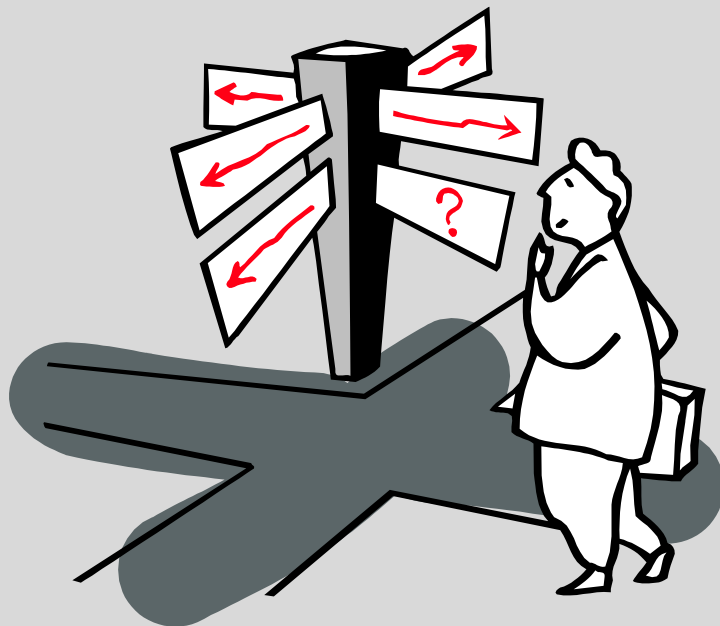




COATBRIDGE HIGH SCHOOL

*Senior Phase
S5/6 Course Choice
Guide*



Session 2024/2025

Welcome

Dear S4/5 Pupil, Parent or Carer,

Choosing options for the Senior School is always both challenging and exciting. Pupils must consider so many demands on their time and their future plans in order to make the right choices.

Future S5

In S5 pupils must follow a full timetable and are not permitted to have any free columns. It is vital to ensure that you think about the level of pass you realistically hope to achieve in S4, to consider where you should place yourself in S5 classes. You should also consider whether you hope to apply to university or college from S5 or S6. If you have a clear goal in mind, ensure that you check what the entrance requirements are for the course you wish to study before you choose your subjects! Please visit the careers library or make an appointment with our careers officer Angie Reilly.

Future S6

Choosing your subjects in S6 must be geared towards getting the best outcome possible for leaving at the end of the year, whether to a job, apprenticeship or a course at a Further or Higher Education Institution. It is vital that you are informed about what subjects and levels of qualification you require, before you make your choices. Please visit the careers library or make an appointment with our careers officer.

Pupils returning to S5 and S6 this year will sign a contract which will specify the level of attendance, behaviour and effort required of Senior Pupils. This contract will be sent home for signature by parents or carers also. It is vital that Senior pupils realise that there is a great deal to be gained from their two years, but there is also responsibility that goes with their position in the Senior School.

I realise that there will be questions and I hope that this booklet answers many of them. Please speak to Principal Teachers of Subjects, Pupil Support staff or any member of the Senior Management Team, if you would like any further details about anything contained in the booklet.

Yours sincerely

Mrs Macmillan
Depute Head Teacher

EDUCATION MAINTENANCE ALLOWANCE

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school. In session 2023/2024 students who were 16 years of age or over before 30th September 2023 may be eligible for an EMA from the beginning of the August school term. For those 16 years of age after 1 October 2023 and before 28 February 2024, they may be eligible for an EMA from January 2024.

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he/she is resident. The income used as the basis of the assessment is the gross household income for the preceding financial year

The income levels set for 2023/2024 are as follows:

Where the applicant is the only child in the household who is in full-time education the £30 per week was paid where the income threshold is £24,421. When there are other dependant children in the household in full-time education the income threshold is £26,884.

Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over 5 days self certification would continue to require submission of a medical certificate.

Similarly only 5 lates are deemed to be acceptable. More than 5 may affect payment.

A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are available on the North Lanarkshire Council website. The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should apply via the online application on the North Lanarkshire Council website.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA section for advice.

General

INFORMATION ON COURSES

The courses offered to S5/6 pupils are described under the heading of the department which teaches the course. All courses are of 120 hours duration. A further 40 hours of study is included for induction and preparation for external assessment.

PLEASE NOTE

The courses on offer will run if staffing levels remain unchanged and student numbers justify the courses. If staffing changes or too few pupils select a course we cannot guarantee to run that course.

Some courses will be delivered by other schools as part of a consortium arrangement or by New College Lanarkshire.

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GUIDE TO PROGRESS

Education in S5/6 should provide a progression from work undertaken in S4/5. The guide below indicates the courses which follow on from national qualifications and the result achieved. Pupils entering S6 should take into account results obtained in S4 and S5.

Progression into S5/6

National 5 to Higher

National 4 to National 5

ADVANCED HIGHER

Advanced higher courses may be available in other secondary schools via an online delivery, pupils should speak to Mrs Macmillan for further details.

Administration and IT –Higher, N5, N4



Administration and IT courses highlight the increasing role that ICT plays within organisations.

Students develop crucial skills and knowledge through the use of a range of software application packages such as word processing, databases, spreadsheets and presentation and using these to solve business and technological problems. They will also access websites to research and present findings and thus develop skills of solving problems by using real time data.

Entry requirements:

Entry to a level will be through discussion, previous knowledge and overall qualifications however a broad guide is shown below:

| | | | |
|------------|-----------------------------------|----------------------------------|--------------|
| Higher | Admin and IT Computing Science | N5 N5/H | Grade A or B |
| National 5 | Admin and IT Computing Studies | National 4 or Units only N5/H | |

It may also be possible to study these course with no previous knowledge but that will be subject to discussion between parent/pupil and staff.

The aims of a course in Administration are to develop:

- Skills in information technology
- Skills in communication
- Skills in problem-solving and personal effectiveness



The Higher course consists of 3 units :

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communications in Administration



The National 5/4 courses consist of 3 units :

- Administrative Practices
- IT Solutions for Administrators
- Communications in Administration

Assessment

To pass the Administration and IT courses, the department will follow new guidelines issued by the Scottish Government and the SQA.



All Administration and IT courses contribute towards Literacy, Numeracy, Employability, Enterprise and Citizenship and Thinking Skills.

Whatever your career pathway or progression route a course in Administration and IT can provide valuable experience for further studies, individual effectiveness and wide variety of employment opportunities

Business Management –Higher, N5

The study of Business Management will enable students to acquire knowledge and understanding of the role and operations of business, develop problem solving skills and make use of these skills in real or simulated situations.



Students will be encouraged to keep up to date with current developments and events in the business world. They will have to develop and demonstrate problem solving skills in a business context as well as develop team working and presentation skills. They will be encouraged to use ICT to research and present their findings.

Entry Requirements

No previous knowledge of Business Management is required but recommendation for entry to pupils in S5/6 is to pupils who have the following qualifications:-

Entry for N6 (Higher)

- obtained or currently studying N6 English
- obtained N5 Business Management

Entry for N5 will be:

- obtained or currently studying N5 English
- obtained N4 Business

Course Description

The course is made up of 3 units:

- **Understanding Business**

Studies the different types of business organisations and their aims, role of enterprise, stakeholders, factors affecting operation of business, identifying business opportunities and factors affecting decision making.



➤ Management of Marketing and Operations



Marketing studies the role and importance of marketing including pricing strategies, promotional strategies, market research.

While the Operations topic covers production systems, stock



control, distribution,

delivery and quality control.

➤ Management of People and Finance



The Finance area studies the role and importance of finance in companies, interpreting trading, profit and loss accounts and balance sheets, liquidity and decision making, budgetary control and ratio analysis to compare performance.

The Human Resource area looks at changing patterns of employment, recruitment and selection, training and development, employee relations and employment legislation.



Assessment

To pass the Business Management courses, the department will follow new guidelines issued by the Scottish Government and the SQA.

There are 3 unit assessments for both levels. The external assessment for both courses will be based on a question paper worth 70 marks and an Assignment worth 30 marks.

