

# *Choices for Our Future*



*Options Information for Pupils Entering  
Fifth and Sixth Years*

2017

---

## CHOICE OF COURSES FOR FIFTH AND SIXTH YEARS

---

### INTRODUCTION

Your child has now reached a very important point in his/her school career. For some time he/she will have been learning, through our PSHE programme, about how to make course choices which will determine not only what he/she studies in S5/S6 but also open up career prospects in later life. As decisions come nearer you will want to help your child make the best choices and this booklet sets out to help you do this.

By the end of 4<sup>th</sup> year many pupils have some idea of the kind of career they would like to follow when they leave school. Parents can play a very important role in advising students regarding future careers; they can also assist their children in making sensible choices of subjects at this stage.

Many things have to be taken into consideration in making the best choice and this booklet and the programme of events we have planned, are to help you to help your child make sensible decisions.

We will do our best to fulfil all final choices, but because we have to work within the number of teachers allocated to the school, it is possible that some parental/pupil wishes will not be fully satisfied. In such cases we will discuss possible alternatives with you with a view to reaching an amicable solution.

If you have any questions or concerns at any point in the Options Programme, please don't hesitate to contact the Pupil Support Teacher who is the link for your child.

***John Robertson***  
***Head Teacher***

---

## S4/S5 COURSE CHOICE PROGRAMME

---

S4 Parental Reports Issued	G Graham	March 2017
S4/S5 "Course Choices" Booklets	G Graham	February 2017
S4/S5 Parents' Information Meeting	G Graham	22 February 2017
Departmental Information submitted	G Graham	March 2017
Issue of S5 Parental Reports	G Graham	March 2017
Individual Options Interviews	Pupil Support Department	23/2/17 – 7/3/17
DHT Re-course Interviews	SMT	April 2017
Final Agreements and Parental Signatures	SMT/Pupil Support	April - May 2017

---

## HOW TO MAKE DECISIONS ABOUT CHOICES

---

### 1 You need **INFORMATION**

Where to get it:

- (a) This booklet.
- (b) Parental Report.
- (c) The School: Phone 01501 826701 to arrange an interview with Pupil Support Teachers or Mr Graham. Also attend the Information Meeting in February 2017.
- (d) Careers Service - Careers adviser is Sylvia Phee.
- (e) Family, friends, neighbours, employers, colleagues.
- (f) **YOUR CHILD.**

### 2 You need some **ADVICE**

- (a) Choose subjects your child is good at.
- (b) Choose subjects your child enjoys (But beware! He or she may be choosing this subject because a pal has chosen it!)
- (c) Choose subjects which will help with some career you have in mind
- (d) Don't tie your choice too narrowly to a career - the girl who wanted to be a hairdresser yesterday wants to be a brain surgeon today and tomorrow she'll want to be a motor mechanic!
- (e) Try to be realistic:
  - (i) Don't over-estimate your child's ability but don't under-estimate it either. **EXPECT YOUR CHILD TO TRY HARD.**
  - (ii) It's your child's life, not yours: give guidance by all means but listen to what he or she says.

### 3 You need to know the choices **AVAILABLE.**

Look at the Choice Sheet accompanying this booklet. This shows all the subjects and levels that are available at Calderhead High School next year for S5 and S6.

Your child will be asked to select 5 choices with potential reserves if necessary. They will do this liaising with their Pupil Support Teacher on a 1-to-1 basis. Pupil Support will have subject information indicating which subjects are strongest for your child and they know your child well. They will guide all students in the best choices, to get the best chances of success.

Once all young people have selected their choices, we will then do our best to accommodate these into a workable timetable. We will do our best but there are no guarantees!

We have to work within our staffing allocation, and so it is possible that not all classes will run if uptake is too small, if this is the case, pupils will be informed

and re-interviewed. If this happens to your son/daughter they will have full support and you will be notified.

### ***Advanced Highers***

Advanced Highers are not, as a general rule, included in the Choice Sheet. This does not mean they are not available. If your child feels they have the entry qualification for an Advanced Higher and wants to pursue this, they should discuss it with their Pupil Support Teacher. If Advanced Higher can be accommodated at Calderhead High School, it will be, if not we can look at Consortia Arrangements which means travelling to another school for that subject. (Transport is paid for by NLC).

---

## **THE CURRICULUM**

---

The curriculum for Fifth and Sixth year at Calderhead High School is broad and balanced and follows the national and local guidelines.

All subject courses in Fifth and Sixth Years lead to presentation for the award of nationally-recognised certificates. These certificates are mainly for National Qualification courses. Information is given on the relevant subjects' pages.

### **NATIONAL QUALIFICATIONS**

Most subjects offer National Qualification courses at National 5, and Higher levels. These courses are constructed of Units of work each of which are assessed through classwork and tests. Each pupil is given recognition of achievement in these assessments, which take place throughout the course. To complete the course all units must be successfully achieved. At the end of National 5 and Higher courses there is an exam.

The advantage in these courses is that not everything rests on the exam but that achievements are made throughout the session in the classroom with the classroom teacher.

---

## LIST OF CONTENTS

---

### **A**

Administration & IT (Technologies Faculty)  
Art and Design (Expressive Arts Faculty)

### **B**

Biology/Human Biology  
Business Management (Technologies Faculty)

### **C**

Chemistry  
Choice of Courses for Fifth and Sixth Years - Introduction  
Curriculum  
Construction Crafts

### **D**

Design & Manufacture (Technologies Faculty)

### **E**

English  
Expressive Arts

### **F**

Focus West  
French

### **G**

Geography  
Graphic Communication (Technologies Faculty)

### **H**

Hairdressing  
History  
Hospitality Practical Cookery (Health & Wellbeing Faculty)  
How to Make Decisions About Choices  
Humanities  
Health & Wellbeing

## **M**

Mathematics

Media

Modern Languages

Modern Studies

Music (Expressive Arts Faculty)

## **P**

Personal Development

Personal Social and Health Education

Physical Education (Health & Wellbeing Faculty)

Physics

Practical Metalworking (Technologies Faculty)

## **R**

Religious Moral and Philosophical Studies (RMPS)

## **S**

S4/S5 Course Choice Programme

Science

Spanish

## **T**

Technologies

## **W**

Work Experience

---

## EXPRESSIVE ARTS: ART & DESIGN - Faculty Head - Mrs Cupples

---

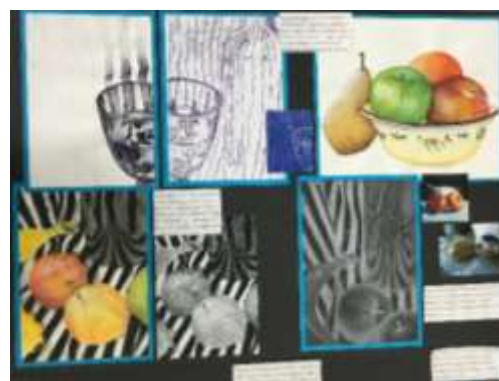
### Personalisation and Choice

Art and Design is a practical and experiential subject. The two main Units, *Art and Design: Expressive* and *Art and Design: Design*, integrate knowledge of art and design practice with practical activities.

### Skills

Learners will be able to:

- Communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.
- Analyse a range of art and design practices.
- Critically reflect on the impact of external factors on artists and designers and their work.
- Plan, develop, produce and present creative art and design work.
- Develop personal creativity, using problem solving, critical thinking and reflective practice skills.



### Opportunities for Learners

Learners will be able to:

- Develop knowledge of art and design practice.
- Experience a range of practical media handling skills in both expressive and design contexts.
- Exercise imagination and creativity.
- Analyse the factors influencing artists' and designers' work and practice.
- Explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.



*Expressive Portfolio*

### National 5 Assessment

- To gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques



- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.

### Higher Assessment

- To gain Higher Art and Design, learners must pass the two Units and the Course Assessment (Portfolio and Question Paper for 220 marks).
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate • The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Portfolio (160 marks) and a Question Paper (exam for 60 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Art and Design is graded from A to D or as No Award.



### Advanced Higher Art & Design

The Course will provide learners with the opportunity to extend and apply the skills they may have developed during the Higher Art and Design Course and elsewhere. Learners will also demonstrate personal autonomy and creative decision making when negotiating the design area and stimuli for their work, and when developing and realising their design ideas and solutions.

Learners will choose between creating an Expressive Portfolio (Portraiture or Still Life) or a Design Portfolio (Fashion, Graphic, Illustration etc.)

The aims of the Course are to enable learners to:

- experience an independent, self-directed study of design and design practice
- develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints
- develop individual creativity and technical skills through the considered exploration and creative use of design materials, equipment, techniques and/or technology



*Design Portfolio*

- develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area
- develop advanced critical thinking and design-based problem solving skills
- reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

Jobs with an Art and Design qualification: Architect, Illustrator, Animator, Graphic Designer, Jewellery Designer, Fashion/Textiles/Costume Designer, Interior Designer, Product Designer, Furniture Designer, Make-up Artist, Artist, Photographer, Art & Design Teacher, Theatre Set Designer, Model Maker, Production Designer, Theatre/Television/Film and many more.

