NORTH LANARKSHIRE COUNCIL

St Andrew's High School

S2 → S3 Options

Subject Information Booklet

Session 2025–26

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Contents

Introduction

Picking your subjects for S3 is an incredibly important process, as the subjects you choose now will likely start to shape your future career once you leave school.

In S3, all pupils will continue to study English and Mathematics with an aim to attaining a qualification in these by the end of S4. All pupils will also continue with core PE, RE and PSHE. Pupils will therefore choose six further subjects to supplement these. This will then be reviewed again at the end of S3 with a view to pupils attaining up to seven qualifications at the end of S4.

Here are some key considerations you should take into account before you make your final choices:

Reasons for choosing subjects

- Subjects you enjoy.
- Subjects you need for a career you want to do.
- Subjects which could help you in your future personal and work life.
- Subjects you've done well in during S1 & S2.

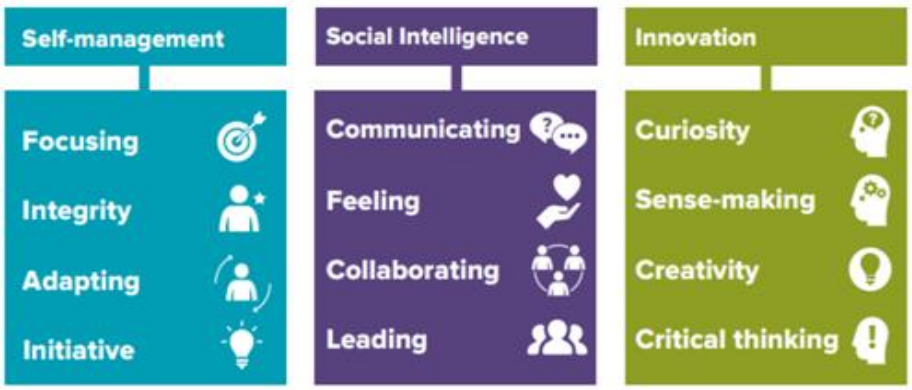
What to avoid

- Picking a subject just because it seems like an "easy" option – you'll start National 4/5 courses in S3, so bear this in mind.
- Picking subjects just because your friends are choosing it too – you might not even end up in the same class as them.
- Picking or not picking a subject just because you like or dislike your current teacher.
- Choosing a subject without doing your research first.
- Don't make your subject choices too narrow (i.e. too many similar subjects) – especially if you're not 100% sure what you want to do in the future, keep your subject options as open as possible.

Do your research

Before you make your final choices, it is really important that you do your research. Along with reading this booklet, there are various people and resources available to help you.

- Speak to your class teachers, as they will be able to offer you more subject-specific advice.
- Speak to a member of your year group team.
- Speak to our Careers Advisors, who will be able to offer you a breadth of knowledge about many different careers and pathways.
- Speak your family members.
- Go online and do some research. For example: www.myworldofwork.co.uk



English & Communication

English

S2 English (The Second Year of Secondary BGE)

Most pupils in S2 follow a third level course which develops a range of skills in the areas of reading, writing and listening and talking. Challenge within a level, breadth and progression are key features of all coursework.

Pupils explore the features of writers' language, and then apply this knowledge of genre, literary and linguistic technique to produce a convincing piece of reflective writing and/or imaginative writing. Pupils are taught the skills of review and editing ("conferencing and improving") to ensure their writing communicates effectively.

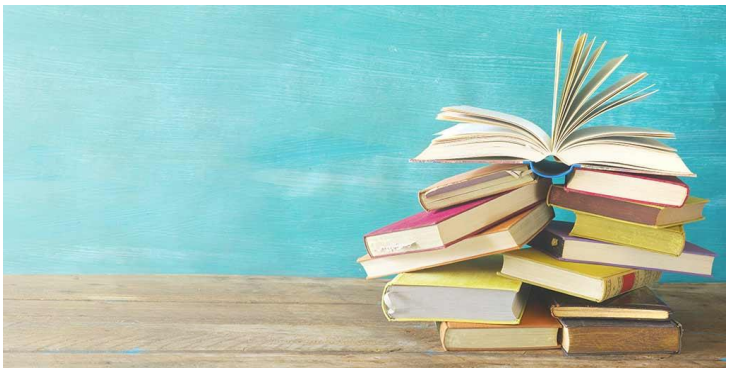
Pupils study a variety of texts (literary and non-fiction) to solidify previous learning and to introduce new features associated with critical evaluations. Pupils are taught the skill of using evidence to support their judgements about character, setting and theme and are encouraged to relate their understanding of the text to their own experiences. Pupils also develop skills in recognising features of writers' styles and commenting on why they are effective. These skills are also developed and extended through the study of poetry, where pupils are taught how to respond to literal, inferential and evaluative questions in the form of Set Text skills.

All pupils are encouraged to regularly select and read texts for enjoyment and interest through the departmental private reading programme in conjunction with reading at home. English is taught in a way that allows pupils to develop their listening and talking skills in both formal and informal ways. Pupils are given opportunities to communicate, collaborate, build relationships and reflect on and explain their literacy and thinking skills. They are taught to communicate in a clear, expressive way through group and paired discussion as well as opportunities for solo expression. English also helps pupils to develop a range of essential literacy skills. These skills, also developed across other curricular areas, help pupils to make links between subjects and with their wider experiences outside school.

In S3 pupils will continue with their Broad general Education and follow courses which will build upon and deepen their understanding of work undertaken in S1 and S2. Part of the course will offer pupils the opportunity to undertake tasks which should reinforce the aspects of breadth, depth, personalisation and choice**.**

Progression from S3 will involve one of the following:

- taking National 4 Media & Scottish Studies and progressing to National 5 in S5.
- bypassing National 4 and going straight to National 5 hopefully progressing to Higher in S5 or to Comms 6.



National 4 English

Course Structure
The Course is made up of 4 Units:
- English: Analysis and Evaluation (National 4)
- English: Creation and Production (National 4)
- English: Literacy (National 4)
- English: Added Value (National 4)

Added Value Unit: English: Assignment (National 4)
The purpose of the Added Value Unit (which can now be evidenced by a Critical Essay of Literature) is to enable learners to show a level of independent learning.

To achieve the English (National 4) Course, learners must pass all Units including the Added Value Unit.
National 4 Courses are not graded — they are simply Pass or Fail.
Media and Scottish Studies are also Unit based and are Pass or Fail.

National 5 English

Course Structure
If a pupil does not make it to the final exam, then they will be assessed in the following TWO Units:
- English: Analysis and Evaluation (National 5)
- English: Creation and Production (National 5)

In addition to the Spoken Language Unit (National 5) that is for all pupils engaging with National 5.
This will be categorised as the pupil being "Units Only" and they will receive these Units (if successfully passed) on their SQA Certificate in August.

The INTERNAL elements of the course are the Units detailed above with the caveat that only pupils classed as "Units Only" will complete all three Units whereas those going forward to the external exam need only complete the Spoken Language Unit (National 5).

Assessment
To gain the external Award for this course, learners must pass the Spoken Language Unit as well as complete TWO Folio pieces (sent to the SQA for external marking) and sit the final SQA Exam.

Folio (30% of overall grade): ONE piece of Writing (maximum of 1000 words) typed and submitted on the SQA's template to the teacher by deadlines set by the Department.
Exam (70% of overall grade): Critical Reading Paper (1 hour and 30 minutes) 1 Scottish Set Text (20 marks) + 1 Critical Evaluation of Literature (CEL) (20 marks)
Reading for Understanding, Analysis and Evaluation (RUAE) Paper (1 hour) (30 marks)

English is vital for all people to make sense of the world around them. Apart from offering them the opportunity to appreciate the beauty of their own language through the development of listening and talking, reading and writing skills, it is the key which will unlock all the wonders of the wider curriculum and, more than any other subject, it provides the means through which we become the successful learners, effective contributors, responsible citizens and confident individuals hoped for by the Curriculum for Excellence.

"The reading of all good books is like a conversation with the finest minds of past centuries."
- René Descartes -

Mathematics & Computing

Mathematics

Mathematics is hugely beneficial to all pupils, as it has direct and indirect applications to almost every other subject encountered in school and beyond.

Skills in Numeracy are vital to allow young people to develop into the responsible citizens of the future, and will equip them with the abilities required to manage their finances successfully and make informed choices.