Progression

Business Management aims to develop skills and knowledge which will allow students to access, understand and contribute to the dynamic and complex business and information environment we currently live in. The course provides a basis for lifelong learning, helping students contribute as consumers, employees, employers or as self-employed persons by extending their core skills of problem-solving and working with others using information technology.



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 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 English

National 5 English consists of an internally assessed Spoken Language Unit, a Writing Folio and a final exam.

Units

1 Spoken Language Unit

Spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

- ◆ skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication
- ◆ skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

Portfolio – 30% of final grade

- Pupils need to complete 2 pieces of writing which are externally marked by SQA markers
- This will include a broadly creative essay and a discursive / 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 (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 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.
- Part 2 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.

Higher English

The Higher English course is structured in the same way as the National 5 Exam. This is beneficial to pupils as it allows seamless progression from one course to the next. The Higher English consists of an internally assessed Spoken Language Unit, a Writing Folio and a final exam.

Units

1 Spoken Language Unit

Spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

- ◆ skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication
- ◆ skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

Portfolio – 30% of final grade

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

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There are two main sections:

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- Pupils will be given a passage (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 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.
- Part 2 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.

Recommended Entry:

Our recommendation for the Higher English course is a National 5 English award at C or above. This provides the best opportunity for success in this course.

Media

The English department are now proud to offer Higher and National 5 Media.

Media is the study of a range of media texts from print journalism, social media to fiction films and documentaries. It presents pupils with the opportunity to develop their skills critical and independent thinking skills by looking at how texts are constructed and how they influence us. Media is welcomed by colleges and universities around the UK and is highly recommended for pupils considering careers in Law, Education, Journalism or the Civil Service among others.

National 5 Media

Entry requirements: National 5 English (achieved or currently sitting)

Course description: National 5 Media consists of an assignment that is externally assessed by the SQA which is worth 60 marks and a final exam worth 60 marks. The course involves analysing a variety of media in relation to the key media aspects of Categories, Representations, Language, Narrative, Audience and Institutions. It encourages students to think critically and develop analytical skills previously used in National 5 English.

Recommended Entry:

Our recommendation for the National 5 Media course is a National 5 English award at C or above. This may have been achieved previously, or be a level at which you are currently studying. This provides the best opportunity for success in this course.

Media Assignment: The assignment requires students to create a piece of media content. This could be a film poster, a radio programme or a short film. It consists of two sections: Planning and Development. The Planning section is worth 25 marks while the Development section is worth 35 marks. The assignment is worth 50% of the overall grade.

Final Exam: 1 hour and 30 minutes. The exam consists of two sections. One section asks questions to discuss media content in context - previously studied in class - referencing key aspects of media literacy in addition to testing candidates' knowledge and understanding of the role of media in our society. The second section is an unseen analysis assessment. Candidates are presented with one of the three following media text options: a film poster, a print advert or a front page of a magazine. They then must analyse how successful the text has been in relation to key aspects of media. The exam accounts for 50% of the overall grade.

Level 6 Journalism

We currently offer S5 pupils the opportunity to achieve a Level 6 qualification in Journalism. This will be achieved whilst also preparing for the Higher English course which these pupils will go on to sit in S6.

The Level 6 Journalism course will provide pupils with the opportunity to explore language in a new context. They will look at interview techniques, feature writing as well as the process of producing a journalistic article. This course contains many transferable skills which will benefit pupils when they embark on the Higher English course in S6.

This will be recommended by class teachers and will be aimed at pupils who achieved a C or D at National 5. This approach allows pupils a realistic opportunity to achieve Higher English in S6, due to additional time for preparation in S5, whilst also achieving a Level 6 qualification in Journalism (equivalent to a C pass at Higher).

Recommended Entry:

Our recommendation for the Level 6 Journalism course is a National 5 English award at D or above. This provides the best opportunity for success in this course.

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.

MODERN LANGUAGES DEPARTMENT –

P. T. Mr T Cowan



Higher Spanish

Career value:

Having a qualification in a foreign modern language is a huge bonus for your C.V. and your future job prospects. In this competitive world of work, employers actively seek out candidates for their posts who are able to communicate in a second language and in many cases, demonstrate an awareness of other cultures and customs. Being able to speak other languages, therefore, gives you the edge when competing for jobs once you leave school. Some colleges and universities require a pass in a foreign modern language such as French, Spanish or German.

Possible career paths with languages that you could pursue are:

- business management
- marketing
- hospitality
- international law
- engineering
- journalism
- primary and secondary teaching
- teaching English as a foreign language
- translating and interpreting
- travel and tourism
- diplomatic service
- retail
- finance....
- the list is endless!

All universities accept and welcome students with a Higher Modern Language onto a variety of courses. For some of these courses, you will be required to spend some time abroad as part of your course.

FACT!

- 400 million people speak Spanish as their first language and 90 million speak it as their second language – this makes it the second most spoken language in the world after Mandarin!
- 77 million people speak French as their mother tongue while 220 million speak it as their second language. It is ranked the **sixth** most widely spoken language. French is Europe's second most widely spoken mother tongue after German.

The course consists of two mandatory units: **Understanding Language** (Reading and Listening) and **Using Language** (Talking and Writing). Topics covered include Society, Learning, Employability, and Culture.

HIGHER

Entry requirements: Pass at National 5 Modern Languages.

Course aims

These units enable learners to develop the ability to:

- Read, listen, talk and write in a Modern Language
- Understand and use a Modern Language
- Develop the language skills of translation
- Apply knowledge and understanding of a Modern Language

Internal assessment

For the internal assessment students will have to provide evidence of their Reading, Listening, Talking, and Writing skills in **one** of the following contexts: Society, Learning, Employability or Culture.

External Assessment

The external assessment will consist of three components:

Component 1: Section 1- Reading and Translation (30 marks)
Section 2 - Directed Writing (10 marks)

Component 2 : Section 1 – Listening (20 marks)
Section 2 – Discursive Writing (10 marks)

Component 3: Performance - Talking
Presentation – 10 marks
Conversation – 20 marks

- In Reading students will read texts in a Modern Language and answer questions in English.
- Listening will consist of two parts: one monologue in the foreign language and one conversation. Students will answer questions in English.
- Talking includes giving a presentation on a subject of your choice in the foreign language and taking part in a follow-up discussion. This will be recorded in school.
- Writing involves answering four bullet points of a set stimulus (Component 1) and choosing **one** discursive essay title from four possible options under the contexts of Society, Learning, Employability or Culture (Component 2).

HOME ECONOMICS, ART & DESIGN and TECHNICAL FACULTY

PT – MR A. CAMPBELL

• Art & Design Advanced Higher

Entry requirements: Pass in Higher Art and Design at 'B' or above

Pupils must consider and discuss this option with their teacher to make sure that they choose the most suitable course for their needs and strengths. The Advanced Higher structure consists of two units, which can be studied individually or as part of a complete course.

Mandatory unit:

Design or Expressive enquiry 80hrs.

Art & Design Studies

Optional units;

Expressive, design or visual presentation 40hrs.

Advanced Higher has no written or practical exam.

Folio Preparation

Folio Preparation is of vital importance for entry to Art College or other related higher education course where a portfolio of the students creative visual work is required for entrance. This will include pupils who intend pursuing careers in:

- Fine art
- Graphic design and visual communication
- Illustration
- Animation
- Interior design
- Art history
- Architecture
- Textile design
- Ceramics
- Jewellery and Silversmithing
- Fashion design
- Photography
- Visual communication and advertising

Pupils may take folio preparation in conjunction with Advanced Higher and will be required to negotiate additional study time.

Higher Photography

Entry requirements: Pass in English at National 5.

Photography is a new and exciting project based creative Higher qualification. You will learn digital camera techniques, editing and image manipulation. You will also learn about the different uses of the photographic image in today's society.

This links well to Advanced Higher Art although can be selected without. The course consists of three mandatory units that draw upon research, evaluative and practical skills. There are two written elements in the final project.

