TRINITY HIGH SCHOOL

Broad General Education Pathways

Prayer for Decision Making

Dear Heavenly Father, I thank You for assuring me of Your perpetual guidance. Thank You for guiding me when I am asleep, awake, at work, at school and when I am on the move. Today, I bank on that promise and pray that You will continue showing me the right path to follow towards accomplishing the goals You have for me.

Welcome

TO THS COURSE GUIDE

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Head Teacher's Welcome

Dear Parent / Carer,

I am delighted to share with you the 2026/27 Options Programme Booklet. Contained within this booklet is key information and dates which will help inform and guide you and your child through the process. Our curriculum is continually updated and refreshed based on the feedback from young people, parents, carers, and staff. Based on this feedback and consultation young people will now continue to study the subjects selected at the end of S2 into S3 and S4; this continuity of learning is something we feel will benefit the young people when choosing options later in their school journey. We understand that during their study the priorities or interests of young people may change, and they may wish to revisit their curricular options. If this is the case we will endeavour to meet with the young person and their parent / carer to, if possible, provide the desired curriculum.

Young people in S2 have been looking at the pathways in each of their subjects and will have the opportunity to meet with their Pastoral Teacher to discuss their potential options. School based careers advisors from Skills Development Scotland (SDS) are also meeting with each young person to discuss the options process and have been visiting pupils during periods in social education. The information contained within the booklet is designed to supplement this information and to provide yourself with further advice and information; further advice is available to parents, carers, and young people at our Careers Pathways evening on **February 5th**.

If you require any further information, please do not hesitate to contact the school to discuss this matter further.

Kind regards,

Paul Marshall

Head Teacher

Introduction

This is an important resource which will help you make informed decisions about your course choices for S3 and beyond. The first three years of secondary school are described as the Broad General Education (BGE), we describe the time pupils spend in school in S4-6 as the Senior Phase.

Information on course choice and careers is available from a range key people at school (Pastoral Teachers, Careers Advisors, Principal Teachers of Curriculum and Class Teachers). Most importantly you should discuss your career ambitions and course choices with parents/ carers.

Another important part of the process is an honest and realistic discussion with your pastoral teacher about your own strengths, interests and ambitions for the future. At this meeting you will finalise your choices. The route you take towards your chosen career through your courses at School, College/University, Apprenticeships or other work-based training are described as your Career Pathway.

This handbook gives details of the courses on offer at Trinity High School in S3. It is important to note that these courses will only run provided that sufficient numbers of pupils choose them. At Trinity, we want all young people to achieve their full potential. To do this we aim to create an atmosphere of positive achievement which will benefit all learners. We regard pupils in the senior phase as a key group in helping to produce a positive ethos. As a pupil, you should strive to be a role model for the rest of the school and you will be expected to demonstrate commitment not only to your school work, but also all other aspects of school life. In the Senior Phase will be given the opportunity to apply for a Prefect position, where you can further contribute to the life of the school.

S2 Learning, Teaching and Assessment

The assessment techniques used in your courses in Third Year are well chosen to support learning, to inform the planning of next steps and to give a good basis for reporting on progress.

We will use assessment strategies which involve the teacher - pupil interactions based on thoughtful questions, careful listening and reflective responses. These will help you to achieve your aims and to develop your learning and thinking skills.

The courses you have studied will provide a strong platform for further learning and a good basis for choice and greater specialism at the end of Second Year.

You will engage in a range of learning activities across your various subjects - teacher led lessons, more active learning, use of technology, group work, talks and presentations. You will also receive regular feedback on your work and your progress.

Developing Successful, Confident, Responsible, Effective Young People

Through the courses you will study, our aim is that you:

- become success in your learning
- are able and willing to contribute to class activities
- are confident about the work you are doing
- take increasing responsibility for your own learning

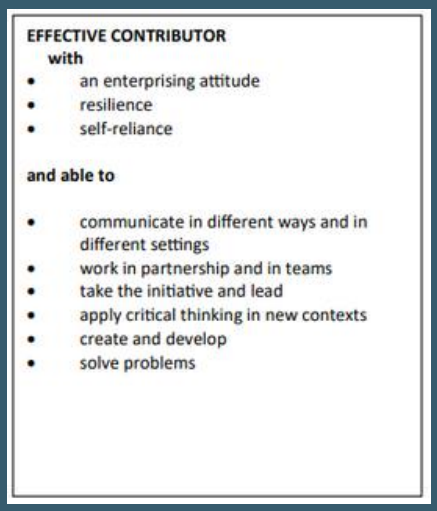
Success in your courses will be about working hard to achieve what you are capable of and thereby realising your potential.