An Art and Design qualification also informs employers within other industries and professions that you are a creative and dynamic thinker, who is good at solving problems, and works well independently to meet deadlines.

---

## EXPRESSIVE ARTS: MUSIC - Faculty Head - Mrs Cupples

---

### MUSIC

National Qualification courses in Music are offered at the following levels in S5/6

<b>National 5</b>	For pupils who have achieved National 4
<b>Higher</b>	For pupils who have achieved an A at National 5
<b>Advanced Higher</b>	For pupils who have achieved a Higher A pass.

#### Course Content

At all levels there are three elements to the course:-

**PERFORMING SKILLS**  
**UNDERSTANDING MUSIC**  
**COMPOSING SKILLS**

#### *Performing Skills*

The performing element of the course accounts for **60%** of the overall grade.

You will be required to choose **two** instruments - these are usually carried on from S4. Both instruments are examined by a Visiting Examiner during March of the presentation year.

A total programme duration of **8 minutes** must be prepared for performance at National 5 level with a maximum of 6 minutes on one instrument.

A total programme duration of **12 minutes** must be prepared for performance at Higher level with a maximum of 8 minutes on one instrument.

The minimum level for performance at National 5 is Associated Board Grade 3, Associated Board Grade 4 for Higher and Associated Board Grade 5 for Advanced Higher.

#### *Understanding Music*

In the listening element of the course there are two elements:

**History of Music**  
**Musical Literacy**

The listening course will cover all aspects of music from 1400 onwards and aims to build skills in understanding and analysing music. This is presented through a series of units of work.

Musical literacy aims to build skills in the areas of notation and theory.

The assessment of this area will be through course work and a final written examination.

### **Composing Skills**

In this element, each candidate will complete a variety of short compositions demonstrating different instrumental techniques and concepts.

The assessment of this course is internal and in the form of a Pass or Fail.

### **Frequently asked questions**

#### ***Will I still get instrumental lessons?***

The department will, as far as possible, endeavour to accommodate everyone at NQ level on the instrumental programme.

#### ***How many marks is each element worth?***

The performing element accounts for 60% of the final grade - each instrument is marked out of 30 and the listening element accounts for 40% of the grade. Composition is graded as a pass or fail.

#### ***Can I change instruments at NQ level?***

Although it is not advised to completely change the line-up of instruments, it is possible, sometimes, to change the second instrument.

#### ***Is there a lot of homework in music?***

Apart from daily rehearsal on both instruments, you will have listening, composition studies and literacy studies to complete at home.

#### ***What if I can't fit it in in S5 - can I do it in S6?***

It has become quite common over the past few years for pupils to come back in S6 and complete the Higher examination. If this is the case, the department will try, as far as possible, to accommodate any extra practice time required in S5.

#### ***What can I do with an NQ in Music?***

A variety of employment is open to pupils holding this qualification. In the field of music: - *performer, sound engineer, recording technician, music teacher, music therapist, media, broadcasting.*

Out with music, former pupils have found this qualification useful in the following areas: - *primary school teacher, department team leader, nursing, therapy, working in the community, working with the elderly, nursery teacher.*



### National 4, National 5 and Higher

#### What are these qualifications?

- Progression from CfE courses in S1/2/3 and link to new Highers
- Pupils will have a fuller range of learning experiences and assessment activities.
- Help pupils developing skills, learning subject content, ability to formulate arguments, contextualise learning, apply learning, research skills and presentation skills.

### National 4



#### Units

##### ANALYSIS AND EVALUATION

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

##### CREATION AND PRODUCTION

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

##### LITERACY

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

##### ADDED VALUE UNIT

- Pupils must compare two texts and review them

To pass the N4 course pupils must successfully complete all Unit assessments. There is no final exam.

### National 5 Literacy

National 5 Literacy is a course which teaches pupils essential skills for school but also for college, employment and life. Pupils will sit similar Units to National 5 English (Reading, Writing, Listening and Talk) but they will also complete National 5 Literacy Units which will act as their final assessment - there is no final exam for this course.

National 5 Literacy is looked upon very favourably by colleges and employers as it shows that successful candidates have the ability to communicate clearly in a variety of ways.

In addition, the National 5 Literacy course will look at various life skills such as building a CV, completing application forms, communicating effectively with others, contacting companies and businesses.

This is the perfect bridging course for pupils who passed National 4 in S4 and plan on taking N5 in S6 or leaving during S5 to pursue further education or a career.

### **National 5 and Higher English**

Both National 5 and Higher English have the same overall structure. This means pupils will have a clear understanding of what they will be expected to do in the Higher course after successfully completing National 5. Below are the details for both National 5 and Higher.

#### **Units**

##### **Analysis and Evaluation**

- Understand and evaluate a detailed written text
- Understand and evaluate a detailed spoken text

##### **Creation and Production**

- Create and produce detailed written texts
- Take part in detailed spoken interactions

##### **Portfolio - 30% of final grade**

- Pupils need to complete 2 pieces of writing which are externally marked by SQA markers
- This will include a creative essay and a persuasive essay

##### **Final Exam**

**This is worth 70% of final grade**

There are two main sections:

### 1. Reading for Analysis - 1 hour

- Pupils will be given a passage (fiction or non-fiction) and asked to answer questions on the text. The questions focus on audience, purpose, writers' techniques and analysis.

### 2. Critical Essay - 1 hour 30 minutes

- Part 1 of this exam involves answering a question on a text studied throughout the year. Pupils will be expected to write a critical essay under exam conditions without notes or the text.
- Part 2 is the Scottish set text section. Pupils will be given an extract from a Scottish set text (which they have studied in class) then answer 4 - 5 of questions on the extract before writing an extended answer on the text as a whole.

It is important to note that while both courses follow the same structure, Higher English is a lot more challenging and has higher standards and expectations. Due to this it is essential that all pupils who choose Higher English agree to meet the demands of the course.

### Advanced Higher



The Advanced Higher English course is offered to pupils who have attained an 'A' or a 'B' at Higher.

The Course aims to provide opportunities for learners to develop the ability to:

- ◆ critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- ◆ apply critical, investigative and analytical skills to a literary topic of personal interest
- ◆ create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

## **Mandatory Units**

### **English: Analysis and Evaluation (Advanced Higher)**

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

### **English: Creation and Production (Advanced Higher)**

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

## **Course Assessment**

### **Final exam:**

There is one question paper for the Advanced Higher English Course, with two Sections.

Section 1: Literary study. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Questions on the texts will demonstrate the skills of understanding, analysis and evaluation. Candidates will select one question.

Section 2: Textual analysis. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Candidates will select one question.

### **Portfolio:**

Candidates will produce a portfolio comprising three pieces: one dissertation and two pieces of writing from a choice of genres.

The portfolio will have 60 marks (60% of the total mark): 30 marks for the dissertation and 15 marks for each piece of writing.

## **HOMEWORK**

In all courses homework will take the form of preparation and completion of classwork and assessments with the expectation that pupils will be engaged in homework for approximately three hours per week. This should include working through close reading past papers and working on the class texts. While designated homework tasks will be regularly issued by staff members it is essential for pupils to take ownership of their learning and complete additional work out-with that issued by their teacher.



## Higher Media

This course is offered to pupils who have attained Higher English or who will be sitting Higher English in S5.

This course is an essay based course focusing on the study of films, television adverts and journalism. You will analyse the different techniques used by film makers and comment on their effectiveness in your understanding of media.

The Higher Media Course enables learners to analyse and create media content. Learners understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry, while developing both theoretical knowledge of the media and the ability to create media content.

There are three main units:

- 1 study of fiction
- 1 study of non-fiction
- Production

The exam is based on the writing of three essays. Two of these essays will be unseen on the day of the exam:

- Non-fiction essay - 20 marks
- Fiction essay - 20 marks

The final essay is based on an internal production unit that has been worked on in class.

- The creation of your media text will be entirely your own work. You will have to invent, manifest and produce a piece of media (for example on film) with little class/teacher input which is then the basis of the following essay:
- Production essay (internal) - 40 marks

All elements of the course are externally graded by the SQA.



**MODERN STUDIES**

**In Higher Modern Studies pupils will complete 3 units:**

**Democracy in Scotland and the United Kingdom:** learners will focus on aspects of the democratic political system in the United Kingdom including the place of Scotland within this and involves completing relevant case studies from Scotland and the United Kingdom, including:

- The United Kingdom constitutional arrangement (the role of the Scottish Parliament and other devolved bodies, and the impact of UK membership of the European Union).
- Ongoing debates about the nature of the political system in the United Kingdom
- Representative democracy in Scotland and the United Kingdom.
- The impact of voting systems and a range of factors which affect voting behaviour in Scotland and/or the United Kingdom
- The ways in which citizens are informed about, participate in, and influence the political process in Scotland and/or the United Kingdom.



