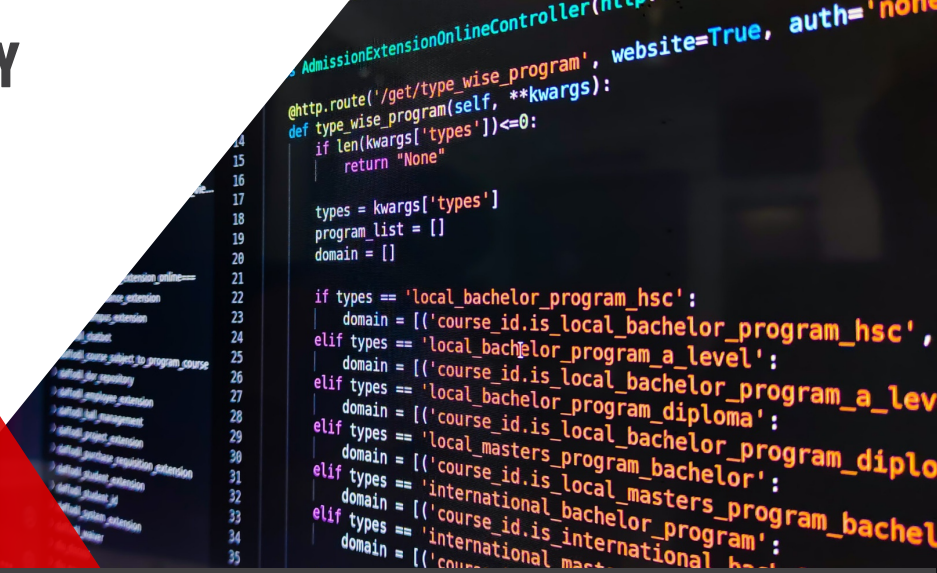
### Skills

- Sketching,
- Manual Drawing,
- Project Management,
- CAD,
- Desktop Publishing,





# PRACTICAL WOODWORK TECHNOLOGIES



Awards Available: National 4/5

## Teaching Methods: What does the learning look like?

Workshop based activity Project based learning  
Practical demonstrations Skill based learning Safety  
requirements and demonstrations Workshop, material  
and safety based theory lessons on computers



### Assessment

Assessment Exam 30%,  
Log Book 10%  
Model 60%

## Course Content: What will I learn?

Safety in the workshop/workplace Measuring and  
Marking out and dimensioning, cutting lists Wood  
materials Tool Handling Cutting techniques Assembling  
techniques Finishing techniques



### Homework

Revision of theory



### Skills

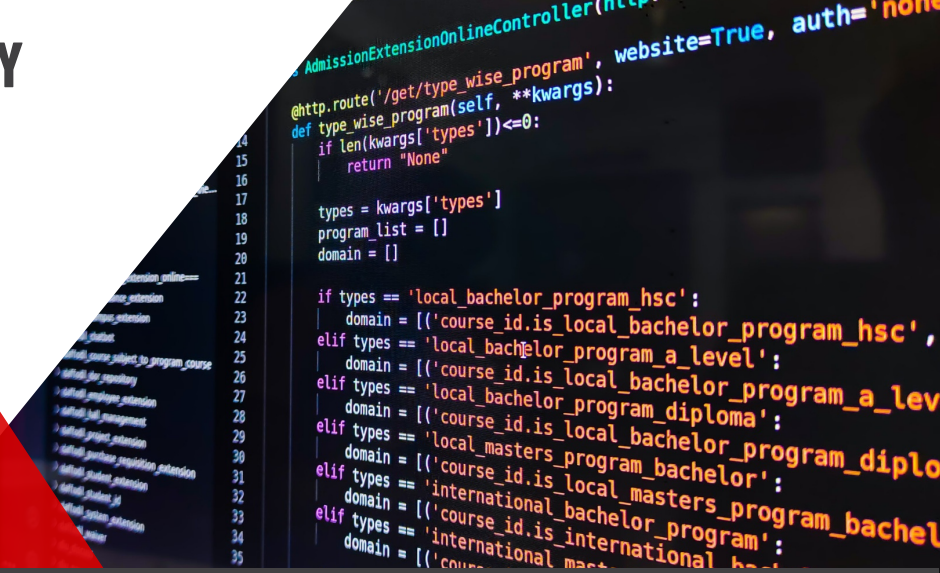
Hand skills, Bench skills, Power tools and Machine  
tools, Teamwork, Interpreting drawings, Health  
and Safety.