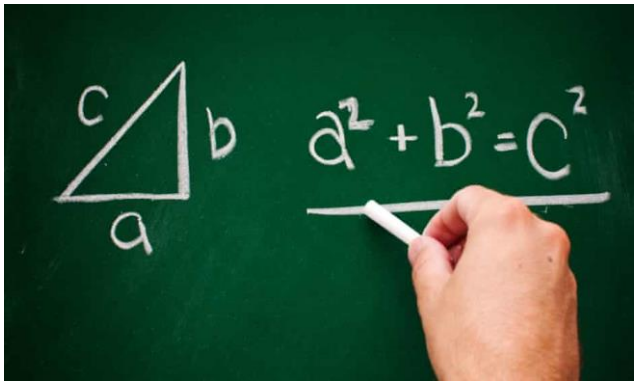
In S3, all pupils will continue to follow courses which build upon and deepen their understanding of the work experienced in S1 and S2, such as basic numeracy, measurement, algebra, 2 and 3 dimensional shapes, money and statistics.

Mathematics teaches pupils how to think logically, clearly explain their thought processes and to apply prior knowledge to unfamiliar situations, all skills which are vital in the workplace, explaining the high regard with which employers and places of Further and Higher education regard a qualification in the subject.

The course undertaken by a pupil in S3/4 will be determined by the progress made with the experiences and outcomes in S1/2.

Pupils will study one of the following courses over S3/4:

- National 3 Applications of Mathematics
- National 4 Mathematics
- National 5 Applications of Mathematics
- National 5 Mathematics



National 3 Applications of Mathematics

Course Structure

This course is made up of 3 units:

- Shape, Space and Measures
- Manage Money and Data
- Numeracy

To achieve National 3 Applications of Mathematics Course, learners must pass all of the required Units. Pupils who successfully complete this course can progress to National 4 Numeracy unit and then Nation al 4 Mathematics in S5.

National 4 Mathematics

Course Structure

This course is made up of 3 units:

- Expressions and Formulae
- Relationships
- Numeracy

The units will develop both Operational skills (e.g. Measurement, Algebraic, Geometric, Trigonometric and Statistical) and Reasoning skills (Problem Solving).

On successful completion of the 3 units, pupils will then undertake an Added Value Unit which will further develop the Operational and Reasoning skills. The assessment of this final unit draws on the skills, knowledge and understanding from across the course and will provide opportunities to apply skills in a wide range of situations, some of which may be new to the learner. The course is graded Pass or Fail. Pupils who successfully complete this course can progress to National 5 Applications of Mathematics in S5.

National 5 Applications of Mathematics

Course Structure

This course is made up of 3 units:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

The course will develop both Operational skills (eg Measurement, Financial, Geometric and Statistical) and Reasoning skills (Problem Solving). On successful completion of the coursework, pupils will then sit a Course assessment set by the SQA. The Course is graded A to D.

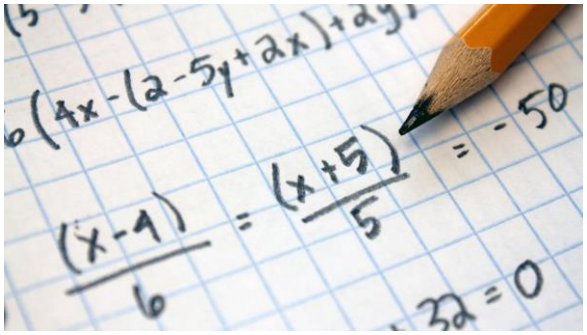
Pupils who successfully complete this course can progress to National 5 Mathematics or Higher Applications of Mathematics (with a grade A or B pass) in S5.

National 5 Mathematics

Course Structure

This course is made up of 3 units:

- Expressions and Formulae
- Relationships
- Applications



The units will develop both Operational skills (eg Measurement, Algebraic, Geometric, Trigonometric and Statistical) and Reasoning skills (Problem Solving).

On successful completion of the coursework, pupils will then sit a Course assessment set by the SQA. The Course is graded A to D.

Pupils who successfully complete this course can progress to Higher Mathematics or Higher Applications of Mathematics in S5.

Although some assignments will be non-calculator, a scientific calculator is essential for National 4 and 5 courses. Mathematics is vital to further study in fields such as science, engineering, technology, computing, construction, economics, accountancy, as well as many others. Importantly, the study of Maths is very rewarding, satisfying and enjoyable in and of itself.

"Try not to become a man of success but a man of value."
- Albert Einstein -

Mathematics & Computing

Computing Science

(Progression from S3)

National 4 and 5 Courses

Aims

The aims of the Computing Science Course are to enable learners to:

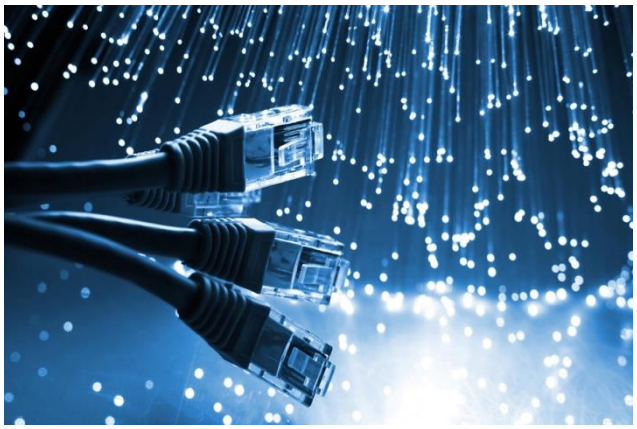
- develop knowledge and understanding of key concepts and processes in computing science
- develop skills in the use of a variety of software including Presentation, Web Design, Database, SQL, HTML, CSS, JavaScript and Programming.
- develop aspects of computational thinking in a range of contexts.
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions.
- communicate clearly and concisely using appropriate terminology.
- develop an understanding of the impact of computing and information technology in changing and influencing our environment and society.

This Course will also give learners the opportunity to develop thinking skills as well as skills in numeracy, employability, enterprise and citizenship.

National 4 Course Units

The following units are covered in the National 4 course:

- Software Design and Development
- Information Systems Design and Development



Course Assessment for National 4

This will comprise:

- Software Design and Development Unit Assessments
- Information Systems Design and Development Unit Assessments
- Added Value Unit assessment

All units must be passed to gain a National 4 course award.

National 5 Course

The following areas are covered in the National 5 course which now has no units but 4 areas of study:

- Web Design and Development
- Computer Systems
- Database Design and Development
- Software Design and Development

All Assessments

These will require the underpinning of knowledge from each of the two units/areas of study, and may take a variety of forms which could include:

- Knowledge and understanding assessed via individual learning outcomes
- Designing, creating and testing programs
- Designing, creating and testing web pages in HTML, CSS and JavaScript or web authoring package
- Designing, creating and testing databases using Query Designs as well as SQL (N5)

Course Assessment for National 5

There will be assessments throughout S3 and S4 to presentation level at the end of S4.
This will include but may not be exclusive to:

- Topic Tests
- S3 Test
- Prelim
- Homework Exercises
- Class work
- Teachers' Professional Judgement

External Assessment

Question Paper – 110 marks— 69% of total marks.
This requires depth of understanding and application of knowledge from the 4 areas of study.

Assignment – 50 marks—31% of total marks.
Learners will apply knowledge and skills from the 3 areas of study to solve appropriately challenging computing problems.
This uses a controlled assessment for the assignment which this will be set by SQA:

- Software Design and Development—25 marks
- Database Design and Development—10-15 marks
- Web Design and Development—10-15 marks

The Question Paper and Assignment are used by the SQA to award a final pupil Grade

Duration of Study

National 4 and 5 Computing Science will be studied over 2 years. However, pupils can continue study at this level in S5 as the units studied are hierarchical to those studied in Higher Computing Science.

Progression

Hierarchical progression from Computing Science (National 4 and 5) Course is provided through the study of National 5 or Higher Computing Science. However, learners would also be able to develop the skills, knowledge and understanding from this Course through the following learning and experiences:

- National 4 - National 5
- National 5 - Higher
- Employment
- Other SQA Computing qualifications (National 5 or Higher)
- National Progression Awards (National 5 or Higher)
- Further education courses (National 5 or Higher)

"I do not fear computers. I fear the lack of them."
- Isaac Asimov –

Mathematics & Computing

NPA Computing with Games Development

(units of work for gaming and web design)

Nature and Purpose

Our courses in S1/S2 cover the main areas of game development and web design. This new course for S3 will enhance this structure by affording all pupils to study both areas. They can then choose to progress to level 5 games development and or National 5 Computing Science in S4 based on their S3 knowledge and understanding. Essentially this gives pupils an addition qualification to help with employment and further education entry. This is a new course which we hope will allow more pupils to gain a qualification in Information Technology.