A large part of the course involves external excursions where pupils undertake different projects. Time in class is then used to compile and extend their projects and gain further technical skills. Please see Ms A McLaughlin in the Art & Design department for further details.

There is also a written element of the course with an exam contributing to 23% of the overall mark.

Art & Design Higher

Higher Art & Design is a challenging subject that demands a high level of skill, creativity, commitment and the ability to problem solve. Learners may use this qualification to pursue a career in the creative industries or as one of a group of subjects for entry into most university and higher education routes.

Entry requirements : National 5 Art and Design

The Higher Art and Design course consists of three elements:

- Expressive activity
- Design activity
- Art and Design studies

Expressive and Design activities offer pupils the opportunity to investigate and create within an area of personal interest in the visual arts and design e.g. still-life or landscape painting along with graphic or three dimensional design.

Art and Design Studies involves evaluating the work of artists and designers past and present in the form of two written assignments.

This course will also require you to sit a 1½ hour written examination.

Higher Art and Design is acceptable as one of a group of qualifications for most university courses.

Art & Design National 5

Entry requirements : National 5

The national 5 course contains the same elements as Higher Art and Design :

- Expressive Unit with Integrated Art and Design Studies
- Design unit with integrated Art & Design Studies

Art and Design studies includes two written assignments. There will also be a 1 hr 10 min written examination.

TECHNICAL EDUCATION DEPARTMENT

Graphic Communication Higher



Course Structure

- 2 core units - 2D Graphics and 3D Graphics

Entry Level

- Pass A/B in National 5 Graphic Communication

Course Content

Using investigative, manual and computer graphic techniques you will-

- replicate familiar and some new graphic forms with some complex feature in 2D, 3D and pictorial representations
- apply recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiate, plan and produce preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- apply graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features
- gain understanding of the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically review graphics work as it progresses and evaluate completed tasks suggesting strategies for improvement
- extend visual literacy by interpreting unfamiliar graphic communications – some with complex features or combinations of views
- extend graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features
- select, manage, and use graphic communication equipment, software and materials effectively across tasks
- gain understanding of a broad range of computer-aided graphics techniques including commercial/industrial practice
- become informed and gain understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future

External Assessment

- One written examination paper worth 70 marks.
- Thematic presentation, incorporating manual and computer-aided graphic work worth 70 marks.

Progression

- Advanced Higher
- College and university courses

Future Careers

- Advertising, animation, architecture, desk top publishing, engineering industry, marketing, print design, computer aided design, graphic design, product design, digital design, multimedia design, construction, illustration surveying, civil engineering, exhibition design, teaching, web design.

Additional Info

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Graphic Communication National 5

Course Structure

- 2 core units - 2D Graphics and 3D Graphics

Entry Level

- Pass in National 4 Graphic Communication
- By negotiation with the Technical Department

Course Content

Using investigative, manual and computer graphic techniques you will-

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communication
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and convention in straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- 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
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

External Assessment

- A combination of internal and external assessment
- One written examination paper, covering all 3 units of the course

Progression

- Higher (National 5)
- College and university courses

Future Careers

- Advertising, animation, architecture, desk top publishing, engineering industry, marketing, print design, computer aided design, graphic design, product design, digital design, multimedia design, construction, illustration surveying, civil engineering, exhibition design, teaching, web design.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Practical Woodworking National 5



Course Structure

3 Practical units, course project and a small written exam

Entry Level

- Practical Woodworking National 5
- By negotiation with the Technical Department

Course Content

- Flat frame construction
- Carcass construction
- Machining and finishing (wood) - lathe turning
- Exam worth 30% of course.

External Assessment

- A combination of internal and external assessment

Progression

- College courses

Future Careers

- Joiner, carpenter, furniture manufacturer, cabinet maker, wood machining, sawmill work, construction crafts, craftwork, shop fitting, craft trades.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the course project.



Design & Manufacture Higher



Course Structure

- 2 core units –Design, Materials & Manufacturing and a Design Assignment course project.

Entry Level

- Design & Manufacture National 5 A/B pass, equivalent Art & Design.
- By negotiation with the Technical Department

Course Content

- The course involves a wide range of design, industrial and commercial thus developing their problem-solving, communication and decision making skills.
- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating the usefulness
- selecting and applying a range of idea generation techniques
- writing a detailed specification based on function and performance
- 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
- planning a manufacturing process and analysing its effectiveness
- 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

External Assessment

- Design Assignment – 100 marks
- External Examination- 100 marks

Progression

- Advanced Higher
- College and university courses

Future Careers

- Architecture, ergonomics, product design, building technology, fabrication and welding, set design, construction crafts, furniture design, production management, computer aided design, industrial design, engineering, model making, cnc machining, toolmaking, interior design, signmaking, metalworking, plumbing, computer aided manufacture, boat/ship building, technical illustration, cabinet making digital design, exhibition design, manufacturing technology.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Design & Manufacture National 5

Course Structure

- 2 core units –Design, Materials & Manufacturing and a Design Assignment course project.

Entry Level

- Pass in National 4 Graphic Communication
- By negotiation with the Technical Department

Course Content

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- 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
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

External Assessment

- Design Assignment.
- One written examination paper 2hours 30 minutes duration.

Progression

- Higher
- College and university courses

Future Careers

- Architecture, ergonomics, product design, building technology, fabrication and welding, set design, construction crafts, furniture design, production management, computer aided design, industrial design, engineering, model making, cnc machining, toolmaking, interior design, signmaking, metalworking, plumbing, computer aided manufacture, boat/ship building, technical illustration, cabinet making, digital design, exhibition design, manufacturing technology.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment.



Social Subjects

Geography

Geography is more than learning about places! It is a varied course, which covers a wide area of interest looking at how people interact with and impact on their environment and how their environment influences them.

We have 3 areas of Geography that we study:

Physical Geography is all about the natural environment e.g. glaciers, rivers, weather.

Human Geography: is all about the man-made environment e.g. cities, populations.

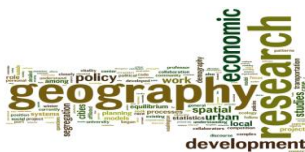
Global Issues: is all about how humans interact with the natural environment e.g. global warming, deforestation, disease, pollution.

A variety of different resources are used, from traditional textbooks to ICT

FIELD TRIPS

No Geography course would be complete without some form of fieldwork. There will be a variety of fieldwork offered.

- **Coatbridge** –Investigating our local urban area.
- **Edinburgh/Glasgow** – Day trips to our biggest cities to gather data to process for in class assignments



ASSESSMENT

In Geography you will be assessed in a variety of ways from traditional “check tests” to producing PowerPoint Presentations and posters. You will be assessed on the following elements, Knowledge and understanding – Geography knowledge, describing and explaining Geography skills – mapping, research, numeracy and fieldwork.

Progression: You can progress to National 4, National 5 & Higher Geography.



Geography National 5

Geography is more than learning about places! It is a varied course, which covers a wide area of interest looking at how people interact with and impact on their environment and how their environment influences them.

Course Content

You will be assessed internally throughout the year on 3 main topics

- The Physical Environment
- The Human Environment
- Global Issues

Physical Geography We learn about coastal and glaciated landscapes and the effect they have on the people who live there as well as looking at factors that affect our weather.

Human Geography: We learn about people around the world, investigating where they live and why some areas are more populated than others. We use case studies from around the world, including Glasgow, Rio de Janeiro and Mumbai.

Global Issues: We learn how the natural environment impacts humans, in particular, the effects of volcanoes, earthquakes and tropical storms around the world and the spread and impact of diseases in developed and developing countries.

Skills

Geography is well placed to offer a broad and varied curriculum, allowing you to develop skills that are classroom based (in the form of map interpretation skills, processing and interpretation skills and IT skills) and the ability to engage with local environments to collect first-hand data and develop a deeper understanding of the factors that have shaped your environment.

You will also complete an assignment that will focus on fieldwork techniques.

National 5 Course Assessment – has two components:

- The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks
- The **course assignment** – This will be based on a fieldwork activity – either real or classroom based assignment of your choice. You will demonstrate your Geographical skills and be given 1 hour to write up your findings. This is worth 20 marks.
- The course assessment is graded A-D or No Award.