# UPCYCLING

## TECHNOLOGIES



Awards Available: Level 5/6

### Teaching Methods: What does the learning look like?

A mixture of hands on learning for the techniques needed to upcycle old unwanted furniture. Written work for the full Personal Development Award at Level 5 or 6.



#### Assessment

Ongoing practical assessment along with a number of Powerpoint assessment sheets.



#### Homework

Homework is not issued for this course but you will be able to use the skills you restore furniture for family and friends.

### Course Content: What will I learn?

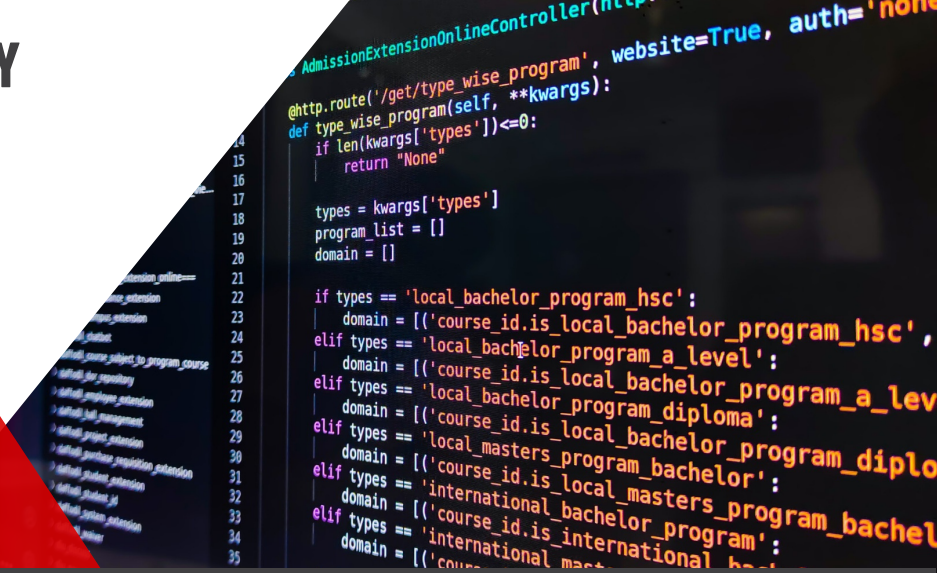
Selection and use of tools and processes to make or restore all types of furniture. Work independently or as part of a team. Design and creative skills. Painting techniques.



#### Skills

Manual skills, practical and physical skills.





# BIKE MAINTENANCE

## TECHNOLOGIES

Awards Available: Level 4/5/6

### Teaching Methods: What does the learning look like?

A mixture of hands on learning to maintain and repair bikes. Theory for bike maintenance. Written work for the full Personal Development Award at level 5 or level 6. A cycle out of school on bikes with a bit of navigation, fitness and trail side repairs

### Course Content: What will I learn?

Selection and use of tools to facilitate all types of bike repairs. These skills are learned when servicing school bikes, repairing pupil bikes and repairing. Also donated bikes that we refurbish and redistribute to pupils and families in our community.



#### Assessment

Ongoing practical assessment along with a number of Powerpoint assessment sheets.



#### Homework

Homework is not issued for this course but you will be able to use the skills you develop to fix bikes for family and friends.



#### Skills

Manual skills and physical skills.





# RMPS

RME & SKILLS

Awards Available: National 4/5/Higher

### Teaching Methods: What does the learning look like?

Learning activities vary: discussion work, group work, project work, answering short questions.



#### Assessment

National Four: Open book assessments using computers  
Research assignment on issue of their choosing

National Five: Practice with exam type questions

Exam: 2 hours 20 min

Research assignment : Write up 1hour.

Higher: Paper One: 2hrs 15 mins Paper Two: 45 mins

### Course Content: What will I learn?

Three units:

- World Religion: Islam
- Morality Justice
- Origins of the universe and life



#### Homework

One formal piece once a week. (up to an hour) Other revision or completion of missed work



#### Skills

- Knowledge and Understanding
- Analysis: establish links
- Expressing impact and importance
- Evaluation
- Decision making
- Expressing an opinion