The NPA Web Design with Gaming Technology course is designed to provide pupils with the fundamental knowledge of, Computer Games Design and Web Design. This NPA offers bite-sized chunks of learning that are straightforward for learners to study.

The NPA in Games Development is ideal for a wide range of learners including:

- Learners looking to learn more about game design which covers game genre/type game design elements, game mechanics, environmental design, gameplay, character design and user interface design.
- Learners looking to learn more about media law and media types.
- Learners who want to develop their own game using variables and properties, game design documents will also be created once the testing phase has been completed.

The NPA in Web Design is ideal for a wide range of learners including:

- Learners looking to complete a National 5 Computing Science qualification.
- People who want to learn how to design, create and evaluate websites using HTML and CSS.
- Learners who want to capture and edit media which will be included in the design of their websites.

Progression

<table>
<tr><td rowspan="2">New Option Choice S2 into S3</td><td rowspan="2">S3 NPA Computing with Games Development

Web design/Media Level 5

Games Development Level4/5</td><td>S4 National 5 Computing Science</td></tr>
<tr><td>S4 Games Development Level 4/5</td></tr>
</table>

In S4 pupils will choose to further study N5 Computing Science and/or Level 4/5 Games Design.

Assessment

Assessments will be unit based on SQA approved assessments covering Game Development and Web Design from a Computing Science perspective. The Game Development aspect will cover design, media and development using software such as MakeCode Arcade or GameMaker. The Web Design aspect will cover HTML, CSS as well as creating and evaluation websites.

Careers

Computer Technician	**Computer Scientist**	**Computer Engineer**	**IT Analyst**
Video game Designer	**Web Developer**	**Software Engineer**	**Database Administrator**

Mathematics & Computing

COMPUTER GAMES DEVELOPMENT

(Progression from S3)

National Progression Award (NPA) Computer Games Development (SCQF Level 4,5 and 6)

ENTRY TO THE COURSE

This course is available at various levels so no formal entry requirements are necessary as students will work at a level appropriate to their ability and requirements.

Course Outline

This is an introductory qualification designed to teach you how to write computer games. It is available at three levels: SCQF level 4 (National 4), SCQF level 5 (National 5) and SCQF level 6 (Higher).
Each level consists of three topics: media assets, design and development. The media assets part of the award focuses on finding and capturing digital media that could be used within a game, such as sounds, images and videos, and customising these assets to fit into a game. The design part of the award focuses on creating a plan for the development of a computer game. The development part of the award focuses on creation of the game itself.

During the award, you will gain a variety of knowledge and skills including the following.
· What media assets are available and how to capture them
· What makes a good game
· How to modify media assets for your game
· How to design a good game
· How to test a game

The games you are expected to produce will depend on the level. At the lowest level, the games will be simple; at the highest level they will be quite complex.
The award is assessed by a practical task that will require you to create a computer game. You are required to do this by yourself, but you will learn in a collaborative way, along with other learners.

Career Possibilities

On completion of the qualification you could do a higher level (of the same qualification) or progress to different qualifications in this area such as HNC,HND or a degree courses in Computer Games Development, Digital Media Studies, Computing Science and IT subjects.
All employers also increasingly expect candidates to be able to think critically, solve problems and work in a team. All skills that will be gained through completion of this award.

Modern Languages

French

French is one of the world's most important languages, used throughout the world for both every day and business situations. Through Listening, Talking, Reading and Writing, we cover use of the language in personal and social situations, in everyday life and the world of work. French allows learners to appreciate the society and culture of another country, while developing qualities necessary to live and work in a European Environment. Learning a language opens the door to a world of opportunities in all different career paths and is a good way to enhance your qualifications and CV.

From S3 to National 4 and National 5

French in S3 is for those pupils continuing their study of this language with a view to obtaining National 4 or 5 in S4. Progression can lead to Higher in S5 and Advanced Higher in S6.

In S3 the pupils will begin covering some of the topics from the list below, whilst further developing existing skills in Listening and Talking, Reading and Writing.

CULTURE	EMPLOYABILITY	LEARNING	SOCIETY
• Francophone Countries & Culture • French Film & Television • French Literature • Holidays, Festivals & Planning a Trip	• Interviews & CVs • Jobs	• Education in Context • Education in France	• Family & Friends • Healthy Lifestyles • Global Languages & Citizenship • Media & Technology

Assessment for National 4

Skills of reading, writing, listening and talking are assessed at National 4 level.

Unit 1: Understanding Language (Reading and Listening)
Pupils will be required to demonstrate their understanding of straightforward, but detailed spoken and written French in one of the following familiar contexts: society, learning, employability or culture.

Unit 2: Expressing Language (Talking and Writing)
Pupils will be required to demonstrate their use of straightforward, but detailed spoken and written French in one of the aforementioned familiar contexts.

Unit 3: Assignment (Added Value Unit)
Pupils will demonstrate their reading and writing skills by planning and researching a chosen topic in a familiar context studied in class, in order to investigate connections between the topic and the modern language. They will then present their findings in a short presentation providing evidence of their listening and talking skills in French.

National 4 is achieved when learners pass all three units which are all internally assessed. They will be assessed on a pass/fail basis within centres. There is no external assessment for National 4.

National 5

The topics are the same as for National 4 listed on the previous page but are assessed in greater depth, with a larger emphasis on grammar.

Assessment

Skills of reading, writing, listening and talking are assessed at National 5 level.

The course assessment has five components.
Pupils are assessed through two question papers, a writing assignment and a talking performance:

Internal Assessments

- Assignment Writing (20 marks – 12.5% of final grade)
- Talking Performance (30 marks – 25% of final grade)

External Assessments

- Question Paper 1 – Reading (30 marks – 25% of final grade)
- Question Paper 1 – Writing (20 marks – 12.5% of final grade)
- Question Paper 2 – Listening (20 marks – 25% of final grade)

Question Papers 1 and 2 are undertaken during the formal examination diet period of late April to early June.

The Assignment Writing is undertaken during class time at some point before the end of March in S4 and is then forwarded to the SQA.

The Performance Talking takes the form of a learned presentation in French followed by questions. This is conducted by the classroom teacher at some point before the end of March in S4 and is recorded for SQA purposes.

National 5 is achieved when pupils pass the aforementioned assessments.

"If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart."
- Nelson Mandela -

Modern Languages

Spanish

Spanish is the world's second most-widely spoken language in the world with over 580 million speakers. Through Listening, Talking, Reading and Writing, we cover use of the language in personal and social situations, in everyday life and the world of work. Spanish allows learners to appreciate the society and culture of another country, while developing qualities necessary to live and work in a European Environment. Learning a language opens the door to a world of opportunities in all different career paths and is a good way to enhance your qualifications and CV.

From S3 to National 4 and National 5

Spanish in S3 is for those pupils continuing their study of this language with a view to obtaining National 4 or 5 in S4. Progression can lead to Higher in S5 and Advanced Higher in S6.

In S3 the pupils will begin covering some of the topics from the list below, whilst further developing existing skills in Listening and Talking, Reading and Writing.

CULTURE	EMPLOYABILITY	LEARNING	SOCIETY
• Hispanophone Countries & Culture • Spanish Film & Television • Spanish Literature • Holidays, Festivals & Planning a Trip	• Interviews & CVs • Jobs	• Education in Context • Education in Spain & the Spanish-speaking world	• Family & Friends • Healthy Lifestyles • Global Languages & Citizenship • Media & Technology

Assessment for National 4

Skills of reading, writing, listening and talking are assessed at National 4 level.

Unit 1: Understanding Language (Reading and Listening)
Pupils will be required to demonstrate their understanding of straightforward, but detailed spoken and written Spanish in one of the following familiar contexts: society, learning, employability or culture.

Unit 2: Expressing Language (Talking and Writing)
Pupils will be required to demonstrate their use of straightforward, but detailed spoken and written Spanish in one of the aforementioned familiar contexts.

Unit 3: Assignment (Added Value Unit)
Pupils will demonstrate their reading and writing skills by planning and researching a chosen topic in a familiar context studied in class, in order to investigate connections between the topic and the modern language. They will then present their findings in a short presentation providing evidence of their listening and talking skills in Spanish.

National 4 is achieved when learners pass all three units which are all internally assessed. They will be assessed on a pass/fail basis within centres. There is no external assessment for National 4.

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National 5 is achieved when pupils pass the aforementioned assessments.

"With languages, you are at home anywhere."
- Edmund de Waal -

Social Subjects & Business Education

Geography

Aims

"We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect."