Progression

Depending on the level you achieve at the end of S4 you can progress onto National 5 or Higher Geography.



Higher Geography

The Higher Geography Course will develop understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork will be encouraged, so that you can interact with their environment.

You will be assessed internally on the course content throughout the year.

Course Content

You will be assessed internally throughout the year on 3 main topics:

- The Physical Environment
- The Human Environment
- Global Issues

Physical Geography: Lithosphere, Atmosphere, Hydrosphere and Biosphere

Human Geography: Population, Urban and Rural

Global Issues: River Basin Management, Development and Health and Climate Change

Higher Assessment – has 2 components

1. **2 Question Papers** –

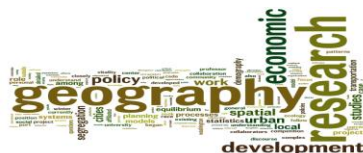
Paper 1

will assess knowledge and understanding of the physical and human environments this will account for 73% marks of the overall exam. The exam will last for 1 hour 50 min.

Paper 2

Assess, global issues and the application of geographical skills. This will account for 60 Marks of the overall exam. The exam will last for 1 hour and 10min.

- ### 2. **Added Value Assignment** - will allow you to apply gathering, processing, interpreting, evaluating and synthesising skills as you research a geographical issue. The assignment will account for 27% of your final grade and will have a greater emphasis on the assessment of skills than the question paper.



History National 5

National 5 History offers you the opportunity to develop your understanding of the World about learning about other people and their values in different times, places and circumstances. You will be encouraged to develop an open mind and respect for the values, beliefs and cultures of others. History aims to create an interest which will provide you with a life-long source of enjoyment.

Course Content

You will be assessed internally throughout the year on 3 main topics

- The Era of the Great War
- The Atlantic Slave Trade
- Hitler and Nazi Germany

You will also complete an assignment

National 5 Course Assessment – has two components:

- The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks
- The **course assignment** through which you will extend and apply your knowledge and skills and provides you with choice in selecting a theme and context for personal study drawn from any of the three Units of the Course. This will generate a question which will be answered in a write-up in 1 hour. The project will be completed under controlled conditions. This is worth 20 marks
- The course assessment is graded A-D or No Award.

Progression

Depending on the level you achieve at the end of S4 you can progress onto National 5 or Higher History.

Higher History

The Higher History Course allows you to acquire breadth and depth in your knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the medieval, early modern and later modern periods, and include elements of political, social, economic and cultural history.

You will be assessed internally on the course content throughout the year.

Higher Assessment – Has 2 components

- The question paper – will have an emphasis on knowledge and understanding this will account for 73% of your final grade
- The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. You will write a report on their own research into a historical issue or question of your own choice this will account for 27% of your final grade.



Modern Studies

Modern Studies is concerned with contemporary issues. It examines the political, social and economic forces and institutions which influence our daily lives on a local, national and global scale.

As well as providing knowledge and understanding, the course aims to prepare you for active and informed participation in society so that you can become responsible citizens who can shape your own future. This includes the development of balanced opinions through research, critical analysis, interpretation and group discussion. Modern Studies teaches valuable life skills through critical awareness of bias and exaggeration, particularly through media and politics. It teaches how to structure written responses as well as valuable research skills. Apart from textbooks, you will need to collect and analyse information from a variety of other sources including television, newspapers and the Internet.

Course Content

You will be assessed internally throughout the year on 3 main topics

- **Democracy in Scotland and the United Kingdom**
- **Social Issues: Crime and the Law in Scotland and the UK**
- **International Issues (USA or China)**

You will also complete an assignment.

National 5 course assessment

Examination

The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks

Assignment

The assignment will give you an opportunity to research, evaluate and present conclusions about a Modern Studies topic or issue. You will have 1 hour to write up your findings.

The assignment will have 20 marks (20% of the total mark).

Progression

Depending on the level you achieve at the end of S4 you can progress onto National 5 or Higher Modern Studies.

Higher Modern Studies

The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives.

You will be assessed internally on the course content throughout the year.

Higher Assessment – has 2 components

- The question paper – will have a greater emphasis on the assessment of knowledge and understanding. There are 2 papers which account for 73% of the overall exam.
- The assignment will allow you to apply decision-making skills as you research a contemporary issue. The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. You have an open choice in the issue chosen for study. This will account for 27% of your final grade.

Higher and National 5 R.M.P.S

Introduction:

RMPS explores and investigates what knowledge, belief, faith and morality is and how these affect individuals and shape the world we live in. You do not have to have any religious belief yourself to be able to appreciate and enjoy this course. Religion and morality are all around us and they influence politics, culture and current events in the 21st century more than most people thought they would 50 years ago. We will be helping you to study these topics in detail. Indeed, during the course you will learn about arguments from atheism, agnosticism, liberal and literal Christians and the scientific method. RMPS is as much about challenging belief as it is about helping you to find better reasons and arguments to support and explore the beliefs you already have.

Units studied:

The course is split into three mandatory units and an assignment.

World Religion – Christianity World Religion – Christianity

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. will develop in-depth factual and abstract knowledge and understanding of impact and significance of religion today through studying key beliefs, practices and sources found within Christianity and the contribution these make to the lives of followers and society.



They
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Morality and Belief – Crime and Justice

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions such as 'Is Capital Punishment justifiable?' or 'Are prison sentences in the UK working?'. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.

Religious and Philosophical Questions

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses E.g. Does God exist? Are Science and religion compatible? They will develop in-depth factual and theoretical knowledge and understanding of these. Candidates will develop the knowledge and skills necessary to understand the contemporary relationship between Christian belief and Scientific Theory.



Social Studies: National Certificate

The National Certificate in Social Sciences at level SQCF 5 and 6

Who is this course for?

This NC group award in Social Sciences at SQCF level 5 and 6 is designed for those pupils who enjoy Social Subjects and wish to develop their skills and knowledge further.

What will I study?

You will develop your skills and knowledge of Social Sciences this will include History, Geography, Modern Studies, Sociology and Psychology. You will also develop core skills and other transferable skills giving you the confidence and qualifications to go on to college/university or employment.

What is my progression pathway?

Further/Higher Education - progress to college courses such as HNC/HND or gain entry to university.

Employment – opportunities within social services, social care, the youth and community sector and charities

What are the benefits of this course?

If you have studied any social subject before you will have an excellent background knowledge which will prepare you for this course. There is no final examination or assignment however you do need to pass each individual unit to achieve the final course award.

Course Content

You will study a variety of units and these may include the following;

History – Migration and Empire, Free at Last and the Era of the Great War

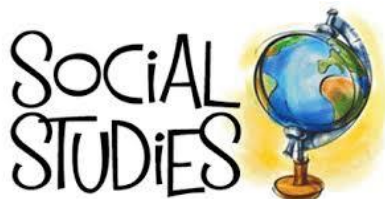
Geography – Tourism, Glaciation, Coasts, Population and Urban Geography

Modern Studies – Social Issues, Conflict, China and Democracy

Sociology - Socialisation

Psychology – Research methods

(These topics are just an example of areas which could be included in the course)



Travel and Tourism National 4 and National 5

This course develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry. This is a 'Skills for Work' course.

Who is this course for?

This course is for young people who want to develop the skills become effective job-seekers and employee. It suits people who are curious about the world and travel. You will develop the skills to deal effectively with all aspects of customer care and customer service in travel and tourism. You will also develop the knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

What will I study?

The course is divided into 4 topics – Tourism in Scotland, Tourism in the rest of the UK and the World, Customer Services and Employability.

What is my progression pathway?

Further Education: Skills for Work at SCQF level 5 and other qualifications in Travel and Tourism such as SQCF level 6 in Travel Agency.

Vocational training and employment – Travel agent, hotel manager, travel rep, chef, tour guide, event organiser, leisure centre manager and many more.

What are the benefits of this course?