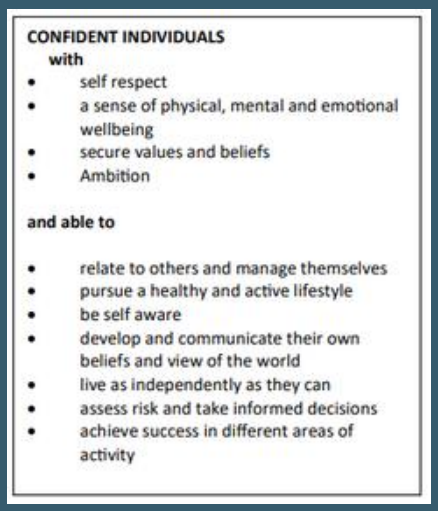
All young people have different strengths, skills and interests. No matter what these are, when you have a positive approach towards learning, you are more confident about your abilities and more motivated to succeed.

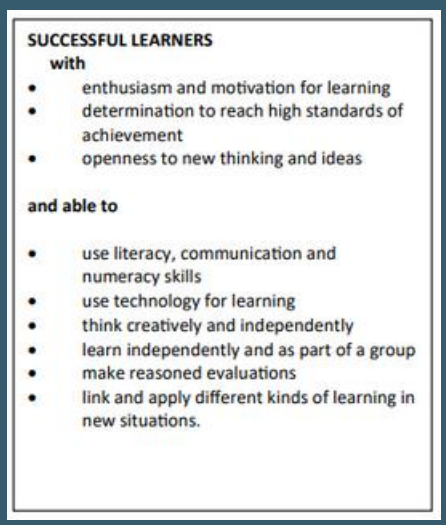
CHOOSING YOUR SUBJECTS

In Second Year, all pupils will continue to study English and Literacy (5 periods), Maths and Numeracy (5 Periods), Religious Education (2 Periods) and Personal and Social Education (1 Period) AND core PE (2 periods).

Below are diagrams which summarise the aspirations we have for all pupils in our school. All of the courses you study will enable you to become a successful learner, a confident individual, a responsible citizen and an effective contributor.







Draft Options Form

You are required to choose one subject from each of the five columns. This is the draft options form and may be subject to change. You will study each of these for 3 periods per week. Please indicate your 1st choice and a reserve subject if your 1st choice was unable to run.

Pupil Name		Pastoral Care Teacher	

Intended Destination	University		College		Apprenticeship/Training		Employment	

	English	Maths	PE	Languages	Science	Technologies	Social Subjects	Expressive Arts	Free Choice	RE/SE
	5	5	3	3	3	3	3	3	3	3
1st choice				French Italian	Biology Chemistry Physics Science (level 4) Biology (N4)	Business Management Computing Science Administration Graphic Communication Health and food technology Computer games design	History Geography Modern Studies Religious, Moral and philosophical studies	Art Music Woodwork P.E		
	English	Maths	PE							RE/SE

NATIONAL QUALIFICATIONS

When a Curriculum for Excellence was introduced into Secondary Schools in August 2010 it was clear that all pupils in S1 and thereafter would study a Broad General Education (BGE) from S1 – S3 and then transfer into the Senior Phase of the Curriculum from S4 – S6. Through the study of discrete subjects eg English, Maths, History, etc and across learning in Interdisciplinary contexts pupils would follow courses based on a range of Experiences (Es) and Outcomes (Os) which were progressive and would be assessed at levels 2, 3 or 4. This approach would help prepare for the Transition to the Senior Phase by providing pupils with prior learning in skills and content relevant to future studies in S4 and beyond. This would ensure PROGRESSION in learning into the National Qualifications Programme in the Senior Phase.

The Scottish Qualifications Authority developed new Qualifications to replace Standard Grades and Higher/Intermediate Courses. The Table below shows the new qualifications and what they replace:-

SCQF LEVEL	NEW NATIONAL QUALIFICATIONS	PREVIOUS NATIONAL QUALIFICATIONS
1	National 1	Access 1
2	National 2	Access 2
3	National 3	Access 3 Standard Grade – Foundation
4	National 4	Standard Grade – General Intermediate 1
5	National 5	Standard Grade – Credit Intermediate 2
6	National 6	Higher
7	National 7	Advanced Higher

1. SCQF = Scottish Credit Qualifications Framework which shows how different qualifications compare in value.

2. Full information on a range of CfE and National Qualifications issues is available at www.sqa.org.uk

Trinity High School will be supporting S4 pupils in 8 areas of study leading to National Qualifications. These, in turn, will form the basis of future Choices in S5 and S6.