**Social Issues in the United Kingdom – Crime and the Law:** learners will focus on relevant and contemporary aspects of crime, criminology and the law, appropriate references will be made to both Scotland and the UK, including:

- the role of law in society
- theories and causes of crime
- the impact of crime on society
- methods of tackling crime and their effectiveness

**International Issues – World Power (USA):** learners will focus on a political and socio-economic study of a major world power, the USA. This will include a study of:

- the political system and processes in the USA
- recent socio-economic issues in the USA and evaluation of the effectiveness of the government in tackling them
- the role of the USA in international relations

### **In National 5 Modern Studies pupils will study:**

**Democracy in Scotland and the United Kingdom (National 5) Unit :** the UK's political system, including the place of Scotland within this system. Learners will further develop their knowledge and understanding of the Scottish political system investigating the main institutions and organisations which make up political life. They will develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

**Social Issues in the United Kingdom (National 5) Unit :** learners will focus on a specific aspect of contemporary social inequality in the UK. They will develop knowledge and understanding of the causes and consequences of social inequality and attempts by government, other organisations and individuals to tackle it.

**International Issues (National 5) Unit :** study of a world power focussing upon recent socio-economic issues in a major world power and a study of its political system.

### **HOW WILL YOU BE ASSESSED?**

Both Higher and National 5 Modern Studies have two types of assessment:

- ❖ **Internal unit assessment.** Pupils must complete unit assessments during class time.
- ❖ **External assessment.** This is the final exam at the end of the course. Pupils will sit this exam in the main hall, under full exam conditions. Pupils will also complete an assignment. This will be completed in class and sent to SQA for external marking.

In order to gain a full award of Higher or National 5 Modern Studies, pupils must pass all the internal assessments, and the final external exam.



### WHO CAN TAKE HIGHER MODERN STUDIES?

If you are in S5 and have a National 5 Modern Studies, or if you are in S6 and have a Credit level pass/National 5 pass, or better, in any social subject, you may take Higher Modern Studies. Pupils in S5 who have a National 4 pass at Standard Grade may wish to study National 5 Modern Studies and then progress to the Higher in S6.

### WHY SHOULD I TAKE MODERN STUDIES?

Modern Studies is useful as a university or college entrance qualification, or for a variety of careers such as, law, journalism, education, the police, and the civil service. While Higher Modern Studies is not compulsory for the study of law, most Scottish universities recommend it because of its relevance to the study of the legal system.



### CAN I STUDY MODERN STUDIES BEYOND HIGHER?

Modern Studies can be studied at Advanced Higher level. This course comprises a study of research methods, and of *Law and Order*. It is assessed via a dissertation and an external examination, and is mainly student led, with some teacher input.



## History

Both Higher and National 5 History (S5/S6) are made up of the following units of study.

### Higher History

#### Higher pupils will study:

*Historical Study: Scottish (Higher) Migration and Empire 1830-1939*

*Historical Study: British (Higher) Britain 1851-1951*

*Historical Study: European and World (Higher) USA 1918-1968*

In each of these three units, pupils will study several themes including:

- ❖ *Historical Study: Scottish (Higher) Migration and Empire 1830-1939*  
A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.
- ❖ *Historical Study: British (Higher) Britain 1851-1951*  
A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.
- ❖ *Historical Study: European and World (Higher) USA 1918-1968*  
A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

### National 5 History (S5/S6)

#### National 5 Pupils will Study:



*Historical Study: Scottish (Higher) Migration and Empire 1830-1939*

*Historical Study: British (Higher) The Making of Modern Britain 1880-1951*

*Historical Study: European and World (Higher) Free at Last? Civil Rights in the USA, 1918-19*

## HOW WILL YOU BE ASSESSED?

Both Higher and National 5 History have two types of assessment:

- ❖ **Internal unit assessment.** Pupils must complete unit assessments during class time.
- ❖ **External assessment.** This is the final exam at the end of the course. Pupils will sit this exam in the main hall, under full exam conditions.

In addition to this Higher and National 5 candidates also complete:

- ❖ **History Assignment.** Prepared then completed in school under exam conditions and externally assessed.

The grade awarded to pupils on their award certificate will depend on performance in the final exam and the History Assignment for Higher and National 5.

## WHO CAN TAKE HISTORY?

**HIGHER** - If you are in S5 and have a National 5 History pass, or if you are in S6 and have a National 5 pass, or History pass, or better, in any social subject.

## WHY SHOULD I TAKE HISTORY?

When applying to university or college History (Higher/National 5) is useful as a qualification to gain entry to courses. Students may wish to study History, Archaeology, Social Sciences or Humanities. However, many universities value students with a History Qualification as they have learned how to write good quality essays and they have developed excellent research and reasoning skills. Study may include: law, psychology, social work/care, teaching...



## CAN I STUDY HISTORY BEYOND HIGHER?



History can be studied at Advanced Higher level. This course comprises an area of Historical Study and Historical Research. It is assessed via a dissertation and an external examination, Advanced Higher is mainly based on independent student learning, with teacher support.

## **NEW HIGHER GEOGRAPHY AND NATIONAL 5 GEOGRAPHY – COURSE OUTLINES**

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. **Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.**

The contexts for study are local, national, international and global. Geography draws on the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines. In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will deliver learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

### **What will I learn?**

Higher Geography and National 5 Geography are split into 3 units: Physical Environments, Human Environments and Global Issues. In each unit I will learn about the following:

#### **Physical Environment**

Learners will develop and apply geographic skills and a knowledge and understanding of physical environments. Learners will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. We will do this by studying:

1. Atmosphere
  - global heat budget
  - redistribution of energy by atmosphere and oceanic circulation
  - cause and impact of the Intertropical Convergence Zone
  - Factors that influence weather in the UK
  
2. Hydrosphere
  - hydrological cycle within a drainage basin
  - interpretation of hydrographs
  
3. Lithosphere



- formation of erosion and depositional features in glaciated and coastal landscapes

In addition, Higher geography will also look at:

#### 4. Biosphere

- properties and formation processes of podzol, brown earth and gley soils

### Human Environment

Learners will develop and apply geographic skills and knowledge and understanding of human environments. Learners will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries.

#### 1. Population - UK and India

- methods and problems of data collection
- consequences of population structure
- causes and impacts relating to forced and voluntary migration

#### 2. Rural - UK and India

- rural land use conflicts and their management related to an upland or coastal environment within the developed world
- the impact and management of rural land degradation related to a rainforest or semi-arid area within the developing world

#### 3. Urban - Glasgow and Rio de Janeiro

- the need for management of an aspect of recent urban change in a developed world city and in a developing world city
- the management strategies employed
- the impact of the management strategies

(Aspects of urban change could include: housing, transport, industry, retail, leisure; a different aspect may be chosen for each city.)

### Global Issues

Learners will develop and apply geographic skills and a knowledge and understanding of global geographical issues. Learners will develop and apply knowledge and understanding of significant global geographic issues which demonstrate the interaction of physical and human factors and evaluate strategies adopted in the management of these issues. **Learners will study 2 of the following areas in depth:**



1. River basin management

- physical characteristics of a selected river basin
- need for water management
- selection and development of sites
- consequences of water control projects



2. Development and health

- validity of development indicators
- differences in levels of development between developing countries
- a water borne disease: causes, impact, management
- primary health care strategies

3. Global climate change

- physical and human causes
- local and global effects
- management strategies and their limitations

4. Trade, aid and geopolitics

- world trade patterns
- causes of inequalities in trade
- impact of world trade patterns
- impact of strategies to reduce inequalities

5. Energy

- global distribution of energy resources
- reasons for increase in demand for energy in both developed and developing countries
- effectiveness of renewable and non-renewable approaches to meeting energy demands within contrasting countries



---

# RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES [RMPS]

---

## Course Details

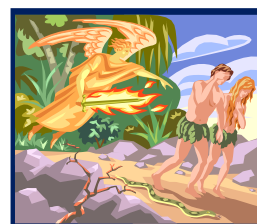
The RMPS course is divided into three units.

### World Religions – Christianity

Students will study the impact and significance of religious sources, beliefs and practices on the lives of followers and wider society. This will include knowledge and understanding of differences in practices and related beliefs within the religion or traditions studied. The course will look at the following topics:

#### Beliefs and Practices

- ◆ Nature of God
- ◆ Nature of human beings
- ◆ beliefs about Jesus
- ◆ judgement and heaven
- ◆ living according to the gospels
- ◆ individual and community worship



#### Morality and Belief

The general aim of this Unit is to evaluate and express reasoned and well-structured views about contemporary moral questions and responses. Learners will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.

#### Morality and Justice looks at the study of:

- ◆ purposes of punishment
- ◆ causes of crime
- ◆ UK responses to crime
- ◆ Capital punishment and life tariffs



#### Religious and Philosophical Questions

The general aim of this Unit is to critically analyse religious and philosophical questions and responses. Learners will develop in-depth factual and theoretical knowledge and understanding of religious and philosophical questions and responses.

## Origins looks at the study of:

- the universe and human life.
- Distinction between literal and metaphorical interpretations of creation stories.
- The Big Bang and Evolution theories.
- Perspectives on the compatibility between reason and faith.



## Assessment

Each unit will be assessed internally. To complete the course students must pass all 3 units and sit the end of course exam.

## Homework

One piece of written homework will be given each week. Students are also expected to revise over the work of the class.