If you have studied any social subject before you will have an excellent background knowledge which will prepare you for this course. There is no final examination or assignment however you do need to pass each individual unit to achieve the final course award.



In Senior School, the Mathematics courses build on what has already been achieved in S1 to S4, as well as offering pupils the opportunity to enhance their awareness of and confidence in using financial products via the Personal Finance Award.

Mathematics and Applications of Mathematics Courses

Two distinct qualifications in maths are offered in senior school.

Mathematics courses continue to develop understanding of numeracy, algebra, trigonometry and statistics: these courses are offered at all levels from National 4 through to Higher and Advanced Higher. Pupils who wish to study Higher maths must have a solid pass at Nat 5 maths.

Applications of Mathematics focuses on real life applications of maths and numeracy skills, developing understanding of money, statistics, geometry and measurement. Lifeskills Mathematics is only offered in senior school at Nat 5 level and **does not allow progression to Higher maths.**

Although the Nat 5 Mathematics course can be studied and enjoyed on its own merits, it serves mainly as preparation for Higher maths and as such contains a large amount of algebra. If you are currently studying Nat 4 Mathematics and find algebra challenging it is important to consider whether this is the best course for you or whether National 5 Applications of Mathematics would be more appropriate.

Applications of Mathematics should not be seen as an easier option: it is still a demanding, National 5 level course and is given equal recognition as a pass in Mathematics.



National 4 Mathematics

| | |
|-----------------------------------|--|
| Numeracy | Add/subtract/multiply/divide whole numbers, decimals and negative numbers; rounding; significant figures; fractions & percentages; speed/distance/time; volume; ratio & proportion; interpreting scales; interpreting graphs & data; probability |
| Expressions & Formulae | Brackets and Factors; Algebraic Expressions; Sequences; Gradients; Areas & Volumes; Symmetry; Statistics & Averages; Probability |
| Relationships | Straight Line Graphs; Equations; Formulae; Pythagoras' Theorem; Scale; Angles; Trigonometry; Scattergraphs & Lines of Best Fit |

National 5 Mathematics

| | |
|-----------------------------------|--|
| Expressions & Formulae | Surds & Indices; brackets and factors; completing the square; algebraic fractions; gradient between points; arcs & sectors of circles; volumes |
| Relationships | Straight line graphs and equations; equations and inequations; simultaneous equations; change of subject; function notation; graphs of quadratic functions; quadratic equations; Converse of Pythagoras; similar shapes; angles; trig graphs & equations |
| Applications | Area of a triangle using trig; sine rule; cosine rule; bearings and trigonometry; vectors; fractions & percentages; median and quartiles; standard deviation; line of best fit |

National 5 Applications of Mathematics

| | |
|----------------------------------|--|
| Numeracy: | Add/subtract/multiply/divide whole numbers, decimals and negative numbers; rounding; significant figures; fractions & percentage equivalence; mixed fractions; compound percentages; speed/distance/time; volume; ratio; direct & indirect proportion; interpreting scales; interpreting graphs & data; assessing probability & risk |
| Finance & Statistics: | Budgeting; income and deductions; comparing best deals; foreign currency; savings and borrowing; interpret risk; boxplots and quartiles; standard deviation; scattergraphs |
| Geometry & Measures: | Scale drawings and maps; container packing; planning tasks; time management; tolerance; gradient; composite areas and volumes; 2-stage Pythagoras problems |

Higher Mathematics

| | |
|-------------------------------------|---|
| Expressions & Functions | Logarithmic & Exponential functions; addition formulae; the wave function; graphs of related functions; vectors |
| Relationships & Calculus | Polynomials; trig equations; differential calculus; integral calculus |
| Applications | Straight line equations; the circle; recurrence relations; optimisation using differentiation; area using integration |

PERFORMING ARTS DEPARTMENT – P.T. Mr S. Murphy

Music and Drama



Music

The Music Courses on offer:

Music with Performing – National 4, National 5, Higher and/or Advanced Higher*.

Things to consider and questions to guide you before choosing Music -

Why should I choose Music in S5/S6?

- Do I have a genuine interest in Music?
- Am I willing to work hard, develop a profitable practice / rehearsal and take ownership of my own learning?
- Do I have a good attendance rate and will I commit to my specialist lessons?

Do I need to have studied Music in S3/4?

Undoubtedly it will help you to achieve in S5/S6, however, is not compulsory. You can make very good progress and achieve a National Qualification if you commit to the three points mentioned above.

What level should I study in S5/6?

Here are the most typical routes of progression in Music.

| | | |
|-----------------------|---|---|
| ACHIEVED IN S4 | → | STUDY IN S5 |
| Nat 4 | → | Nat5 |
| Nat 5 | → | Higher |
| | | |
| ACHIEVED IN S5 | → | STUDY IN S6 |
| Nat 5 | → | Higher |
| Higher | → | Advanced Higher* or Musical Theatre (New Course – see info) |

The level of presentation can be changed throughout the course. Your final level of presentation will depend very much on your assessments throughout the year and how hard you work. Changes will not be made without discussion and/or agreement with you.

*Depending on uptake and viability of course being offered.

MUSIC WITH PERFORMING

Music courses requires you to fulfil the following requirements -

Performing Skills: Two instruments or instrument/voice will be studied, both being performed to an external SQA examiner in towards the end of the school year (typically before Easter break).

Composing Skills: A folio of compositions in various styles will be compiled throughout the course. This folio will be assessed by the Music Department and moderated by SQA.

Understanding Music

This unit underpins the study of Music at all levels and includes:

1. Developing your understanding of musical literacy; you will apply this knowledge in the other two units, Performing and Composing.
2. Listening to and learning about music from a wide range of genres.
3. Final assessment during the SQA exam schedule.



FURTHER EDUCATION

National Qualifications in Music are very enjoyable and fulfilling, developing many transferrable skills. You will find the qualification very useful, whether you want to pursue a career in Music or not. Higher Music compliments any group of subjects for employment or for entry to university or college. However, if you would like to pursue a career in Music, there are a wide range of Music courses available in numerous colleges and universities, covering a variety of approaches to style and learning. The options continue to expand: teaching, performing (whether “classical”, music theatre or rock/pop), sound engineering, music management, to name but a few. More information is available from the Music Department or Careers Advisor. Also, if you are considering a career in primary or nursery education, a National Qualification in Music would be ideal for you.



Drama

Communication is evolving. Digital technology is changing the way we interact with each other on a daily basis. We live in a world where it is far easier to write someone a message than it is to make a phone call. As a result, we talk less, we give less consideration to vocal expression, we fail to consider the impact of physical expression as a part of communication, and we ultimately experience difficulties in self-confidence.

Studying Drama is not about training to be an actor! (Although this can sometimes be a happy side effect)

Studying Drama is about learning how to communicate effectively and confidently in any situation. We will build and develop social skills, presentation skills, creativity, analytical skills, whilst looking to improve a young person's self-belief and confidence in a safe and controlled environment.

In Coatbridge High School, Drama is offered at the following levels.

- National 5
- Higher

NATIONAL 5 DRAMA

The National 5 Drama course encourages learners to exercise imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm, and confidence.

The course allows learners to develop practical skills in creating, presenting and producing drama. It provides scope for personalisation and choice by encouraging candidates to be creative and to express themselves in different ways. Learning through drama helps learners to appreciate cultural values, identities and ideas.

HIGHER DRAMA

Higher Drama is suitable to those with an interest in pursuing a career in theatre production or performance. Higher Drama is beneficial to those seeking a career that involves any form of presentation skills. There is a good balance between academic and practical study.

More detail on the nature/organisation of Higher Drama course (below)



Higher Drama involves close study of the historical, social and theatrical nature of a chosen text. Learners will consider how to approach elements of this text as a director, actor or in order to highlight the main themes and issues to an audience.

Learners will analyse a professional performance with consideration to...

- the genre, theme and social, historical and/or theatrical context of the performance piece
- the company performing the play
- the performance space
- the director's intentions and effectiveness
- the acting and development of characters
- the design concepts and their effectiveness - set, props, costume, make-up, lighting, sound/effects
- audience reaction
- overall impact

Performance is an integral part of the Higher Drama course. Actors will prepare two contrasting acting pieces using a complex range of acting skills.