The National Geography course builds on the principles and practices for social studies and for science. Young people develop a framework of geographical knowledge and increase their understanding of the environment, sustainability and the impact of global issues. The course emphasises the development and application of skills and on the interpretation of sources, including maps, graphs and charts. Pupils gain experience in contributing to group work and also working on their own through taking part in investigative and critical thinking activities. They will also progressively develop their skills in literacy, numeracy, health and well-being and employability. Through the study of geography, and the acquisition of techniques such as analysis, candidates develop an understanding of aspects of the contemporary world and the issues they will face in the future. Their confidence will grow as they begin to understand more about their sense of identity and learn about different countries and cultures. The course at St. Andrew's H.S encourages young people to develop an open mind and respect for the values, beliefs and cultures of others.

There are 3 units of study within the National Geography Course:

1) **Physical Environments**
   Pupils will gain a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include location of landscape type, formation of key landscape features, land use management and sustainability, and weather.
2) **Human Environments**
   Young people will be able to compare developed and developing countries in relation to Development, world population distribution and change, and issues in changing urban and rural landscapes.
3) **Global Issues**
   Pupils will study Climate Change and Health. They will learn about the causes, impact and management of Climate Change. They will also study the causes, impacts and management strategies for HIV/Aids, Cholera and Heart Disease.

Assessment

External Assessment for National 5 with a total mark awarded out of 100 marks.
80 marks for the external examination and 20 marks for the successful completion of a research-based project.

Where could these Qualifications lead?

Pupils successful at National 4 and National 5 could progress to the Higher Geography Course. Pupils who achieve in Higher Geography are provided with transferrable skills that can be used to study other Social Subjects. Many of our students have progressed to further and Higher Education, undertaking courses including Geography, Urban Planning, Engineering, Surveying and Teaching.

Progression in this Course - National 4/5

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- **National 4 Geography Course**
- **Passes in N5 Checkpoint tests**

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - *Barack Obama* -

Social Subjects & Business Education

History

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the past, they can better appreciate change and its significance

S3

Pupils will begin S3 by studying key events throughout History that have been world changing:

- The Spanish conquest of the Aztecs
- The sinking of Titanic
- The Holocaust
- The Berlin Wall

This allows pupils the opportunity to study a range of different topics to provide them a wider understanding of the past. Pupils will develop a number of skills to prepare them in particular for the National History courses, as well as skills that will equip them throughout their learning, life and work.

National Courses

Pupils will study three Units of the Course which will cover Scottish, British, European and World contexts in a variety of time periods:

- The Atlantic Slave Trade
- The Era of the Great War
- World War 2

The main aims of the Course are to:

- develop learners' understanding and foster their ability to think independently in order to reach balanced conclusions
- encourage learners to apply a historical perspective in order to more fully understand modern society enable learners to acquire breadth and depth in their knowledge and understanding of the past analyse a range of straightforward historical sources
- encourage learners to draw reasoned conclusions on the basis of evidence

Why choose to study History?

History contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Where could these Qualifications lead?

Pupils successful at National 4 and National 5 could progress to the Higher History Course
Pupils who achieve in Higher History are provided with transferrable skills that can be used to study other Social Subjects. Many of our students have progressed to further and Higher Education, undertaking courses including History, Law and Teaching.

Progression in this Course

National 4/5

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 4 History Course
- Passes in N5 Checkpoint tests

Social Subjects & Business Education

Modern Studies

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the Course Units which focus on:

- the Democratic political system in Scotland and the UK,
- Social issues in the UK
- International issues

Through the Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. It will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

The main aims of this Course are to enable learners to:

- engage as active and informed members of society and local and global citizens
- have an appreciation of the changing nature of modern society
- understand and respect human and legal rights and responsibilities as well as democratic modes of government
- understand the democratic process and the ways in which people are informed about, and participate in, society
- have an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- be aware of different views about the extent of state involvement in society
- be aware of the nature and processes of conflict resolution at all levels

Progression into this Course

National 5

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 4 Modern Studies Course or relevant component Units

National 4

- National 3 Modern Studies Course or relevant component Units
- National 4 People and Society Course or relevant component Units

Assessment

Checkpoint assessments carried out at various points throughout the academic year. There is an external assessment for National 5 with a total mark awarded out of 100 marks - 80 marks for the external examination and 20 marks for the successful completion of a research-based project.

Social Subjects & Business Education

NPA Business with Information Technology

Nature and Purpose

Our courses in S1/S2 cover the main areas of Business Education – Business Management and Admin & IT. This new course will enhance this structure by affording all pupils in S3 to study both areas. They can then choose to progress to N5 Business Management or/and N5 Admin in S4. Essentially this gives pupils an additional qualification to help with employment and further education entry. This structure also allows pupils to identify strengths in both areas early on so that they are better placed in S4 to maximise potential.

The National Progression Award in Business with Information Technology at SCQF level 5 is designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications at school for N5 Business Management or N5 Admin & IT in S4. The course award for NPA L5 will be awarded to pupils in S4.

The structure provides candidates with fundamental knowledge and skills relating to the study of business and information technology, as well as allowing for choice and personalisation.

The award will develop candidates' problem solving and information technology skills. It will enable them to be more confident in the use of software application packages for administrative and business purposes. It will also develop their awareness of issues facing organisations in today's contemporary business society. Depending on the choice of optional Units chosen, candidates will develop knowledge and understanding of a specialist business area (marketing, customer care, economics, accounting or law).

Assessment

Assessment will be unit based on SQA approved assessments covering Understanding Business, Marketing and Operations from the Business Management perspective. The Admin & IT aspect will cover Communications units of PowerPoint, e-diary, e-mail and Information technology units such as Word Processing, Spreadsheets and Databases. Pupil will continue to use Teams, OneNote and other emerging technologies to best prepare them for the digital world of work.

Progression

Pupils will choose to further study N5 Business Management or/and N5 Admin & IT in S4 or pick up additional NPA units in Enterprise, Marketing or Customer Service.

Accounts

LEVELS AVAILABLE: National 5 Level ONLY
<u>NO National 4 level available</u> in this course.

WHY TAKE THIS COURSE?

This course provides a range of skills which are useful for all people in the world of work. It is designed to enable you to gain skills and knowledge such as handling and analysing information, problem solving and decision making. Even if you are not planning a career in this field, the course can improve your personal effectiveness by developing your ability to think logically and work accurately.

If you choose this course, you should have a liking for numbers, as the work involves calculations and logical thinking. Most jobs nowadays involve "money" aspects whether physically counting it or having to work to a budget. Many pupils never consider Accounting but once they try it, it often opens career opportunities never considered before.

WHAT WILL YOU EXPERIENCE?

- A blend of classroom approaches including practical, theoretical, and ICT-based learning; whole class learning work and peer learning
- Active and open-ended learning activities such as problem-based scenarios and presentation tasks
- Use of real-life contexts and experiences familiar and relevant to young people – local business scenarios; real-life situations for applying skills to course work
- Process, prepare and present accounting information for use in decision making
- Integration of knowledge of financial, management & analysing financial statements using ICT

Financial Accounting . . .

Prepare

- Business Documents
- Ledger Entries including Correction of Errors
- Financial Statements of a Sole Trader
- Analysis of Financial Statements

Management Accounting . . .

Prepare

- Inventory Valuation record cards
- Labour and Wages Calculations
- Overhead Analyses
- Job Cost Statements
- Break Even Analysis
- Decision Making Statement based on Key/Limiting Factors

Skills Developed in National 5 Accounting:

- Numeracy: carry out numerical calculations; gather financial information from a range of sources and present in accounting statements, tables or graphs to aid interpretation or decision making; interpret and extract information from tables, charts, graphs or diagrams to make informed decisions.

- Employability, Enterprise and Citizenship: demonstrate understanding of how businesses work; autonomy/initiative through personal research; develop skills to enter world of work; improve ICT skills; work with others; meet deadlines.

- Thinking Skills: using accounting concepts, theories and vocabulary in scenarios, real-life examples; sharing/explaining information and its importance; using information to solve problems; plan, organise and complete tasks; produce financial information. Thinking Skills: using accounting concepts, theories and vocabulary in scenarios, real-life examples; sharing/explaining information and its importance; using information to solve problems; plan, organise and complete tasks; produce financial information.

ASSESSMENT

To gain the award for the Course, the learner must a pass the course assessment which consists of two components - an assignment and a question paper.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

HNC/HND courses Degree courses

EMPLOYMENT

Careers using Accounting:

- Accountancy
- Banking
- Law
- Investment Analysis
- Stockbroking
- Tax Advice
- Credit Control
- Management
- Insurance
- Bookkeeping
- Financial Advice
- Local Government Finance

Accountants are key contributors to the success of businesses by providing key financial and management accounting information for effective decision making in an organisation so that they can achieve their aims.