## Progression

RMPS is a useful subject for those considering a career in Social Work, the Police Force, Medical and Legal professions. Former students who have studied this Higher have gone into Law, business and criminal, nursing, physiotherapy, teaching, local government and journalism.

The subject is also relevant in encouraging students to discuss in an academic context, many of the issues they may be forced to confront in adult life. It is therefore worthwhile as an area of study in its own right. It also prepares students academically for university.

## Levels Taught

Ideally the class should be made up of Higher and N5 pupils.

## Entry

Students should have passed relevant N4/N5 in a humanities subject and shown a willingness to work.

---

## MATHEMATICS : Principal Teacher – Miss Paterson

---

National Qualification courses in Mathematics aim to build upon and extend pupils' mathematical skills and techniques in a way that recognises problem solving as an essential skill, allowing pupils to integrate their knowledge of different aspects of the subject.

**National 5 Mathematics** - for those pupils who achieve a National 4 Mathematics pass and have shown good knowledge of algebra and trigonometry, this course will help prepare pupils for the study of further Mathematics at Higher level.

**Higher Mathematics** - for those pupils who have achieved National 5 Mathematics

**Advanced Higher Mathematics** - for those S6 pupils who have achieved Grade A or B in Higher Maths in S5.

### Assessment

The Mathematics courses are examined through a final examination consisting of 2 papers, non-calculator and calculator, except Advanced Higher which is examined during one 3 hour paper.

### Home Learning

Homework is a vital part of all the Mathematics courses. A formal piece of homework will be issued each week with the results recorded by the class teacher. Additional homework may be issued to help an individual pupil or class. To achieve success all pupils will require to undertake additional private study by working through past papers and materials issued by the class teacher. The use of Scholar is also encouraged at all points throughout the year.

### Careers

Apart from the value to be gained by studying the subjects in their own right, Mathematics and Numeracy have a place as support for other subjects, particularly Science, Computing, Business Studies and Technological Studies.

Passes in Mathematics at National Qualification Levels will be required for entry to many university and college courses including Accountancy, Science, Architecture, Engineering, Pharmacy and Teaching.



### National 5 French Course Information

National 5 French is offered in S4 and S5 to pupils who have excelled at French in S1 to S3 and the course allows pupils to continue studying the language at a more advanced level. Pupils who have achieved a National 4 award will be considered for National 5 in Senior School. Pupils who gain a successful award at National 5 French (grades A to C) will be able to continue with Higher French in the senior phase. National 5 French contexts: Employability, learning, society and culture. In addition to these topics, pupils will study grammar and verb tenses in detail to improve their knowledge and understanding and use of the target language.



### Internal Continuous Assessment

The course also requires pupils' language skills to be continuously assessed throughout the year. These units will deal with teaching detailed language at National 5 level:

Understanding Language: listening and reading outcomes (1 each)

Using Language: talking and writing outcomes (1 each)

Added Value Unit: talking performance: a recorded presentation and conversation in French (30 marks)

### National 5 French Externally Assessed SQA Exams

There will be two externally assessed SQA exams at National 5 level:

**Paper 1:** Reading (30 marks) and Writing (20 marks) here candidates will be required to answer questions in English from three French texts and then will write a job application in response to a French job advertisement. This exam will last 1 hour and 30 minutes and is worth 50 % of the whole course award. Dictionary permitted.

**Paper 2:** Listening (20 marks) here pupils will hear two items in French, one monologue and one conversation and will be required to answer set questions in English. Dictionary not permitted.

Please note that the National 5 French course is worth 100 points/marks. Pupils must achieve approximately 70% to achieve a grade 'A' and **must pass** the mandatory internal assessment of speaking to sit the final SQA exams.

### Higher French Course information

The new Higher French course will be offered in S5 and S6 to pupils who have previously successfully achieved grades A to C at National 5 level.

The course contexts are the same as National 5 (Employability, learning, society and culture) therefore this allows for a more seamless transition between levels although Higher French deals with more complex and detailed language and grammar.

## Internal Continuous Assessment

As with N5 French the new Higher course will require continuous assessment to gauge the learner's skills and levels at any given point in the academic year. These units will deal with teaching complex and detailed language at Higher level:

Understanding Language: listening and reading outcomes (1 each)

Using Language: talking and writing outcomes (1 each)

Added Value Unit: talking performance: a recorded presentation (10 marks) and conversation (20 marks) in French

## New Higher French externally assessed SQA Exams

There will be two externally assessed SQA exams at Higher level:

**Paper 1:** Reading 1 text (20 marks) plus translation (10 marks) plus choice of four writings (10 marks) this exam will last 1 hour and 40 minutes. Dictionary permitted.

**Paper 2:** Listening (20 marks) Here pupils will hear two items in French, one monologue and one conversation and will be required to answer set questions in English **plus** one writing (10 marks) in response to the listening topic. Dictionary permitted only in writing part.

Please note that the Higher French course is worth 100 points/marks. Pupils must achieve approximately 70% to achieve a grade 'A' and **must pass** the mandatory internal assessment of speaking to sit the final SQA exams.

## SPANISH



Spanish will be introduced into BGE in the Modern Languages Department in February 2016. Levels of Spanish taught will depend on pupil's individual ability but Nationals 3, 4 and 5 will be offered from S3 and beyond. Within these levels continuous unit assessments are compulsory.

## Why study a foreign language at school?

Learning a foreign language not only enhances your cultural understanding of the countries where the language is spoken but also improves your skills in your own language which are transferable to other subjects in the school. To gain a qualification in a foreign language has many benefits, it opens opportunities to the world of work and travel and shows employers that you have acquired a special skill. Foreign language study enhances listening skills and memory, and demonstrates the ability to communicate with people from different cultures to our own. Furthermore, students who have studied a foreign language develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills.

---

## HEALTH & WELLBEING: PHYSICAL EDUCATION - Faculty Head - Miss Wilson

---

### HIGHER PE

The **Higher** course has **2 mandatory Units**:



#### **1. Performance Skills:**

The course aims to enable pupils to:

- develop a broad and comprehensive range of complex movement and performance skills
- select, demonstrate, apply and adapt these skills, as well as make informed decisions to effectively perform in physical activities
- develop consistency, precision, control and fluency of movement
- respond to and meet the demands of performance in a safe and effective way

#### **2. Factors Impacting on Performance:**

The course aims to enable pupils to:

- develop their knowledge and understanding of the factors that impact on personal performance in physical activities
- consider how mental, emotional, social and physical factors can influence effectiveness of performance
- develop knowledge and understanding of a range of approaches for enhancing performance and select and apply these to factors that impact on their personal performance
- create development plans, modify these and justify decisions relating to future development needs

#### **Course Assessment at Higher:**

Pupils will be assessed through a combination of a performance and an external written exam, which will be graded A-D. Pupils must pass all mandatory units as well as both course assessments in order to gain a course award at Higher level.

The context in which the performance will be assessed will be challenging, competitive and/or demanding, and extended. Learners must demonstrate complex movement and performance skills with a high level of fluency and control. They must show that they understand and can respond to the different nature and demands presented by the performance and follow the rules, regulations and etiquette that apply to their chosen activity.

The performance will have 60% of the total mark.

The external exam will be in the form of a question paper generated by the SQA, designed to assess applied knowledge, understanding and evaluation skills. The question paper will have 40% of the total mark.

## Course Entry Requirements

Pupils would be expected to have attained an A pass at National 5 level  
With the amount of written work required at this level, it is **recommended** that pupils have already achieved or are currently studying **Higher English**.

## NATIONAL 5 PE

The National 5 course has 2 mandatory Units:

### 1. Performance Skills:

Pupils will develop:

- a broad range of movement and performance skills
- the ability to select, use, demonstrate and adapt these skills
- consistency in their control and fluency during movement



### 2. Factors Impacting on Performance:

Pupils will:

- demonstrate knowledge, understanding and application of the factors that impact positively and negatively on performance
- consider the effects of mental, emotional, social and physical factors on their own performance
- plan for, record, monitor and evaluate performance development

## Course Assessment at National 5:

The focus will be on challenge, requiring greater depth of knowledge, and application in practical and theoretical contexts.

Pupils will be assessed through a combination of a performance and a portfolio, which will be graded A-D.

The portfolio will be generated by the pupil with support from the teacher and will have 40% of the total mark

The performance will have 60% of the total mark (written explanation of challenges of performance and evaluation worth 20% and a one-off live performance in chosen activity worth 40%)

## Course Entry Requirements

Pupils would be expected to have attained National 4 PE as well as some of the Units at National 5 level.

With the amount of written work required at this level, it is **recommended** that pupils have already achieved or are currently studying **National 5 English**.



## Homework

Homework will be issued **regularly**. This is an essential part of the course as it structured to help pupils understand the course content in greater depth and prepare them for the internal and external examinations, allowing them to achieving their potential.