Actors will be required to demonstrate these skills through:

- interpretation of their role
- developing characters and their relationships
- communicating to an audience

Actors will also be required to maintain a supporting log detailing:

- Their research into the roles.
- The process of creating and developing their characters through rehearsal.

What level should I study in S5/6?

Here are the most typical routes of progression in Drama.

| | | |
|-----------------------|---|--------------------|
| ACHIEVED IN S4 | → | STUDY IN S5 |
| Nat 4 | → | Nat5 |
| Nat 5 | → | Higher |

| | | |
|-----------------------|---|---|
| ACHIEVED IN S5 | → | STUDY IN S6 |
| Nat 5 | → | Higher |
| Higher | → | Musical Theatre (New Course – see info) |

Musical Theatre

National Progression Award (NPA) Musical Theatre

Level 6

Musical Theatre

This course will offer learners the opportunity to combine disciplines from all aspects of the PEPA faculty: Music, Drama and Dance. Learners will receive input from multiple staff members to provide a well-rounded and practical approach to learning all of the skills required to be successful in Musical Theatre.

Recommended Entry

Learners should have prior experience of Music and/or Drama and have achieved a National 5 award (A-D) at English to ensure they are prepared to cope with the written element(s) of this course. As this is a new course available you should seek advice from Performing Arts staff should you have any questions about suitability for the course and/or the nature of the course.

Course Structure

Learners will work through 2 compulsory units and then make a choice for their 3rd module to be assessed on.

Preparation for Audition

This module will prepare learners for all aspects of the audition process for a Musical Theatre course. Learners will investigate and research a number of employment opportunities within the MT sector, work with their teachers to prepare for an audition, perform an audition (for use as an assessment) and then critically evaluate their performance of their own audition.

Acting through Song

This module allows learners to critically research and portray a number of characters through song. Learners will analyse songs and characters, learn about stagecraft and principles of voice, and perform their chosen songs under assessment conditions. Learners are also required to reflect on this entire process.

Choice Modules: Learners select a further module to be assessed in.

Group Singing

Singing as part of a small group or ensemble making use of characterisation techniques to deliver a high-quality performance.

Solo Singing

Performing solo as well as making use of characterisation techniques to deliver a high-quality performance.

Group Dance

Dancing as part of a small group or ensemble to deliver a stylistic and convincing performance, utilising a number of dance conventions.

NB. Candidates will take part in all activities (group singing, solo singing and group dance) throughout the duration of the course.

This course is entirely internally assessed meaning there is no external exam during the normal SQA exam diet.

This course is incredibly demanding in nature both physically as well as covering the underpinning theory elements therefore it is advised that only extremely committed learners in S5 & S6 should select this course.

It is expected that in selecting this course then you are expected to become involved with events such as: Dance & Gymnastics Extravaganza and the School Show.

Possible Pathways include –

- BA Musical Theatre
- HNC/HND Musical Theatre



PHYSICAL EDUCATION DEPARTMENT – P.T. Mr S. Murphy

PE and Dance

Higher Physical Education (PE)

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging and/or competitive environments. This course will focus on key areas including overall performance development, gain a clear understanding of the four main factors impacting performance (Mental, Emotional, Social and Physical) and explore question interpretation to help prepare learners for all aspects of Higher PE. The course is a well balanced 50/50 with underpinning knowledge and understanding alongside practical performance. Learners will have a high degree of personalisation and choice with regards to assessment of practical performance. The course will involve experiencing a variety of physical activities and/or sports therefore learners must be prepared to participate in physical activities that may not be their preferred choice for assessment purposes

Course Structure

Higher : Physical Education

Physical Education : Performance Skills

Physical Education : Factors Impacting on Performance



Conditions of Award

To gain the award of the course, the learner must be assessed in two different practical activities/sports. These will be completed at certain points throughout the year and agreed in advance to allow suitable preparation time. Learners must commit to performing in two different activities and it will benefit learners to participate these outwith PE. The two performances, along with a Question Paper (exam) marked by SQA, is the course assessment for Higher PE.

Recommended Entry

Learners would normally be expected to have attained one of the following:

- National 5 Physical Education (A-C Pass)
- National 5 English (A – C Pass)

If neither has been achieved then it is highly recommended that entry is then based on level/experience of practical performance(s).

Progression

This Course can provide progression to:

- Advanced Higher Physical Education Course
- Higher National Certificates
- Higher Education Degrees
- Further study, employment and/or training

Sport Leadership Award

Our recently updated Sport Leadership is a course designed to give young people the skills required to lead groups in sports, leisure and recreational activities. Learners will be able to develop coaching skills, take responsibility for themselves and others, develop organisational, interpersonal and communication skills. The Award is available at Level 5 (National 5) and Level 6 (Higher) with learners being presented at most suitable level based on quality of work produced and commitment demonstrated.

Sport Leadership course has a clear link to existing courses being offered at NC, HNC, HND and Degree level in Further and Higher Education establishments.

Additional employability qualifications will be included in this course whenever possible – this may include First Aid at work, officiating and additional coaching certificates. Some of these additional courses may involve registration fees, however, we will seek any funding available to offset this.

Course Content

The course is divided into eight units of work.

1. Organisational skills
2. Safety in sport
3. Know your friends
4. Fitness and sport
5. Leagues and competition
6. Improvisation of activities
7. Games and activity experience
8. 20 hours voluntary work in PE Department

Candidates must complete all eight units including **20 hours of voluntary leadership experience**. The voluntary work will be with extra- curricular clubs and possible associated primary schools – evidence must be produced for this.

Entry Level and other requirements

The course is open to S5 and S6 learners following consultation with the PE Department. This course is aimed at those who are interested in sports and/or coaching and perhaps. It is an excellent option should you wish to pursue a career in the area of sports coaching, event management or teaching (primary or secondary).

You will be required to deliver coaching sessions/lessons to younger learners (S1-S3 and/or Primary schools).



Science Faculty - P.T. Mrs G Melvin

National 5 Skills for Work: Health Sector



This course is aimed at S5/6 pupils who have successfully completed National 4 Biology/ Chemistry or Physics or above and are interested in a career in the Health Sector. It provides an alternative progression to National 5 Biology in S5/6. The emphasis of this course is to prepare candidates for working in the Health Sector and to develop employability skills valued by employers.

The N5 course consists of 5 Units:

- **Working in the Health Sector - Scotland:** Introduces learners to the range of provision and the services provided by the health sector in their local area. Participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.
- **Life Sciences Industry and the Health Sector:** Investigates the contribution of the life sciences industry in the diagnosis and treatment of illness; the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry.
- **Improving Health and Wellbeing:** Investigates areas of the health sector that help tackle current health and lifestyle issues, health and safety risks to workers in the health sector and the importance of a healthy lifestyle.
- **Physiology of the Cardiovascular System:** Structure and function of the cardiovascular system and the effect of specific disorders on the structure and function of the cardiovascular system. Taking physiological measurements at different activity levels and demonstrating current first aid procedures to provide emergency life support.
- **Working in Non-Clinical Roles:** Investigates a range of careers in non clinical roles in the health sector. Demonstrate customer care skills in a non clinical role.

Course Assessment

The course is entirely internally assessed and relies heavily on the maintenance of a personal portfolio of work. Presentation level will be at the discretion of the class teacher and Principal Teacher.

"The National Health Service (NHS) is one of the **largest employers in the world**, and is the **biggest** in Europe, with over 1.3 million staff."

Biology - National 5

Why study this course?

Biology is the study of living organisms and their environment, and the aim of the course is to develop knowledge and understanding of what living things need to sustain life, and the interactions between them. There are advances being made every day in the areas of genetics, food production, and finding ways to limit our impact on the environment, and Biologists are involved in the challenge to find solutions to many of these issues. Therefore, the course aims to enable candidates to develop their communication, collaborative working and leadership skills; so they are able to apply critical thinking in new and unfamiliar contexts to solve problems.