Even though you are not planning a career in accounting, the course will develop skills that can help you manage your personal finances or enable you to understand finances in your future employment or your own business.

Social Subjects & Business Education

Administration

THIS SUBJECT WILL BE OFFERED IN S4 TO THOSE WHO HAVE COMPLETED THE NPA BUSINESS WITH INFORMATION TECHNOLOGY COURSE.

National 4

Aims

The Course aims to develop learners' admin and IT skills to enable learners to:

- develop understanding of administration theory in the workplace e.g. key legislation for employees
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

Digital skills learned in Admin & IT are so important in the world we live in. The use of Microsoft Teams, OneNote and various other digital tools are embedded into our course which assist the modern-day working practice of homeworking and collaboration. Almost every career nowadays and all further education requires Admin and digital skills so what we learn best prepares you for skills for learning, life and work.

National 4 Course Units

The following units are covered in the National 4 course:

- Administrative Practices—Administrative skills, key legislation, customer care, qualities and
- attributes of an Administrators
- IT Solutions for Administrators—Word Processing, Spreadsheets, Databases
- Communication in Administration—use of Internet and Intranet, Multimedia and Desktop
- Publishing, E-mail, E-diary
- The Added Value Unit (AVU) - Practical Administration and IT-based tasks from all aspects of the course

Course Assessment for National 4

This will comprise:

- Administrative Practices Unit Assessment
- IT Solutions for Administrators Unit Assessment
- Communication in Administration Unit Assessment
- The Added Value Unit (AVU) Unit Assessment

All units must be passed to again a National 4 course award.

National 5

National 5 Course

The following areas of study are covered in this course at National 5 which now has no units but has the following areas of study.

Theory: **Administrative theory in the workplace**
Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the work- place

IT Applications: **Word Processing, Desktop Publishing, Presentations, Spreadsheets, Database, E-mail, e-diary.** Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

Course Assessment for National 5

There will be assessments throughout S3 and S4 to determine level of study in S4. This will include, but may not be exclusive to:

- Topic Tests
- S3 Test
- Prelim
- Homework Exercises
- Class work
- Professional Judgement of staff

Question Paper—50 marks—42% of total marks. Externally assessed.

The question paper will comprise:

- Spreadsheets—20 marks +/- 3 marks
- Database—20 marks +/- 3 marks
- Theory—10 marks +/- 3 marks

Assignment—70 marks—68%—Externally assessed.

The assignment will comprise:

- Word Processing/Desktop Publishing—30 marks +/- 3 marks
- Communication (presentation/email/e-diary/internet—30 marks +/- 3 marks
- Theory—10 marks +/- 3 marks

Duration of Study

Administration and IT will be studied across S3 and S4. Pupils will attempt National 4 or 5 depending on level of ability as determined by teaching staff.

Progression

National 4 - This Course or its components may provide progression to other SQA qualifications in Admin and IT or related areas, further study, employment or training.

National 5 - This Course or its components may provide progression to Administration and IT (Higher or Higher Units); Business Management (Higher or Higher Units); related skills for work courses; further study; employment or training.

By 2029 Admin & IT support services is the second top sector after health with a forecast of 66,500 jobs.

From 2019 to 2029 Admin & support services growth is top with a 20% growth rate forecast.

Social Subjects & Business Education

Business Management

THIS SUBJECT WILL BE OFFERED IN S4 TO THOSE WHO HAVE COMPLETED THE NPA BUSINESS WITH INFORMATION TECHNOLOGY COURSE.

Aims

The Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy needs and wants.
- an insight into the systems organisations use to ensure customers' needs are met.
- enterprising skills and attributes.
- financial awareness, in a business context.
- an insight into how organisations organize their resources for maximum efficiency and to improve their overall performance.
- An awareness of how external influences impact on organisations.

National 4

National 4 Course Units

The following units are covered in the National 4 course:

- Business in Action (or Business in Action with a Scottish Context).
- Influences on Business.
- The Added Value Unit (AVU).

Course Assessment for National 4

This will comprise:

- Business in Action (or Business in Action with a Scottish Context) Unit Assessment
- Influences on Business Unit Assessment
- The Added Value Unit (AVU) Unit Assessment

All units at National 4 are internally assessed and must be passed in order to gain a National 4 course award.

National 5

National 5 Course Topics

The following areas are covered in the National 5 course:

- Understanding Business
- Management of Marketing
- Management of Operations
- Management of People
- Management of Finance

Course Assessment for National 5

There will be assessments throughout S3 and S4 to determine the final level of presentation at the end of S4.
This will include but may not be exclusive to:

- Topic Tests
- S3 Test
- Prelim
- Homework Exercises
- Class work
- Teachers' professional judgement

External Assessment

Question Paper – 90 marks – 75% of total marks.

This questions paper gives pupils the opportunity to demonstrate:

- Apply knowledge and understanding of business concepts, some of which may be relatively complex.
- Using data handling techniques to interpret straightforward business information.
- Interpreting and analysing straightforward business information.
- Evaluating straightforward business information to draw conclusions.

Assignment – 30 marks – 25% of total marks.

Candidates demonstrate their ability to:

- Select an appropriate business topic.
- Research and gather suitable business data/information/evidence and analyse the key features of the topic.
- Apply knowledge and understanding of business concepts to explain and analyse the key features of the topic.
- Draw valid conclusions and/or recommendations to make informed business judgements and/or decisions.
- Produce an appropriately formatted business report suitable for the purpose, intended audience and context of the assignment.

"Quality is not an act - it is a habit."
- Aristotle -

Art & Design Technology

Art & Design

The Art and Design National 4 and National 5 Courses are designed to help learners develop their knowledge of art and design practice developed during S1 to S2, experiences and outcomes of the Curriculum for Excellence and to integrate and apply this understanding in a variety of practical learning activities. In this Course, learners will develop their imaginative ideas in both expressive and design contexts. They will use a range of art and design media, materials, techniques and/or technologies experimentally for creative effect with confidence and assurance when developing their own ideas and creative work.

Expressive Activity

Pupils will gain experience in working with a variety of different media to create a folio which shows evidence of working in both 2 and 3 dimensions. Our department offers portraiture, still life, figurative and sculptural work as possible areas of study and exploration.

Design Activity

Pupils will work through the design process to investigate, research and generate possible design solutions. Pupils will develop a folio which reflects investigative research and experimentation through various materials and techniques. Our department offers Graphic design and product design as possible areas of study and exploration.

Critical Studies

This element of the course encourages pupils in building contextual awareness of not just other artists and designers works but also in relation to their own art practice, by exploring social and cultural influences as well as analysing and evaluating use of media and technique.

Pupil Commitment

Homework is an integral part of the course. Pupils must demonstrate good organisational skills in order to meet the many deadlines. Irrespective of ability, the major commitment we expect from our pupils is a genuine interest and dedication to the subject.

What would life be if we had no courage to attempt anything?
- Vincent van Gogh -

Art & Design Technology

Engineering Science

Engineering Science is a study of the roles of engineers in society, and of the knowledge and skills modern engineers are likely to have.

You will learn:

- **Electronics and Control**
  - This includes the design, simulation, calculation, construction and testing of Analogue and digital systems.
  - Using digital programs to design and test electrical circuits for a variety of different situations and challenges.
  - Developing skills in soldering, creating electrical circuits with many different functions.
- **Mechanism and Structures**
  - This introduces the principles of Force and Movement to determine situations when movement is desired and when it is not.
  - Calculating forces within structures, creating scale drawings, design and model mechanical and structural assemblies.
  - Use of practical pneumatic systems, building circuits for automation, creating movement and control.
- **Engineering Contexts and Challenges**
  - Introduces the various fields of engineering, such as, Civil, Electrical, Mechanical, Chemical and Environmental.
  - Explore the role and the areas of responsibility associated with each different field.
  - Investigate existing and emerging technologies and engineering challenges, considering any implications that will arise from their solutions.

Engineering Science includes both theoretical and practical elements, pupils will gain experience in both with a number of different practical activities throughout the course.

Progression Routes

Pupils can study at National 4/5 and Higher level with opportunities for further study at university through degree programmes such as:

- Aeronautical Engineering
- Chemical Engineering
- Civil Engineering
- Electronic Engineering
- Mechanical Engineering
- Structural Engineering

Engineering Careers

- Aeronautical Engineer
- Civil Engineer
- Architect
- Quantity Surveyor
- Mechanical Engineer
- And many more!

Art & Design Technology

Practical Woodworking

Aims

The aims of the course are to enable learners to develop:

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

This course will also provide students with opportunities to build self-confidence and also enhance their generic and transferable skills in numeracy, employability skills, thinking skills, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.