## Further Education with Physical Education

<b>Course</b>	<b>Qualification</b>	<b>Institution</b>
Physical Education (Teaching)	Degree MA Hons	Edinburgh University
Sport & Recreation Management	Degree BSc	Edinburgh University
Applied Sport Science	Degree BSc	Edinburgh University
Physiology, Sports Science & Nutrition	Degree BSc/BSc Hons	Glasgow University
Physiology & Sports Science	Degree BSc Hons	Glasgow University
Sport & Exercise Science	Degree BSc Hons	Stirling
University/UWS		
Sports Studies	Degree BA Hons	Stirling University
Sport and Physical Activity	Degree BSc Hons	Strathclyde
University		
Sports Engineering	Degree BEng	Strathclyde
University		
Sport Coaching	Degree BSc Hons	UWS
Sport Development	Degree BSc Hons	UWS



## Sports Leaders UK - Level 5 Award in Sports Leadership

The award gives pupils the skills required to lead groups in safe sporting and recreational activity. It encourages participants to take responsibility for others, develops organisational and communication skills and builds confidence.

The majority of the course is practical in nature with an emphasis on learning through doing, rather than through written work.

### Course content

The Award in Sports Leadership is divided into eight units as follows:

Unit 1 - Plan, lead and evaluate a sport/activity session

Unit 2 - Developing Leadership Skills

Unit 3 - Lead activities which promote a healthy lifestyle

Unit 4 - Making activity sessions inclusive

Unit 5 - Positive role models in sport

Unit 6 - Organise and deliver a sports event or competition

Unit 7 - Pathways in sport and recreation

Unit 8 - Using leadership skills



To qualify as a Sports Leader, all units must be completed.

The units are assessed internally.

In addition, 10hrs of voluntary work must be completed in school/community.

As part of the Sports Leadership course all candidates will have the opportunity to develop their coaching expertise further by attending National Governing Body coaching courses.



### Career Areas

Sports or Leisure Management

Teaching

Sports Coaching

## **National 4/5 Hospitality Practical Cookery**

**Units:**      **Cookery Skills, Techniques and Processes (National 4/5) 6 SCQF credits**  
                 **Understanding and Using Ingredients (National 4/5) 6 SCQF credit points**  
                 **Organisational Skills for Cooking (National 4/5) 6 SCQF credit points**

### **Purpose of the Course**

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.



### **The aims of the Course are to enable learners 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

### **Information about typical learners who might do the Course**

- This Course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.
- The Course takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Neither the mode nor the period of delivery is prescribed, and centres will be free to demonstrate a range of teaching methods and to draw on a range of mechanisms supporting delivery.

## Recommended Entry

- National 4 Hospitality: Practical Cookery Course or relevant component Units
- National 4 Health and Food Technology Course or relevant component Unit
- National 3 Hospitality: Practical Cookery Course or relevant component Units
- National 3 Health and Food Technology Course or relevant component Units

## The Skills and knowledge that learners will be able to develop:

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding the importance of food safety and hygiene and working safely and hygienically
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding the importance of sourcing sustainable ingredients
- understanding 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, and organisational and time management skills in a largely familiar cookery context
- producing, portioning and presenting dishes appropriately

## Course Assessment

- All units have internal unit assessments.
- To complete the course learners are assessed by completing an integrated project

## Progression

**After successfully completing this course pupils will be able to undertake further study in:**

- other qualifications in Hospitality or related areas at SCQF level 6
- further study, employment or training

**After successfully completing this course pupils will be able to undertake careers in:**

- Hospitality
- Catering
- Caring Professions
- .....and many more!



### Science Department

#### Subjects Offered

**Biology** - National 5 Biology  
Higher Human Biology

**Chemistry** - National 5 Chemistry  
Higher Chemistry

**Physics** - National 5 Physics  
Higher Physics

#### Progression Routes

Results in S3 / S4		Course of Study in S5		Course of Study in S6
National 5 (at A or upper B)	→	Higher in the same Science	→	Advanced Higher (if available)
National 5	→	National 5 in a different Science	→	Higher
National 4	→	National 5 if appropriate	→	Higher

A student with a qualification in National 4 will not automatically progress to National 5. This will depend on many factors, including levels previously attained in English and Maths.

The department does not recommend 'crashing' any science subject. It is a very challenging option, and can place a great deal of pressure on the student. An excellent track record in another Science at National 5 is essential before any student should consider 'crashing' in S5 or S6.

The Science Department encourages pupils to be the best they can be. Staff are always available to give help and support. We offer lunchtime tutorials to help with exam preparation and homework, and encourage pupils to attend events like the Easter study school.

## Biology

The **Higher Human Biology** Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology as it applies to humans and human society.

The 4 units are

### **Human Cells**

Learners will study stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer. DNA, genes and metabolic pathways are also covered.

### **Physiology and Health**

Learners will study the structure and function of reproductive organs and gametes, and the impact of reproductive technology. This unit also includes the pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes

### **Neurobiology and Communication**

Learners study the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour.

### **Immunology and Public Health**

Learners will study non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens.

The **National 5** course covers major areas of biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course. The focus on cellular level processes will lead to an understanding of the importance and roles of the cell.

The 3 units are

### **Cell Biology**

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

### **Multicellular Organisms**

The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

### **Life on Earth**

The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Both courses involve practical work, introducing students to good practice in Biological investigations, as well as encouraging report writing skills. In addition, Higher students have the opportunity to visit the Biolab at Strathclyde University, to carry out advanced practical work on DNA



### **Biology Careers**

Biology is particularly important in the following careers:

Nursing, childcare, doctor, food and drug industry, dentist, vet, primary teacher, medical receptionist, dental hygienist, social worker, hairdresser, beautician, working with animals, sports coaching, paramedic, secondary teaching, industrial research scientist, medical biochemists.

### **Assessments**

Each unit is assessed by an end of unit test. There is also a prelim exam in February, which covers the first 2 units for National 5 and Units 3, 1 and 2 for Higher Human Biology. The prelim is an excellent rehearsal for the final exam. A research assignment must also be carried out, and this contributes to 20% of the final mark.

### **Homework**

Students will be expected to complete homework tasks, which will be marked by the class teacher. In addition, students must commit to regularly revising their notes in order to ensure that all new material is learned and understood.

## Chemistry

The purpose of the **Higher Chemistry** Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

There are 4 units

### **Chemical Changes and Structure**

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends. Learners will investigate collision theory and the use of catalysts in reactions and explore the concepts of electro-negativity and intra-molecular and intermolecular forces.

### **Researching Chemistry**

Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation.

### **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.

### **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.

The **National 5 Course** covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

There are 3 units

### **Chemical Changes and Structure**

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations.

### **Nature's Chemistry**

In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids.

### **Chemistry in Society**

Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers.



Both courses offer a broad, versatile and adaptable skills set which is valued in the workplace, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences. All the units involve exciting practical activities, giving the students the opportunity to practice chemical techniques and report writing skills.

Students have the opportunity to access the 'Scholar' programme operated by Heriot-Watt University, as an additional learning resource.



### **Chemistry careers**

Chemistry is needed in the following careers:

Pharmacy, physiotherapy, dentistry, medicine, nursing, vet, engineering, food technology, laboratory technician, forensic science, hairdressing, textile technology, teaching, business management, research.

A knowledge of Chemistry can also be an advantage in seemingly unrelated fields like banking and law.

### **Assessments**

Each unit is assessed by an end of unit test. There is also a prelim exam in February, which covers the first 2 units and is an excellent rehearsal for the final exam. A research assignment must also be carried out, and this contributes around 20% of the final mark.

### **Homework**

Students will be expected to complete homework tasks, which will be marked by the class teacher. In addition, students must commit to regularly revising their notes in order to ensure that all new material is learned and understood.

## **Physics**

Advances in physics mean that our view of what is possible is continually being updated. The **Higher Physics** Course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

There are 4 units:

### **Our Dynamic Universe**

In this unit, learners will study the motion of object by investigating speeds, accelerations, momentum and projectiles. They will study special relativity and evidence of the Big Bang.

### **Particles and Waves**

In this unit, learners will study the field of particle physics and will develop an understanding of how particle accelerators work. They will gain further knowledge of wave behaviour and radiation.

### **Electricity**

In this unit, learners will investigate electrical circuits and the use of resistors and capacitors in both AC and DC circuits. They will study semiconductors and their practical uses.

### **Researching Physics**

In this unit, learners will develop the skills required to successfully research a topic in Physics.

### **The National 5 Course**

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.

There are 3 units:

### **Electricity and Energy**

In this unit, learners will study electrical circuits, energy transfer and the gas laws.

### **Waves and Radiation**

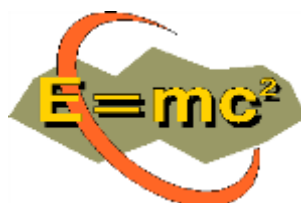
In this unit, learners will study wave behaviour, light and radiation.

### **Dynamics and Space**

In this unit, learners will study kinematics, forces and space.

All the units include practical activities, to aid understanding and develop experimental skills.

Students have the opportunity to use the 'Virtual Higher Physics' software package, in class and at home, as an additional learning resource.



### **Physics Careers**

The problem solving skills gained by Physics students is valuable in almost any career but is particularly useful in: engineering, medicine, architecture, telecommunication, computing, physiotherapy, renewables technology, environmental science, astronomy, business and finance.