Entry Requirements

A pass at National 4 Biology is required for entry to National 5 Biology. For candidates, who have not studied Biology previously, entry will be considered if they have achieved an award at National 5 in any another science. National 5 Mathematics is desirable.

Course Structure

The course includes a variety of topics and ideas relevant to the central position of life sciences within our society.

Areas of study include understanding life processes at cellular level to examining whole organisms and the study of ecosystems. For example, plant and animal cell structures are compared along with their complex chemical reactions that underpin all life processes; such as the manufacture of proteins, respiration and photosynthesis. The functions of organs and systems in multicellular plants and animals are explored, including a basic understanding of genetic engineering, stem cell technology and inheritance. The key concepts of biodiversity and interdependence are included, along with the processes leading to evolution. Food security, environmental management and ethical issues are also discussed. Experiments and investigations are used to provide practical experience and to illustrate the key knowledge and understanding requirements for National 5 Biology.

Course Assessment

The course assessment consists of **two components**.

Component 1 is a **research report** based on an experiment undertaken by the candidate.

Component 2 is an **exam paper**.

Both components are marked externally and determine the final course grade.

Progression

Candidates who wish to progress to Higher Human Biology will be required to pass the National 5 Biology course at an A or B.

National 5 Biology is desirable for further studies in a wide range of health and childcare careers as well as environmental, sport and recreation courses, animal welfare and veterinary studies.



"Science and everyday life cannot and should not be separated." – Rosalind Franklin

Human Biology - Higher

Why study this course?

The purpose of the Higher Human Biology course is to develop learners' interest in and enthusiasm for human biology in a range of contexts. Fast-advancing research in many fields of human biology makes this area of science even more engaging and relevant. The course provides the opportunity for the acquisition of deeper understanding of cellular processes, physiological mechanisms and communication. It provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology. Analytical thinking and problem solving skills are developed in context in the course.

Entry Requirements

A pass at National 5 Biology is required to gain entry to Higher Human Biology, although a secure pass at A or B grade is desirable along with National 5 Mathematics. Candidates who have not previously studied Biology will be considered for the course if they have achieved a secure pass in another science at Higher level. However, knowledge of the National 5 Biology coursework will be assumed.

Course structure

There are four main areas of study: Human Cells; Physiology and Health; Neurobiology and Communication; Immunology and Public Health.

In Human Cells learners study division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease, including mutations and genetic disorders; human genomics, including sequencing and medical and forensic applications; metabolic pathways; cellular respiration and energy systems in muscle cells.

Physiology and Health focuses on reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante- and postnatal screening; structure and function of arteries, capillaries and veins; structure and function of the heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity linked to CVD and diabetes.

Neurobiology and Communication looks at divisions of the nervous system and parts of the brain; perception and memory; cells of the nervous system and neurotransmitters; communication and social behaviour.

Immunology and Public Health focuses on specific and non-specific defences; transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens.

Practical experiments and investigations illustrate the key knowledge and understanding requirements for the course. Development of research and evaluation skills prepares learners to adapt their learning to new situations, solve problems, make decisions based on evidence and evaluate the impact of scientific developments on their own health and wellbeing, society and the environment.

Course Assessment

Two question papers: 120 marks (80%)

Assignment (a report of experimental work and research): 20 marks scaled to 30 marks (20%)

Progression

A pass in Higher Human Biology will allow candidates to study Advanced Higher Biology. Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Human Biology along with other science subjects to enhance their skills, knowledge and understanding. If not continuing to AH level, a pass at Higher Human Biology is useful for a wide range of further and higher education courses in medicine and other health professions, life sciences and sports science.

"We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special." -
Stephen Hawking

Chemistry - National 5



Why study this course?

The Course will allow learners to understand the links between the particulate nature of matter and the macroscopic properties of the world. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of chemistry is highlighted by the study of chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The course allows learners to develop a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a

higher level, while also providing a knowledge base useful in the study of all of the sciences.

Entry Requirements

Either, 60% or above in S3 Chemistry, a pass in National 4 Chemistry or a pass in another science subject at National 5 Level. It is also advisable that pupils study National 5 Mathematics.

Course Structure

There are three areas of study at National 5 level in Chemistry.

- **Chemical Changes and Structure**

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. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

- **Nature's Chemistry**

The Earth has a rich supply of natural resources which are used by all of us. 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. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

- **Chemistry in Society**

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. 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. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Course Assessment

The end of Course assessment consists of an exam and an assignment. Both of these are externally marked by SQA.

Progression

The successful completion of this course would allow pupils to go on to study Higher Chemistry. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry at any level; great career opportunities exist both inside and outside the lab. Chemistry qualifications are essential for careers in Medicine, Dentistry, Pharmacy and Pharmacology.

“The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.” Carl Gustav Jung

Chemistry - Higher



Course Description

Learners will further develop their knowledge of Chemistry and its importance to their lives. The study of matter and its interactions, gives learners essential knowledge and understanding across all aspects of society. Learners will further their understanding of the chemical industry as a major contributor to the economy of the country and how associated research and development is essential for the introduction of new products. The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations, especially through work in the Researching Chemistry Unit and the Course Assignment. The course allows learners to develop a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level.

Why study this course?

As stated in the Course Specification, the aims of the Course are to enable learners to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

Entry Requirements

It is recommended that pupils have A or B pass in National 5 Chemistry. Pupils with a C level pass in National 5 will be permitted to study Higher but progress will be closely monitored and it may be advisable that the course be studied over two years. National 5 Mathematics is very desirable, preferably at grade A or B.

Course Structure

The course is divided into four areas of study.

Chemical Changes and Structure

Controlling the rate — collision theory, reaction profiles, potential energy diagrams, activation energy, activated complex and enthalpy changes. Catalysts, reaction pathway, activation energy. Energy distribution diagrams showing effect of temperature changes on successful collisions. The effect of temperature on the reaction rate in terms of kinetic energy of particles.

Periodicity — Bonding and structure in first 20 elements, periodic trends and underlying patterns and principles, covalent radius, electro-negativity and trends in groups and periods.

Structure and bonding -Bonding continuum, polar covalent bonds, intermolecular and intramolecular forces and their role in determining a material's physical properties.

Nature's Chemistry

Esters, fats and oils -Naming, structural formulae and uses of esters. Saturated and unsaturated fats and oils and their properties.

Proteins - Enzymes, amino acids, dietary proteins, condensation reaction to make proteins and amide link/peptide link. Digestion, enzyme hydrolysis.

Chemistry of cooking - Flavours in foods. Uses reactions and structure of aldehydes and ketones. Effect of heat on proteins, denature of proteins.

Oxidation of food, Oxidation of edible oils. Antioxidants. Ion-electron equations for the oxidation.

Soaps, detergents and emulsion - Hydrolysis of esters. Structure of soap ions. Cleansing action of soap and detergents. Emulsifiers and their use in food.

Fragrances - Essential oils from plants: properties, uses and products e.g. Terpenes

Skin care - Ultraviolet radiation (UV) in sunlight and formation of free radicals. Sunburn and Sunblock.

Chemistry in Society

Getting the most from reactants - calculate quantities of reagents and products, and excess, % yield and atom economy, factors influencing the design of industrial process including cost availability of reactants and the environmental issues

Equilibria - reversible reactions, dynamic equilibrium, altering equilibrium position, effect of catalyst on equilibrium and the most favourable reaction conditions

Chemical energy — enthalpy, Hess's law, and bond enthalpies

Oxidising and reducing agents — elements, molecules and group ions as oxidising and reducing agents, electrochemical series as reduction reactions, ion electron redox equations, uses of strong oxidising agent

Chemical analysis — chromatography and volumetric titrations

Researching Chemistry

Learners will be required to gather and record information from various sources and then plan and design an investigation.

Learners will then carry out the investigation safely, recording detailed observations and results including units. Finally, the learner will prepare a scientific communication for the practical investigation.

Course Assessment

The Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment will consist of two **question papers** and an **assignment**.