National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

Questions to consider

Answering these questions will help when you are making your decision. You can use them to put together a shortlist of subjects.

How do you like to learn?
Do you like English because you get to talk and analyse texts? Do you enjoy woodwork because you are creative and like to make models? Working out how you like to learn can help you choose your subjects.

Where could they take you?
Do you know what you want to do when you leave school? Picking the right subjects could help you get there, or keep options open if you haven't yet decided.

What subjects do you enjoy?
You're more likely to get better marks in subjects you find interesting. Think about what you really enjoy studying.

What subjects ate you good at?
What do you get the best marks in? There may be some subjects you have never studied before but would do well in. Use your My World of Work account and try the Strengths Quiz for ideas.

What do others think you are good at?
Talk to your parents/carers, friends, family, teachers and careers advisor. What do they think would suit you and why? Ask for their opinions.

Am I choosing the correct subjects for me?
The last thing you should do is pick subjects because your friend are. You may not be in the same classes and more importantly, it may not suit your chosen career pathway. Do what is right for you.

Help and Support

There is an excellent programme to support you in making decisions about the subjects you will study in S3. The support includes the following:

- This subject information booklet
- Career Pathway event (5th February)
- S2 Assemblies
- Ongoing support from Pastoral Teachers
- A trial option run and option sheet to take home to discuss with parents/carers
- An individual choice interview
- Meeting with the careers advisor
- My World of Work website

It is also important to discuss your subject choices with:

- Subject Teachers - will provide you with information on the subject in S2 and beyond
- Parents/Carers - who know you best as a person
- Older pupils - who have experienced the courses and can give you first-hand information about what these courses have been like

Useful websites:
https://www.planitplus.net/
https://www.myworldofwork.co.uk/
https://www.dywwest.co.uk/

Subject descriptors

ADMINISTRATION AND I.T.
NATIONAL 4 AND NATIONAL 5

Purpose and aims of the Course

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

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

The Course (National 4) aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

The Course (National 5) aims to enable learners to:

- develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT. The Course also supports the wider curriculum through its emphasis on IT.

Information about typical learners who might do the Course

This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise the acquired administration - and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.

Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; and the ability to use technology, including the internet, for electronic communication and investigation.

Learners will also develop the skills, qualities and attributes to organise and support small-scale events (National 4). Learners will also develop the skills, qualities and attributes to organise and support events (National 5).

The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work.

National 4 Course structure and conditions for award

Course structure

This Course comprises four mandatory Units, including the Added Value Unit.

Administrative Practices (National 4)

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

IT Solutions for Administrators (National 4)

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 4)

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop
a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit: Administration and IT Assignment (National 4)

The purpose of this Unit is to draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

Assessment

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous
external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

National 5 Course structure and conditions for award

Administrative Practices (National 5)

The purpose of this Unit is to give learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators (National 5)

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit

The learner will be assessed by a practical administration- and IT-based assignment drawing on the knowledge, understanding and skills developed across the Course.

This will require learners to extend administration-related knowledge, understanding and skills, and to apply them in the context of organising and supporting a small-scale event.

Conditions of award

To achieve the National 4 Administration and IT Course, learners must pass all of the required Units, including the Added Value Unit.

Communication in Administration (National 5)

The purpose of this Unit is to enable learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They
will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.
Course assessment structure: question paper

Question paper 50 marks
The question paper gives candidates the opportunity to demonstrate:
• using IT functions in spreadsheet and database applications to produce and process information.
• Problem-solving.
• Administration theory.

Marks are awarded for demonstrating the use of different IT applications and theory of administration in the workplace. Of the marks allocated, between 14 – 26% are awarded for administration theory.

All questions are mandatory and candidates must work through them in the order presented. Questions are sampled from the 'Skills, knowledge and understanding for the course assessment' detailed in this document.

A to-do list is provided to help candidates submit the correct printouts.

Setting, conducting and marking the question paper
The question paper is set and marked by SQA.

It is conducted in centres under conditions specified for external examinations by SQA. Candidates complete the paper in 2 hours, excluding printing time.