### **Assessments**

Each unit is assessed by an end of unit test. There is also a prelim exam in February, which covers the first 2 units and is an excellent rehearsal for the final exam. A research assignment must also be carried out, and this contributes around 20% of the final mark.

### **Homework**

Students will be expected to complete homework tasks, which will be marked by the class teacher. In addition, students must commit to regularly revising their notes in order to ensure that all new material is learned and understood.

## Higher Administration and IT

**Units:**       Administrative Theory and Practice (Higher) 6 SCQF credits  
                  IT Solutions for Administrators (Higher) 6 SCQF credits  
                  Communication in Administration (Higher) 6 SCQF credits

### Purpose of the Course

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

### Information about typical learners who might do the Course

- Learners who have completed the Course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.
- Learners will develop a range of both generic and subject-specific skills of the following IT applications: word processing, spreadsheets, databases, desktop publishing, presentation; the ability to take responsibility for key administrative tasks; and the ability to organise, manage and communicate relatively complex information.



### Recommended Entry

- National 5 Administration & IT Course or at the discretion of the School.

### Course Content

#### Administrative Theory and Practice

1. Provide an account of the factors contributing to the effectiveness of administrative function.
2. Provide an account of customer care in administration.



#### IT Solutions for Administrators

1. Use complex functions of a spreadsheet to provide solutions asked for in a task.
2. Use complex functions of a database to provide solutions asked for in a task.
3. Use complex functions of word processing to provide solutions asked for in a task.

### Communication in Administration

1. Communicate complex information to a range of audiences and effectively manage sensitive information.

### **Skills and knowledge that learners will be able to develop:**

- a basic introduction to administration in various organisations, eg businesses, schools, hospitals, leisure.
- the nature of administration, key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of junior administrators.
- apply basic understanding in carrying out a range of straightforward administrative tasks, with the emphasis on those involved in organising and supporting small-scale events and meetings.
- basic skills in IT and organising and processing simple information in familiar administration-related contexts.
- use IT for gathering and sharing simple information with others.
- a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information from the Internet and the Intranet.
- to communicate simple information in ways which show a basic awareness of its context, audience and purpose, eg Desk top publishing and Powerpoint presentations.
- take advantage of the resources available on Glow, both in a classroom setting and at home. Much of their project work will involve using Wikis and Blogs within the Glow setting.



### **Course Assessment**

- Component 1 — Assignment 70 marks
  - Component 2 — Question Paper 30 marks
- Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

### **Progression**

**After successfully completing this course pupils will be able to undertake further study in:**

- other technological Courses at Higher
- employment, apprenticeships and/or training in administration or IT related fields

**and ultimately, for some, to:**

- a range of Business Administration Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- degrees in Business Administration and related disciplines
- **careers in:** office and business environments, healthcare, education, industry, etc

# National 5 Administration and IT

**Units:** Administrative Practices (National 5) 6 SCQF credits  
IT Solutions for Administrators (National 5) 6 SCQF credits  
Communication in Administration (National 5) 6 SCQF credits

## Purpose of the Course

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

## Information about typical learners who might do the Course

- This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further.
- Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; the ability to use technology, including the internet, for electronic communication and investigation; and the ability to organise, manage and communicate information.
- The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work.



## Recommended Entry

- National 5 Administration & IT Course.
- National 4 Business or relevant component Units

## Course Content

### Administrative Theory and Practice

1. Provide an account of administration in the workplace.
2. Interpret a given brief and carry out appropriate administrative tasks in the context of organising and supporting events

### IT Solutions for Administrators

1. Use a spreadsheet application to interpret a given brief.
2. Use advanced functions of a relational database to interpret a given brief.
3. Use advanced functions of word processing to interpret a given brief.



### Communication in Administration

1. Use technology to extract information, and be able to evaluate sources of information
2. Use advanced functions of technology to prepare and communicate information by interpreting a given brief, to convey a professional image.

## Skills and knowledge that learners will be able to develop:

- skills, qualities and attributes required of administrators;
- skills in using the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing, in familiar administrative contexts;
- skills in organising and supporting events;
- skills in using technology, including the internet, for electronic communication and investigation in largely familiar administrative contexts;
- knowledge and understanding of key legislation affecting both organisations and employees;
- knowledge and understanding of the benefits to organisations of good customer care;
- skills in organising, managing and communicating information in largely familiar administrative contexts;
- problem solving skills in largely familiar administrative contexts.



## Course Assessment

- Component 1 — Assignment 100 marks Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - Higher Administration & IT
  - Other Technological National 5 courses
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Office administration and IT
  - Healthcare
  - Education
  - Human resources
  - .....and many more!



# Higher Business Management

- Units:**
- Understanding Business (Higher) 6 SCQF credits
  - Management of People & Finance (Higher) 6 SCQF credits
  - Management of Marketing & Operations (Higher) 6 SCQF credits

## Purpose of the Course

The purpose of the Course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts.

## Information about typical learners who might do the Course

- The study of business management is suitable for all learners interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives learners knowledge of the business environment.
- The Course develops an in-depth understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.
- The combination of knowledge of current business theory with practical aspects of learning will enable learners to apply their skills and knowledge to real-life business situations.



## Recommended Entry

- National 5 Business Management Course or at the discretion of the School.

## Course Content

### Understanding Business

1. Analyse the features, objectives and internal structures of large organisations.
2. Analyse the environment in which large organisations operate.

### Management of People & Finance

1. Apply knowledge and understanding of how the management of people can meet the objectives of large organisations.
2. Analyse how the management of finance contributes to the effectiveness of large organisations

### Management of Marketing & Operations

1. Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations.



2. Apply knowledge and understanding of how the operations function contributes to the success of large organisations.

## Skills and knowledge that learners will be able to develop:

- knowledge and understanding of the impact of business activities on society in contexts which have complex features
- decision making by applying the ideas of ethical and effective business decisions to solve strategic business-related problems
- communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity – some of which may be unfamiliar
- understanding of how entrepreneurial attributes can assist in the management of risk and business development
- understanding of leadership styles and how they can be used to enhance the contribution of staff to business success
- analysing business financial data to draw conclusions and suggest solutions where appropriate
- analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- analysing a range of activities which can be used during the production process to maximise the quality of goods/services
- analysing the use of existing and emerging technologies to improve business practice



## Course Assessment

- Component 1 – Assignment 30 marks
  - Component 2 – Question Paper 70 marks
- Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

After successfully completing this course pupils will be able to undertake further study in:

- other technological Courses at Higher
- employment, apprenticeships and/or training in business and/or management related fields

and ultimately, for some, to:

- a range of business and management related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- degrees in business and management and related disciplines
- **careers in:** Insurance, Sales, Systems Analysing, Logistics, and many more!



# National 5 Business Management

- Units:**
- Understanding Business (National 5) 6 SCQF credits
  - Management of People & Finance (National 5) 6 SCQF credits
  - Management of Marketing & Operations (National 5) 6 SCQF credits

## Purpose of the Course

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts.

## Information about typical learners who might do the Course

- The Course is suitable for all learners interested in entering the world of business — whether as a manager, employee or self-employed person — as it gives learners knowledge of the business environment.
- The Course fosters a greater understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.
- The combination of practical and theoretical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.



## Recommended Entry

- National 4 Business Course.

## Course Content

### Understanding Business

1. Give an account of the key objectives and activities of small and medium-sized business organisations.
2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.

### Management of People & Finance

1. Apply knowledge and understanding of how the management of people contributes to the success of small and medium sized organisations.
2. Apply knowledge and understanding of how the management of finance contributes to the success of small and medium sized organisations.

### Management of Marketing & Operations

1. Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations.
2. Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations.

## Skills and knowledge that learners will be able to develop:

- knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- decision making — by applying the ideas of ethical and effective business
- decisions to solve straightforward business-related problems
- communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity
- knowledge and understanding of how entrepreneurial attributes can help in business development
- understanding how to enhance employability skills
- knowledge and understanding of the contribution of staff to business success
- interpreting and evaluating straightforward business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction
- evaluating a range of production techniques used to maximise the quality of goods/services



## Course Assessment

- Component 1 — Assignment 30 marks
  - Component 2 — Question Paper 70 marks
- Total marks 100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - Higher Business Management
  - Administration and IT National 5
  - Other technological National 5 courses
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Banking
  - Human Resources
  - Accountancy
  - Risk Management

.....and many more!



# Higher Design and Manufacture

**Units:** Design (Higher) 9 SCQF credits  
Materials and Manufacturing (Higher) 9 SCQF credits

## Purpose of the Course

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle.

## Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in design and technology generally, and/or product design and manufacturing.
- The Course is largely learner-centred and includes practical and experiential learning opportunities. The world of design and manufacturing covers a broad spectrum of experiences. Some products are designed to create an emotional or visual impact; others are more functional in their requirements. These facts allow the Course to be flexible and allow scope for personalisation and choice for each learner.



## Recommended Entry

- National 5 Design and Manufacture Course or at the discretion of the School.

## Course Content

### Design

1. Identify factors that influence design and apply these to produce a detailed design proposal.
2. Develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal.
3. Evaluate an existing commercial product.