Question papers (objective test paper and extended response paper): Total 120 marks (80%)

Assignment: 20 marks scaled to 30 (20%)

Progression

This Course or its components may provide progression to:

- Advanced Higher Chemistry
- Further study in college or university, employment and/or training

"Chemistry is wonderful! I feel sorry for people who don't know anything about chemistry. They are missing an important part of life, an important source of happiness, satisfying one's intellectual curiosity. The whole world is wonderful and chemistry is an important part of it." Linus Pauling



Physics - National 5

Why study this course?

National 5 Physics aims to develop your interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of physics. This will enable you to become a scientifically literate citizen, able to review the science-based claims you will meet.

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, the study of physics covers a huge range of contexts all dependent on the fundamental physical relationships studied. An experimental, investigative and problem solving approach is used to develop knowledge and understanding of physics concepts and their application to modern technology. National 5 Physics will enable you to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. You will develop scientific methods of research in which issues in physics are explored and conclusions are drawn.

Entry Requirements

A pass at National 4 Physics is required for entry to National 5 Physics. It is desirable that candidates have achieved at or are going to be studying National 5 Mathematics. Candidates with no previous study of physics will require a secure pass in another science at National 5 level or above.

Course Structure

Within the National 5 Physics course there are 6 areas of study.

- **Electricity:** This area studies key points relating to electricity. This includes electrical charge carriers and electric fields; potential difference (voltage); practical electrical and electronic circuits; Ohm's law and electrical power.
- **Properties of Matter:** This area studies key points relating to heat energy. This includes pressure, heat transfer, specific heat capacity; changes of state, specific latent heat, gas laws and the kinetic model.
- **Waves:** This area studies key points relating to waves parameters and behaviour looking at types of waves, in particular, electromagnetic radiation and light.
- **Radiation:** This area studies key points relating to nuclear physics and nuclear radiation including the properties of nuclear radiation, the dangers and uses such as in medicine and power.
- **Dynamics:** This area studies key points relating to understanding and describing of motion and mechanics including the conservation of energy.
- **Space:** This area studies and applies concepts and knowledge learned throughout the course applied to the environment in space. Weight, satellites, space exploration and understanding the properties of stars and the Big Bang are introduced.

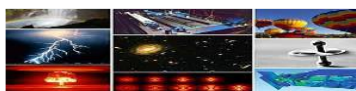
Course Assessment

The course assessment consists of two components. Component 1 is a **research report**, based on an experiment undertaken by the candidate, while Component 2 is an **exam paper**. Both components are marked externally and determine the candidates' grade in the course. Within the department, in order to internally assess candidates' progress, candidates will complete regular assessments for each of the areas of study and homework tasks.

Progression

Candidates who successfully complete National 5 Physics can then progress to Higher Physics. National 5 Physics is desirable for further studies in a wide range of careers including engineering, energy sector, maritime industry, sport science, medical physics and construction.

"The important thing is to never stop questioning [or learning]." - Albert Einstein



Physics - Higher

Why study this course?

Higher Physics aims to develop scientific understanding of issues relating to physics. It will enable you to gain an indepth knowledge of concepts in physics, and to develop your confidence in the skills of scientific inquiry. You will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored. Higher Physics aims to give you a deeper insight into physics, and to reinforce and extend your knowledge and understanding of the concepts of physics. It also aims to develop your skills in making critical and evaluative comments. Advances in physics mean that our view of what is possible is continually being updated. Higher Physics allows you to deepen your understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice. You will develop skills for learning beyond Higher and for employment.

Entry Requirements

A pass at National 5 Physics is required to gain entry to Higher Physics. Candidates achieving a C grade pass in National 5 Physics will be permitted to study Higher, but progress will be closely monitored and it may be advisable that the course be studied over two years. National 5 Mathematics is highly desirable, preferably at grade A or B. Candidates who have not previously studied physics will be considered for entry if they have achieved a secure pass in another science at Higher level. However candidates must be aware knowledge of National 5 Physics coursework will be assumed.

Course Structure

Within the Higher Physics course there are 4 main areas of study.

- **Area 1: Our Dynamic Universe.** This area covers the key areas of kinematics, dynamics, gravitation, special relativity and cosmology. The candidate builds on their knowledge of classical mechanics and develops an understanding for modern physics from Einstein's Theory of Special relativity through to the Big Bang Theory.
- **Area 2: Particles and Waves.** This area covers the key areas of the standard model (sub-atomic particles), force on charged particles, nuclear reactions, wave particle duality, Interference and diffraction, refraction of light and spectra. In this area the foundations of quantum mechanics are introduced.
- **Area 3: Electricity.** This area covers the key areas of electric circuit (current, potential difference, resistance, power); AC-DC supplies; internal resistance; capacitance; conductors, insulators and semiconductors.
- **Researching Physics:** This area aims to develop skills for analysis and evaluation of experimental work and literature review while researching topics in physics. Candidates will gain experience on collect information from different sources, planning and undertaking a practical investigation and developing data processing, analyse and evaluation skills.

Course Assessment

The Course assessment will consist of **two question papers** and an **assignment**.

Question papers (objective test paper and extended response paper): 155 marks (scaled to 80%)

Assignment (a report of experimental work and research): 20 marks scaled to 30 (20%)

Both these components are marked externally and determine the final course grade. Within the department, in order to internally assess candidates' progress, candidates will complete short assessments and homework tasks for each of the areas of study.

Progression

A pass in Higher Physics will allow candidates to study Advanced Higher Physics. If not continuing to AH level, a pass at Higher Physics is useful for a wide range of further and higher education courses in the sciences, engineering, medicine and other health professions, sports science, maritime industry and many modern apprenticeships in technology and engineering.

"Impossible only means that you haven't found the solution yet." - Anonymous

SQA MENTAL HEALTH AND WELLBEING AWARD (LEVEL 4/5)

Who can study this award?

S6 pupils with a genuine interest in gaining an awareness and understanding of mental health and wellbeing.

Pupils will be trained as Mental Health Ambassadors to deliver a peer education project to S2 classes. Pupils who choose this course should have a genuine commitment to challenging the stigma of mental health and contributing to initiatives across the school community to promote and support mental health and wellbeing.



Why study this award?

Half of mental health problems in adulthood begin before the age of 14, and by the time they are 16 roughly three children in every class will experience a mental health problem. When it comes to finding help for mental health only a quarter of young people know where to go. In addition, the stigma attached to mental health frequently can stop individuals from seeking help because they feel embarrassed or are fearful of being judged.



These qualifications therefore aim to address gaps in knowledge and to improve understanding of mental health questions. The award in Mental Health and Wellbeing at SCQF level 4/5 may help learners to progress towards employment, training or other qualifications within the area of

Health and Social Care.

Course Aims

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the Internet
- create resilience
- The course will incorporate training for pupils as Mental Health Ambassadors. They will then deliver the MHA programme to S2 pupils and pupils will be responsible for supporting whole school events raising awareness and information for mental health. E.g. time to talk days, mental health awareness initiatives across S1-S6.
- Pupils will also get the opportunity to achieve a Dynamic Youth Award or Youth Achievement Award. This award carries credit points and takes into account work done across the school/community (<https://www.youthscotland.org.uk/awards/youth-achievement-awards/>)
- Focus will also be given around developing skills in working with people in a variety of settings through training e.g. youth work, supporting vulnerable adults etc.

NPA (National Progression Award)

Events Management – Level 6

The specific aim of the Events Management Course at SQCF level 6 is to provide candidates with a practically focused award, which delivers development of knowledge, understanding and skills relevant to the Events industry, with a high degree of emphasis upon transferable skills, employability and personal development.

This course will provide a qualification which can be used to access future study after school in: HNC/HND Qualifications in Events, Hospitality, Tourism, Administration & IT, and Business.

Future careers could be: Event organisers, Venue providers, Exhibitors, Account assistants, Client liaison, Delegate co-ordinators, Events marketing assistants, Porters, Catering staff, Sales and Business.

The course will comprise of Four Units:

Corporate Events Level 6

Events Costing Level 6

Event Organisation Level 5

Branding Level 6

More details of this course can be viewed on the SQA website [here](#)