Course

The course will cover four main units:

- Flat frame Construction
- Carcase Construction
- Machining and Finishing

Added Value Unit - Practical project

The Added value unit combines different areas of the course into an overall assessment which pupils are required to pass in order to achieve National 4 or National 5 in the subject.

The course is practical and yet exploratory and experiential in nature. It combines elements of practical woodworking techniques and standard practice with elements of creativity.

The course is designed to continually assess pupils' performance throughout National 4 and Nation- al 5, with each unit of work leading to either a qualification at National 4 or National 5 for the pupils.

People love chopping wood, in this activity one immediately sees results.
- Albert Einstein -

Music & Performing Arts

Drama

National 4 and National 5

In each of these courses, students will cover two areas;

- Explore acting and directing skills
- Understanding of Drama concepts

Performance skills

Pupils will develop a broad range of performance skills. All pupils will perform within a group using stimuli from various texts. They will learn how to reflect on their own development and encourage their peers. Pupils will be encouraged to develop thinking skills including analysis, evaluating and creating.

Factors Impacting on performance

Pupils will be involved in both peer and self-evaluation, gaining information about their performance, identifying strengths and weaknesses and devising a plan to improve their performance.

Assessment

Pupils will be assessed in both elements, with the practical element of the course being externally marked and worth 60% of the total award. The other 40% is a written piece.

Who might choose Drama?

Pupils who are interested and enthusiastic about drama. Pupils must be prepared to work both collegiately and collaboratively with others. Pupils will be expected to complete all written units of the course as well as complete regular homework to a satisfactory level.

Where could these qualifications lead?

- Pupils successful at National 4 and National 5 could progress to the Higher drama course.
- Students are rewarded with points for tertiary education.
- Pupils frequently continue with drama after High School and enjoy lifelong learning.

"To climb steep hills requires a slow pace at first."
- William Shakespeare -

Music & Performing Arts

Music

National 4 and National 5

In each of these courses, students will cover three areas;

- Performance Skills
- Music Assignment—Composing skills
- Understanding Music

Performance skills

Pupils will develop a broad range of performance skills. All pupils will perform on two instruments. They will learn how to reflect on their own development and encourage their peers.

Factors impacting on performance

Pupils will be involved in both peer and self evaluation, gaining information about their performance, identifying strengths and weaknesses, and devising a plan to improve their performance.

Assessment

Pupils will be assessed in three activities:

- Performing Skills - externally marked and worth 50% of the total award.
- Music Assignment- Composing Skills - externally marked and worth 15% of the total award.
- Understanding Music— externally marked and worth 35% of the total award.

Who might choose Music?

Pupils who are interested and enthusiastic about music and would like to improve further on their respective instruments. Pupils must be prepared to practice regularly and participate in extra curricular activities within the department. Pupils will be expected to complete all written elements of the course as well as complete regular homework to a satisfactory level.

Where could these qualifications lead?

- Pupils successful at National 4 can progress to National 5. Pupils successful at National 5 could progress to the Higher music course.
- Many of our senior students progress to Advanced Higher.
- Students are rewarded with points for tertiary education.
- Pupils frequently continue with music after High School and enjoy lifelong learning.

"I have realised that music is the most profound, magical form of communication there is."

- Lesley Garret –

Physical Education & Nutrition

PE Studies

S3 PE Studies

In S3 PE Studies learners will continue to develop the Significant Aspects of Learning (Physical Competencies, Physical Fitness, Cognitive Skills and Personal Qualities) and will work on the PE Experiences and Outcomes at Third and Fourth Levels of Curriculum for Excellence. This will allow learners to develop their practical performance skills in a range of activities and also improve their understanding of the four factors that impact on performance (Mental, Emotional, Social and Physical). PE Studies begins the transition from Broad General Education to National Qualification PE.

The S3 course currently looks at the following areas of study:

- Aspects of Fitness
- Basketball
- Hockey
- Trampolining
- Badminton
- Football or Netball
- Table Tennis
- Volleyball

Learners will have three periods of PE Studies per week, two periods will be practical and one period will be a theory lesson. Learners will also be expected to complete homework and end of block assessments to monitor progress.

National 4 and National 5 PE in S4

In each of these courses, pupils currently cover two areas of work:

- Performance Skills
- Factors Impacting on Performance

Performance Skills

Pupils will develop a broad range of movement and performance skills. They will learn how to select, use and adapt these skills in producing a performance.

Factors Impacting on Performance

Learners will demonstrate knowledge of the four factors that impact on performance. (Mental, Emotional, Physical and Social) Pupils will be involved in gaining information about their performance, identifying strengths and weaknesses and devising a plan to improve their performance.

Course Assessment

At National 4, pupils have to pass two internally assessed units before completing the course assessment. The course assessment is an Added Value Unit in an activity of the pupils' choice.

At National 5, pupils will complete two One-off Practical Performances and an externally assessed Portfolio.

Who might choose PE Studies?

Pupils who are interested in and enthusiastic about sport and would like to improve further. Pupils must be prepared to work hard, bring PE kit and participate at all times. Pupils are expected to complete all written elements of the course which will include regular homework.

Where could these qualifications lead?

- Pupils successful at National 4 and National 5 could progress to the Higher PE course.
- Many of our students now proceed to Sports Leadership courses in S6.
- Many of our students have progressed to Further and Higher Education, undertaking courses in Sports Coaching and Development, Sports Science and PE Teaching.

Core PE

Those pupils following Core PE will receive two periods per week. They will follow similar activities to those offered in S1/2, but we will endeavour to offer greater choice, so that pupils can pursue activities they particularly enjoy. Activities on offer will include individual, team, aesthetic and fitness type courses covering a broad range of sports. Pupils will undertake a variety of roles and responsibilities within activities, and through regular group and teamwork develop their interpersonal skills. Pupils will be expected to bring full PE kit at all times and play a full part in every lesson.

Typical activities on offer include:

- Aerobics
- Athletics
- Badminton
- Basketball
- Dance
- Fitness Gym
- Football
- Gymnastics
- Table Tennis
- Tag Rugby
- Trampolining
- Volleyball

You can't put a limit on anything. The more you dream the farther you get.
- Michael Phelps -

Competing in sports has taught me that if I'm not willing to put in 100%, somebody else will.
- Ron Blomberg -

Physical Education & Nutrition

Practical Cookery

This is mainly a practical course which is well suited to pupils who are good at and enjoy the practical aspect of Home Economics. The course builds on the Experiences and Outcomes of the Broad General Education and begins the transition to National Qualification Practical Cookery. At National 4 and National 5 the course involves the study of 3 Units as well as an additional Added Value Unit at National 4.

National 4

- Cookery Skills Processes and Techniques
- Understanding And Using Ingredients
- Organisational Skills for Cooking
- Added Value Unit: Producing A Meal

National 5

- Cookery Skills Processes and Techniques
- Organisational Skills for Cooking
- Understanding And Using Skills for Cooking

Method of Assessment

The National 4 course is internally assessed and moderated externally. National 4 pupils will complete the Units listed above and complete the Added Value Unit: Producing a Meal.

When completing this course, pupils will also be presented for the award of Elementary Certificate from the Royal Environmental Institute for Scotland and if they pass – will be awarded a certificate by this institution.

The National 5 course is assessed in the following way:

- Practical Exam
- Assignment
- Question Paper

Pupil Commitment

The modules are assessed internally throughout 3rd and 4th year, involving practical and some written work; this could take the form of a written project related to practical elements of the course. In order to achieve a good grade, pupils should practise at home to improve performance. Pupils should make every effort to come prepared with all relevant equipment for the subject

"One of the very nicest things about life is the way we must regularly stop whatever it is we are doing and devote our attention to eating."
- Luciano Pavarotti –

Science

Biology

S3 Broad General Education in Biology

Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

Biology courses should encourage resilience which leads to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology can produce responsible citizens through studying areas such as health, environment and sustainability.

Pupils in S3 will study Life on Earth and Cell Biology in preparation for National 4 and National 5 level courses in Biology.