### Materials and Manufacturing

1. Select and justify materials that would apply to a design proposal in an industrial/commercial context.
2. Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context by.
3. Manufacture a range of types of models or prototypes to inform and refine design proposals.

## Skills and knowledge that learners will be able to develop:

- selecting and applying a range of idea generation techniques
- applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors
- selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques
- selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes
- evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society
- critically evaluating a range of factors that influence the design and manufacture of products
- understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials



## Course Assessment

- Component 1 — Assignment 70 marks
  - Component 2 — Question Paper 70 marks
- Total marks 140 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

**After successfully completing this course pupils will be able to undertake further study in:**

- Advanced Higher Design and Manufacture Course
- other technological Courses at Higher
- Skills for Work Courses in manufacturing or design
- employment, apprenticeships and/or training in manufacturing or design related fields

**and ultimately, for some, to:**

- a range of Product Design or Product Design Engineering-related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- degrees in Product Design or Product Design Engineering and related disciplines
- **careers in:** Product Design, Engineering, Architecture, Manufacturing, and many more!

# National 5 Design and Manufacture

**Units:** Design (National 5) 9 SCQF credits  
Materials and Manufacturing (National 5) 9 SCQF credits

## Purpose of the Course

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

## Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in design and technology generally.
- It is suitable for learners with an interest in product design in particular.
- The world of design and manufacturing covers a vast spectrum of experiences. Some products are designed to create an emotional or visual impact; others are more functional in their requirements. These facts allow the Course to be flexible in nature and allow scope for personalisation and choice for each learner.



## Recommended Entry

- National 4 Design and Manufacture Course or relevant component Units

## Course Content

### Design

1. Identify factors that influence design and apply these in a design task.
2. Develop and communicate design concepts for a design task.
3. Evaluate an existing product.

### Materials and Manufacturing

1. Investigate materials for manufacturing tasks in a workshop context.
2. Prepare for manufacturing tasks in a workshop context.
3. Plan and implement a manufacturing sequence for a prototype.
4. Review manufacturing processes and a finished prototype

## Skills and knowledge that learners will be able to develop:

- Evaluating existing products.
- Using a range of research techniques.
- Applying a range of basic idea generation techniques.
- Writing a simple specification.
- Applying a range of creative design.
- Using graphic techniques to visually represent design solutions.
- Using a range of simple modelling and manufacturing.
- Planning a simple manufacturing process.
- Selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products.
- Evaluation of their own design proposals and applying suggestions for improvement.
- Knowledge and understanding of design and manufacturing on our environment and society, factors that influence the design and manufacture and understanding of a range of manufacturing processes and the properties and uses of materials.



## Course Assessment

- Component 1 — Assignment 90 marks
  - Component 2 — Question Paper 60 marks
- Total marks 160 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - Higher Design and Manufacture
  - Graphic Communication National 5
  - Practical Metalworking National 4/5
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Product Design
  - Engineering
  - Architecture
  - Manufacturing
  - .....and many more!



# Higher Graphic Communication

**Units:** 2D Graphic Communication (Higher) 9 SCQF credits  
3D and Pictorial Graphic Communication (Higher) 9 SCQF credits

## Purpose of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

## Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in graphic communication – both digital and paper-based. It is suitable for those wanting to progress on to higher levels of study in the subject.
- The qualification is largely learner-centred and includes practical and experiential learning opportunities. Because the world of graphic communication covers such a wide variety of styles and modes of communication, there is a broad scope for personalisation and choice within the Course for each learner.



## Recommended Entry

- National 5 Graphic Communication Course or at the discretion of the School.

## Course Content

### 2D Graphic Communication

1. Produce and interpret 2D orthographic sketches and drawings.
2. Produce 2D computer-aided designed/draughted production drawings.
3. Produce preliminary 2D designs and illustrations for a multi-page promotional document.
4. Create a multi-page 2D promotional publication and a project set of promotional publications.

### 3D and Pictorial Graphic Communication

1. Produce and interpret pictorial sketches and drawings.
2. Produce 3D computer-aided designed/draughted models and associated production drawings.
3. Produce pictorial and 3D illustrations of geometric forms and everyday objects.
4. Plan and produce pictorial and/or 3D models for promotional purposes.



## Skills and knowledge that learners will be able to develop:

- replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations
- applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement
- extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features
- selecting, managing, and using graphic communication equipment, software and materials effectively across tasks
- understanding a broad range of computer-aided graphics techniques including commercial/industrial practice
- an informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future



## Course Assessment

- Component 1 – Question Paper 70 marks
  - Component 2 – Assignment 70 marks
- Total marks 140 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

**After successfully completing this course pupils will be able to undertake further study in:**

- Advanced Higher Graphic Communication Course
- other technological Courses at Higher
- Skills for Work Courses in graphic communications
- employment, apprenticeships and/or training in graphical or design related fields

**and ultimately, for some, to:**

- a range of Graphic Communication, Architecture or Engineering-related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- degrees in Graphic Communication, Architecture or Engineering-related disciplines
- **careers in:** Graphic Communication, Publishing, Product Design, Engineering, Architecture, Manufacturing, and many more

# National 5 Graphic Communication

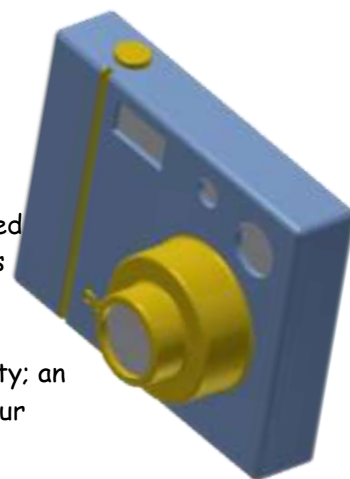
**Units:** 2D Graphic Communication (National 5) 9 SCQF credits  
3D and Pictorial Graphic Communication (National 5) 9 SCQF credits

## Purpose and aims of the Course

The Course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. The Course is practical, exploratory and experiential in nature. The Course allows learners to engage with technologies and to consider the impact that graphic communication technologies have on our environment and society.

## Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in graphic communication — both digital and paper-based.
- The course is largely learner-centred and includes practical and experiential learning opportunities.
- On completing the Course, learners will be able to: initiate, develop and communicate ideas graphically; interpret graphic communications initiated by others; use graphic communication equipment, software and materials effectively; and apply knowledge and understanding of graphic communication standards and protocols.
- In addition, learners will have developed: design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; and spatial awareness and visual literacy.



## Recommended Entry

- National 4 Graphic Communication Course or relevant component Units

## Course Content

### 2D Graphic Communication

1. Produce and interpret 2D sketches and drawings
2. Produce preliminary 2D designs and illustrations for single-page promotional displays
3. Create 2D promotional graphic layouts

### 3D and Pictorial Graphic Communication

1. Produce and interpret pictorial sketches
2. Pictorial drawings and 3D models
3. Produce pictorial and 3D illustrations

## The Skills and knowledge that learners will be able to develop:

- Replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials.
- Initiating and producing simple preliminary, production and presentation graphics in straightforward, familiar and some new contexts.
- Spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations.
- Using standard graphic communication equipment, software and materials effectively for simple tasks.
- Knowledge of graphic communication standards and conventions, applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features.
- Knowledge and understanding of the impact of graphic communication technologies on our environment and society.
- Knowledge of a range of computer-aided graphics techniques and practice.
- Knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts.



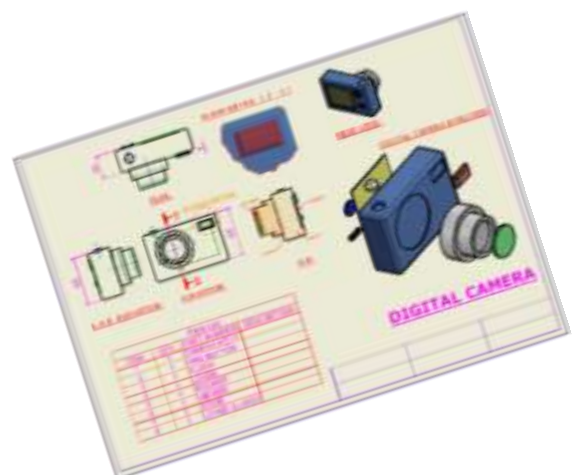
## Course Assessment

- Component 1 – Question Paper 60 marks
  - Component 2 – Assignment 60 marks
- Total marks 120 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - Higher Graphic Communication
  - Design and Manufacture National 5
  - Practical Metalworking National 4 & 5
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Architecture
  - Graphic Design
  - Engineering
  - Illustrative Design
  - .....and many more!



# National 4/5 Practical Metalworking

- Units:**
- Bench Skills (National 4/5) 6 SCQF credits
  - Machine Processes (National 4/5) 6 SCQF credits
  - Fabrication and Thermal Joining (National 4/5) 6 SCQF credits

## Purpose of the Course

The Course is practical, exploratory and experiential in nature. It combines elements of Practical metalworking techniques and standard practice with elements of creativity. The Course allows learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal.

## Information about typical learners who might do the Course

- This Course is a broad-based qualification for all learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study or a related career.
- The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical metalworking context



## Recommended Entry

- National 4 Practical Metalworking Course or relevant component Units
- National 3 Practical Craft Skills Course or relevant component Units

## Course Content

### Bench Skills

1. Prepare for metalwork bench tasks.
2. Use a range of marking out tools and hand tools.
3. Manufacture metalwork products from working drawings using bench-fitting skills

### Machine Processes

1. Prepare for metalwork machine process tasks.
2. Use a range of marking out tools, machine tools and equipment.
3. Manufacture a metalwork product from working drawings using machine tools and processes.

### Fabrication and Thermal Joining

1. Prepare for metalwork fabrication and joining tasks.
2. Apply fabrication and joining techniques to form, bend and join metal.
3. Manufacture a metalwork product from working drawings using fabrication and joining techniques.

## The Skills and knowledge that learners will be able to develop:

- using a range of metalworking tools, equipment and materials safely and correctly for metalworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out metal sections and sheet materials in preparation for cutting and forming tasks with some complex features
- practical creativity in the context of familiar metalworking tasks with complex features
- following, with autonomy, given stages of a practical problem-solving approach to metalworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of metals and metalworking materials
- knowledge and understanding of sustainability issues in a practical metalworking context



## Course Assessment

- Component 1 – Practical Activity 80 marks Total marks 80 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course

## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
- Practical Metalworking National 5
- Design and Manufacture National 5
- **After successfully completing this course pupils will be able to undertake careers in:**
- Construction
- Engineering
- Joinery
- Mechanics
- .....and many more!



### Top Up Programme and Routes for All

The Top Up programme and Routes for all are for those students who want to enter college or university after school. The programmes are delivered by university staff and are designed to equip students with key skills for successfully studying at university and college level.

Students of the Top Up programme also participate in a campus day visit where they are introduced to lectures, seminars, tutorials, library resources and student computing facilities. Students compile a 'student profile' while on the course which is then graded.

The Top Up programme can also, in some cases, aid admission into a student's chosen course.

Both programmes run from October to April and are delivered to students who intend to enter college or university at the end of their S5 or S6 year.





### The Course in Hairdressing (National 4/5)

#### Course Rationale

The National 4/5 Hairdressing Courses have been designed to provide hairdressing qualifications, which reflect the initial employability skills required by the hairdressing industry. The Courses will enable candidates to develop practical skills, knowledge and understanding, employability skills and attitudes needed to work within this industry.

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- core skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience – reviewing and adapting as necessary
- reflecting after the activity has been completed – evaluating, self-assessing and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing transferable **Core Skills** and enhancing skills and attitudes for **employability**.

---

## PERSONAL SOCIAL AND HEALTH EDUCATION

---

In S5/6 the formal PSHE curriculum aims to provide pupils with the skills, knowledge and understanding to allow them to make informed choices regarding their well-being and to successfully prepare them for the transition from school to the next stage of education or work.

Topics covered include the following:

### S5

Positive Study Habits  
Positive Mental Attitudes  
Sexual Health  
Drugs Education  
Alcohol Awareness  
Interview Skills

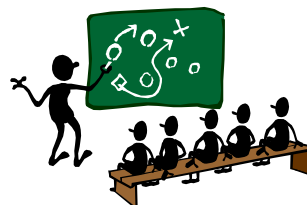
### S6

Drivers Education  
Positive Mental Attitudes  
HIV Awareness  
Heartstart Training  
Healthy Living Elective  
UCAS  
Top Up

In addition to the topics taught by Personal Support Time staff, invited speakers from the following organisations attend the school to share information and support pupils:

### S5

Scottish Fire & Rescue Service - Cut It Out  
Teen Challenge - Substance Misuse  
Samaritans - Emotional Well Being  
McMillan Nurses



### S6

Stewart Ivory Foundation - Debt Awareness  
Choose Life - Suicide Prevention

Senior pupils applying to University via the UCAS system will be part of the 'Focus West' class where pupils will develop the key skills required for successful study at University.

In addition, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society and many of these aspects are dealt with by all staff in the day-to-day activities of the school.



---

## WORK PLACEMENTS

---

### Extended Work Placements

In S5/6 pupils have opportunity to participate in extended work placements that will develop knowledge, skills and understanding of the world of work in a variety of sectors. Throughout the academic year pupils will visit their placement on a timetabled basis and will work closely with a dedicated 'line manager' who will allocate roles and provide feedback on progress. Pupils will complete a log book on a weekly basis that will be used as evidence for pupils to gain a Saltire achievement award for volunteering.

Those who opt to complete work placements will be expected to show commitment and dedication to the placement by attending regularly and punctually. You must ensure you take responsibility for the tasks and duties set and communicate effectively with a variety of work colleagues.

In previous years placements have been available in a range of businesses & establishments in a variety of roles. These include:

- education/classroom support
- administration
- customer service
- accountancy
- maintenance
- elderly care
- hospitality
- technical support

This list is not exhaustive and additional placements may be available or sought personally.

---

## PERSONAL DEVELOPMENT - HIGHER

---

### AN OPTION FOR S5/6

Making a Difference is all about active citizenship and participation. It is an opportunity to develop those crucial 'soft' skills necessary for success in life after school -

- Team work
- Planning and organising
- Problem solving
- Reviewing and evaluating using self-evaluation techniques
- Communicating effectively
- Taking and sharing responsibility

Full participation in the course can lead to Higher, Personal Development comprising:

4 x 40 hour units - Practical Abilities, Working with Others, Self and Work and Society.

The course involves some of the following:

- Team building
- Organising in-school activities
- Fundraising Activities in and out of school
- Participating in a volunteer placement
- Transition workshops in local primary schools
- Investigating how others make a difference in our community

The course is flexible to incorporate your own strengths and interests so those with opinions.

And ideas are very welcome!





The aim of the Safe Road User Award is to build positive attitudes to road use and to help young people take responsibility for using the roads safely. Young people who become proficient road users at an early stage will be able to carry these attitudes and behaviours throughout life.

Being a safe and proficient road user is a significant life skill which this award will contribute to developing.

Candidates who successfully complete the Safe Road User Award will be eligible to sit an abridged version of the DVSA Driver Theory Test.

The personal skills and awareness which this course seeks to engender will make school leavers more attractive to employers.

The Award has been endorsed by the following Sector Skills Councils: GoSkills and Skills for Logistics. The course was also developed in collaboration with the DVSA (Driving and Vehicle Standards Agency).

**This award is at SCQF level 4.**

There are two broad topic areas:

#### **Developing Positive Road User Attitude**

We examine attitudes, perceptions and ideas of responsibility when using the roads as pedestrians, cyclists, motorists or even horse riders. We study how our behaviour influences others and look at how our senses can fool us.

#### **Understanding How to Use the Roads**

Here we look at the rules of the road as outlined in the Highway Code. We look at road signs, road layouts and discuss hazards from the perspectives of different types of road users.

*"At Calderhead we are in partnership with Onboard Training, the only driving training centre accredited by the SQA. OnBoard provide an exciting input into the course which will include practical off road driving! This will help reinforce classroom knowledge by giving pupils a driver's perspective of many of the day to day road safety issues which they can even relate to their own school journey."*

---

## SKILLS FOR WORK: CONSTRUCTION CRAFTS

---

### Course Information

The Skills for Work: Construction Crafts course is a practical vocational course which covers a range of construction craft areas. To achieve the full award students need to achieve 4 half credit units over the 2 sessions. These units include Brickwork, Joinery, Painting and Decorating and Employability Skills.



### Aims of the Course

The course has been designed to develop key employability skills in young people prior to leaving school. These key skills include:

- Awareness of Health and Safety
- Team Working
- Planning and Preparation
- Attendance and Timekeeping
- Positive Attitude
- Quality of Work
- Following Instructions
- Employability Skills



The young people who are on the programme will be expected to work hard at developing these skills through the vocational units which they are undertaking. A desire to work hard and contribute positively to all aspects of the course are essential. Working in a construction environment is challenging and the young people on the course must be able to display a willingness to learn new skills, follow instructions and demonstrate a positive attitude to their learning.

**ALL UNITS MUST BE SUCCESSFULLY ACHIEVED TO GAIN THE FULL QUALIFICATION.**

A 1 year programme for 3 trades and 1 Employability Skills.

## **Assessment Methodology**

The course is continually assessed with practical tasks requiring to be achieved to set criteria. Students carry out quality checks on their own work at the end of each of these practical tasks, these are then marked by the lecturer. All practical assessment tasks must be successfully achieved to be successful in each unit.

The Employability Skills unit is assessed throughout the course with the students carrying out self assessment reviews on their own performance in relation to Employability Skills. The lecturer also rates these for each student.

It is vital that students demonstrate good employability skills throughout the course.

## **Additional Information**

The SFW Construction Crafts course is primarily delivered in a workshop environment, some of the work is fairly physically demanding; students are required to wear the appropriate PPE (Personal Protective Equipment) at all times. The tools, materials and equipment used throughout the course are concurrent with those used in industry.

Good attendance is vital as the programme changes from unit to unit regularly; there is little opportunity to catch up if a lot of time is missed on the course.