National 4 and 5 Biology

These courses allow learners to understand and investigate the living world in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently and to make reasoned evaluations. Learners will have the opportunity to acquire and apply knowledge to evaluate biological issues, assess risk and make informed decisions. This enables learners to develop an informed and ethical view of topical issues. Learners will be able to develop their communication, collaborative working and leader- ship skills and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

The Course aims to:

- develop scientific and analytical thinking skills in a biological context
- develop understanding of biological issues
- acquire and apply knowledge and understanding of biological concepts
- develop understanding of relevant applications of biology in society

National 4 & 5

Pupils will be required to pass internal unit exams on the following:

Biology: Cell Biology (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate selecting, processing and presenting information in the context of cell biology
- demonstrate skills of applying knowledge and understanding related to cell biology

Biology: Multicellular Organisms (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate planning, designing, carrying out and evaluating experimental procedures or investigations in the context of multicellular organisms
- demonstrate skills of applying knowledge and understanding related to multicellular organisms

Biology: Life on Earth (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate analysing and evaluating information, drawing conclusions, giving explanations and making predictions in the context of biology in society.

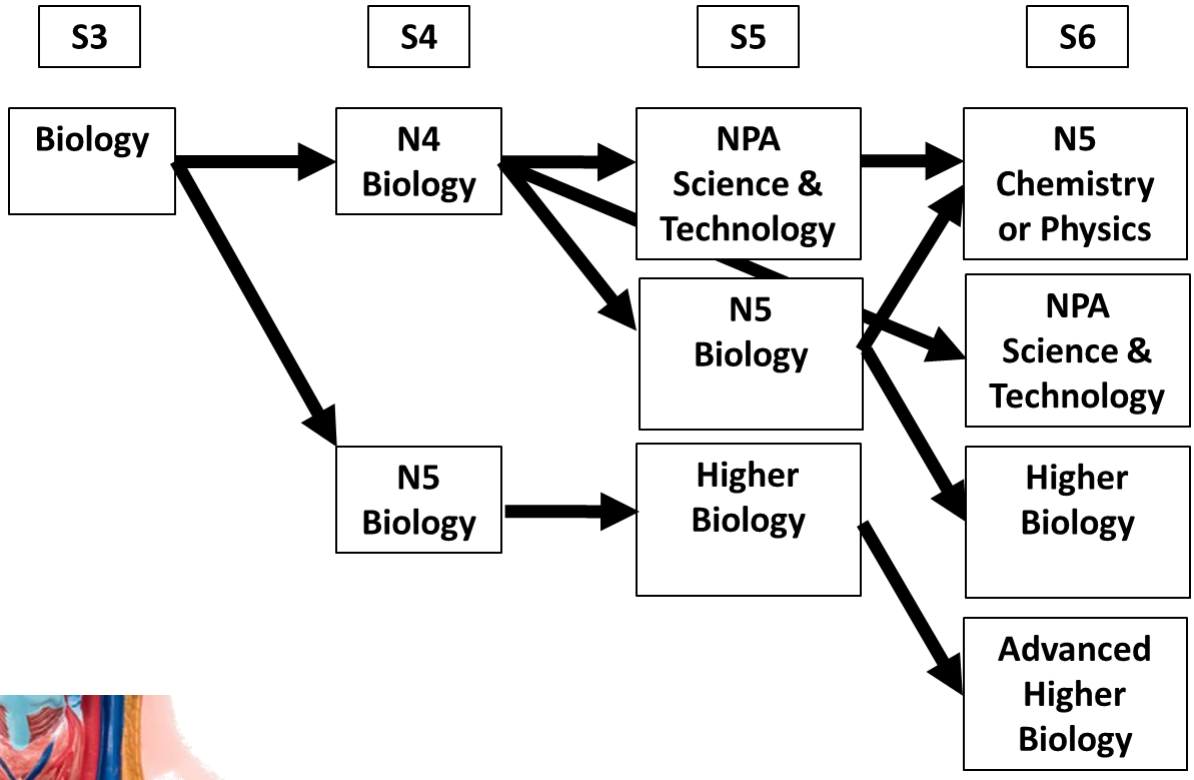
Assignments and Examinations in Biology

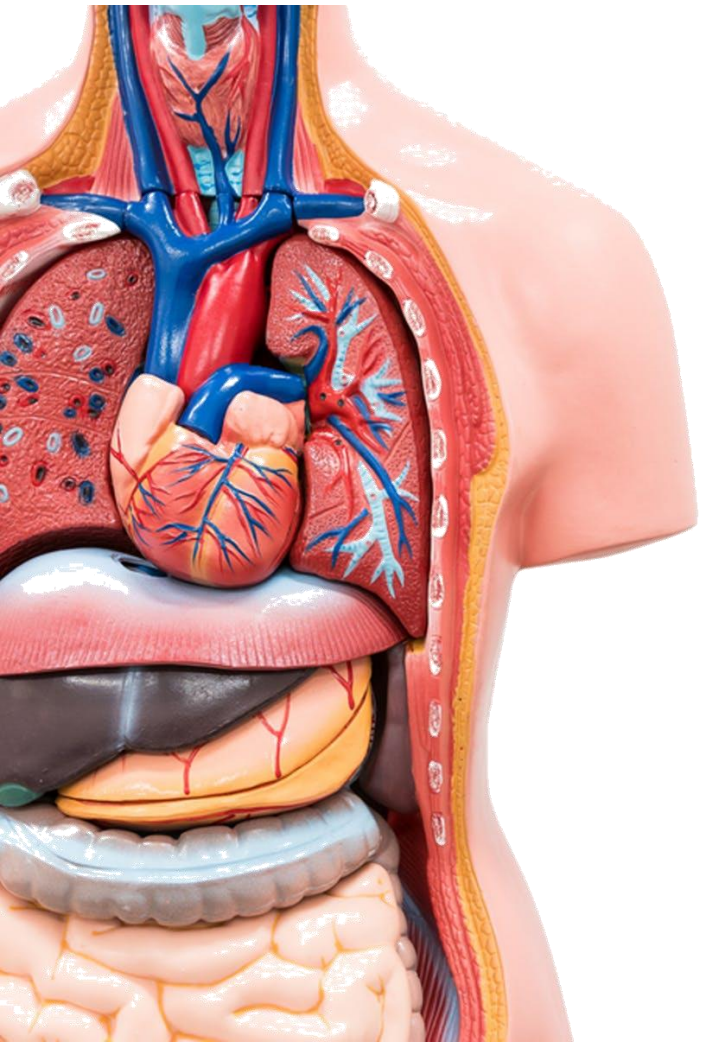
All pupils must complete an assignment based on a research project.

- At National 4 level, this is an Added Value Unit (AVU) which is marked internally by class teachers.
- At National 5 level, pupils must prepare a report on their assignment which is sent to SQA for external marking.

National 4 and National 5 units will be assessed internally. In addition, there is an external National 5 examination. There is no external examination for the National 4 course.

Natural Progression Pathways in Biology





Careers with Biology

- Nurse
- Doctor
- Vet
- Fitness Trainer
- Zoologist
- Physiotherapist
- Dietician

…and many more!

Science

Chemistry

S3 Broad General Education in Chemistry

Through learning in chemistry, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks which, while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising in a world where the skills and knowledge developed in chemistry are needed across all sectors of society. The Course allows learners to under- stand and investigate the world. It develops learners' ability to think analytically, creatively and independently and to make reasoned evaluations. The Course will allow opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, assess risk and make informed decisions.

Pupils in S3 will study chemical reactions, the atom and how atoms combine, properties of substances and basic chemical formula in preparation for National 4 and National 5 level courses.

National 4 and 5 Chemistry

The main aims are to:

- develop scientific and analytical thinking skills in a chemistry context
- develop problem solving skills in a chemistry context
- develop an understanding of chemistry's role in scientific issues
- acquire and apply knowledge and understanding of chemistry concepts
- develop understanding of how chemical products are formed
- develop understanding of relevant applications of chemistry in society

National 4 & 5

Pupils will be required to pass internal unit exams on the following:

Chemistry: Chemical Changes and Structures (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate planning, designing, carrying out and evaluating experimental procedures or investigations in the context of atoms, acids and alkalis
- demonstrate skills of applying knowledge and understanding related to atoms, acids and alkalis

Chemistry: Nature's Chemistry (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate selecting, processing, presenting and evaluating information in the context of chemistry in nature
- demonstrate skills of applying knowledge and understanding related to nature's chemistry

Chemistry: Chemistry in Society (National 4 & 5)

Learners who complete the Unit will be able to:

- demonstrate analysing and evaluating information, drawing conclusions, giving explanations and making predictions in the context of chemistry in society
- demonstrate skills of applying knowledge and understanding related to chemistry in society

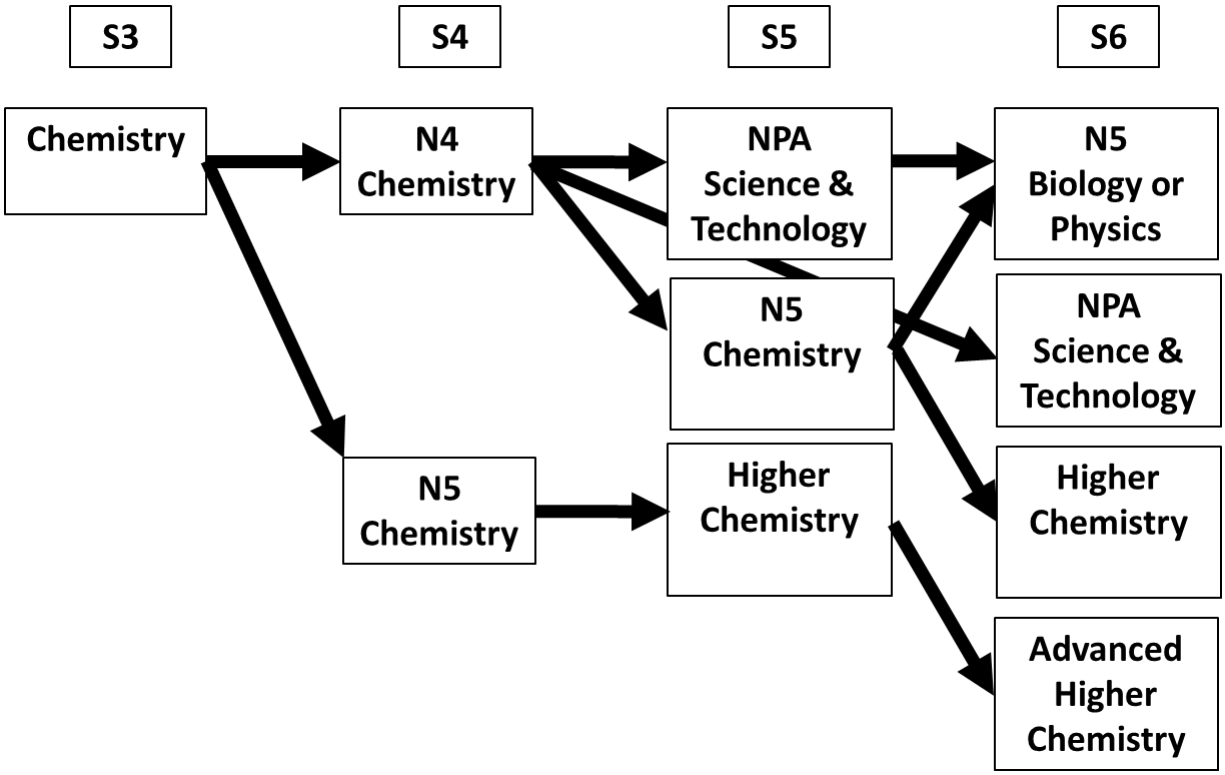
Assignments and Examinations in Chemistry

All pupils must complete an assignment based on a research project.

- At National 4 level, this is an Added Value Unit (AVU) which is marked internally by class teachers.
- At National 5 level, pupils must prepare a report on their assignment which is sent to SQA for external marking.

National 4 and National 5 units will be assessed internally. In addition, there is an external National 5 examination. There is no external examination for the National 4 course.

Natural Progression Pathways in Chemistry



Careers with Chemistry

- Pharmacist
- Researcher
- Doctor
- Medical analyst
- Nurse
- Pyrotechnician
- Optician

  …and many more!

Science

Physics

S3 Broad General Education in Physics

Through learning in Physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising in a world where the skills and knowledge developed by Physicists are needed across all sectors of society. The Course allows learners to understand and investigate the world in an engaging and enjoyable way. It develops learners' ability to think analytically and creatively and to make reasoned evaluations. Learners will have the opportunity to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions.

Pupils in S3 will study Waves, Radiation and Motion in preparation for National 4 and National 5 level courses.

National 4 & 5

The main aims are for learners to:

- develop scientific and analytical thinking skills in a physics context
- develop an understanding of the role of Physics in scientific issues
- acquire and apply knowledge and understanding of concepts in Physics
- develop understanding of relevant applications of Physics in society

Pupils will be required to pass internal unit exams on the following:

Physics: Dynamics and Space (National 4 & 5)

Learners who complete this Unit will be able to:

- demonstrate analysing and evaluating information, drawing conclusions, giving explanations and making predictions in the context of the Physics of space
- demonstrate skills of applying Physics knowledge and understanding related to forces and the study of the space.

Physics: Waves and Radiation (National 4 & 5)

Learners who complete this Unit will be able to:

- demonstrate planning, designing, carrying out and evaluating experimental procedures or investigations in the context of the Physics of waves and radiation.
- demonstrate skills of applying Physics knowledge and understanding related to waves and Radiation.

Physics: Electricity and Energy (National 4 & 5)

Learners who complete this Unit will be able to:

- demonstrate selecting, processing, presenting and evaluating information in the context of the Physics of energy and electricity.
- demonstrate skills of applying Physics knowledge and understanding related to energy and electricity.

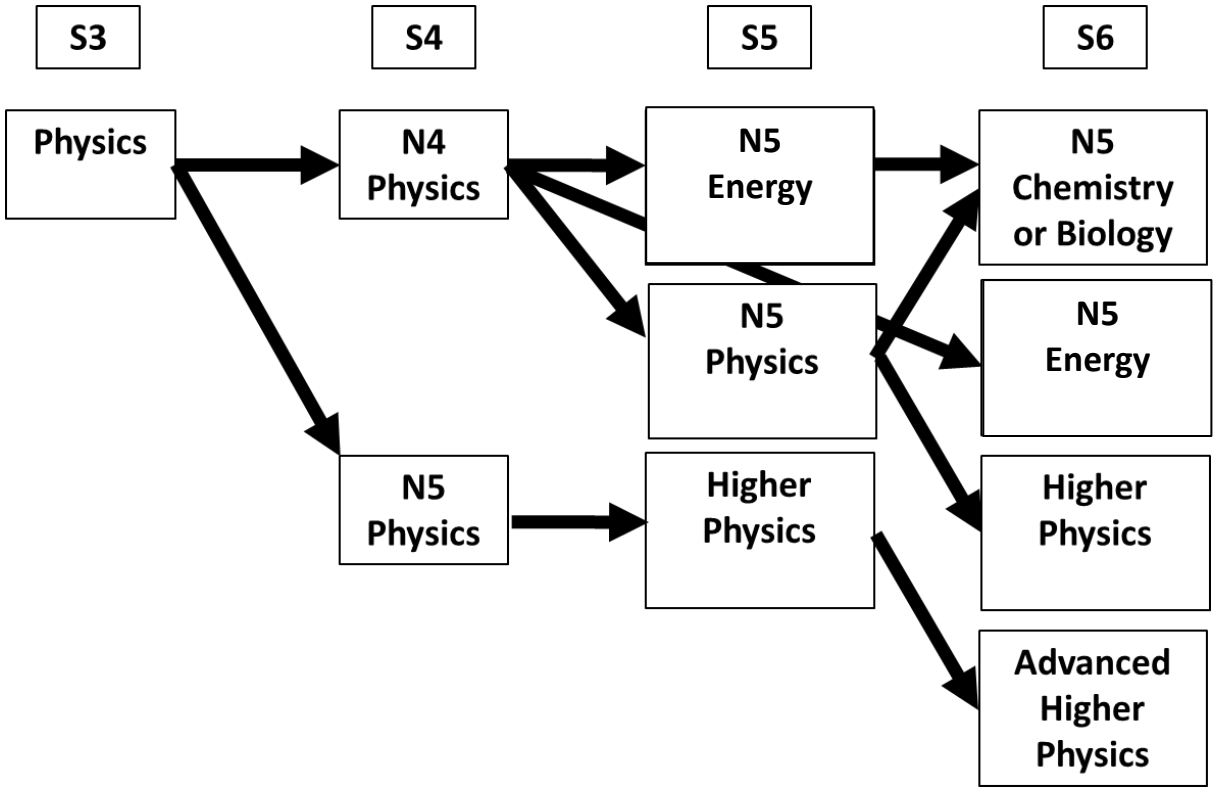
Assignments and Examinations in Physics

All pupils must complete an assignment based on a research project.

- At National 4 level, this is an Added Value Unit (AVU) which is marked internally by class teachers.
- At National 5 level, pupils must prepare a report on their assignment which is sent to SQA for external marking.

National 4 and National 5 units will be assessed internally. In addition, there is an external National 5 examination. There is no external examination for the National 4 course.

Natural Progression Pathways



Careers with Physics

- Engineer
- Optician
- Radiographer
- Medical Physicist
- Astronomer
- Computer Game Designer
- Architect
- Electrician

…and many more!