The following table shows the distribution and variances that are applied to each questions when allocated marks:

Area of course	**Mark allocation**
Spreadsheet	20 marks – with a variance of +/- 3 marks
Database	20 marks – with a variance of +/- 3 marks
Theory	10 marks – with a variance of +/- 3 marks
Total	**50 marks**

Course assessment structure: assignment

Assignment 70 marks
Candidates work through a series of planning, support and follow-up tasks related to an event or business.

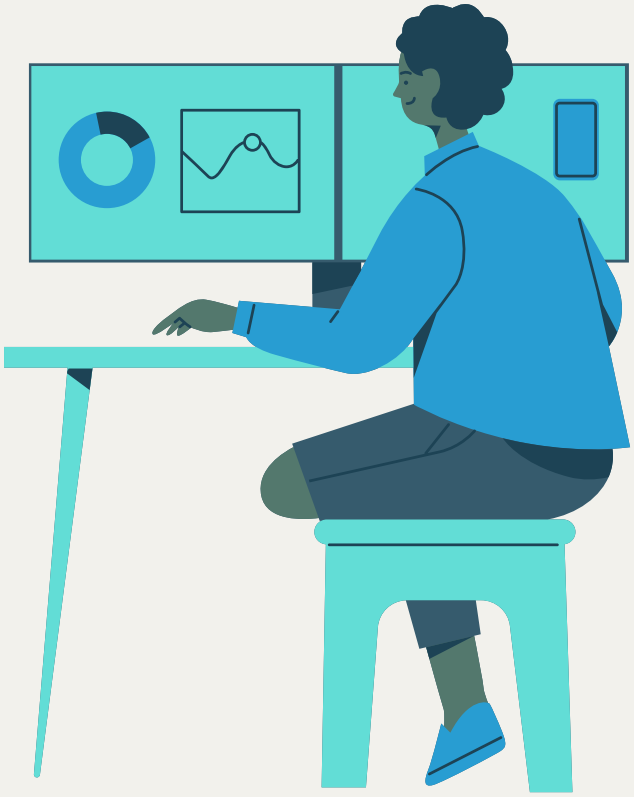
The assignment gives candidates the opportunity to demonstrate:

• Skills in using IT functions in word-processing, desktop publishing, and presentations to produce and process information.
• Skills in using technology for investigation.
• Skills in using technology for electronic communication.
• Skills in problem-solving.
• Administration theory.

Marks are awarded for demonstrating the use of different IT applications and theory of administration in the workplace. Of the marks allocated, between 10-18% are awarded for administration theory, which is integrated within the tasks.

All task are mandatory and candidates must work through them in the order presented.

A to-do list is provided to help candidates submit the correct printouts.



ART and DESIGN N4/5

Art and Design is a broad-based qualification, suitable for all learners with an interest in art and design and will allow pupils to consolidate, extend and develop their creative and critical thinking, collaboration, and communication skills, which are essential employability skills and key for future proofing our young people.

The course includes a mix of practical learning and knowledge and understanding of art and design practice. The learning experiences in the courses are flexible and adaptable, with opportunities for personalization and choice in both expressive and design folios.
On completing the course, learners will have developed skill in planning, producing, and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways, when developing and refining their ideas and work. Learners will also have developed an understanding of artists and designers as creative practitioners. Presentation levels are decided on the standard of the work submitted in the folios.

N4/5 Course Structure

The Course consists of two mandatory Units, plus an Added Value Unit.
Unit 1 Expressive Activity
Unit 2 Design Activity
Unit 3 Added Value Unit

To gain the award of the Course, the learner must pass all Units. N4 folio is marked internally and N5 is marked externally by SQA.

To gain the award of the Course, the learner will be assessed through an Expressive Portfolio and a Design Portfolio. National 5 students will also sit a written Question Paper set by the SQA. The portfolio will be sufficiently open and flexible to allow for personalization and choice.

The general aim of this unit is to develop learners' ability to develop creative design ideas in response to a given brief. In this unit learners will explore how designers develop and create their ideas. They will consider the design choices and opportunities in the brief before developing their own creative design ideas, showing understanding of basic design issues. Pupils could produce folios in one of the following areas of design, fashion, graphics, product, jewellery, and textile design. Evidence for this unit will be in the form of a folio 2D/3D work.

ADDED VALUE UNIT

To complete this unit the learner will produce one piece of expressive art and one piece of design work that they develop from their folios. The practical activity will assess learners' skills in selecting, developing, producing and evaluating their work. Learners will draw on, extend and apply the skills they have learned during the Course

N5 QUESTION PAPER

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues.
The questions are designed to test candidates' ability to:
• comment on art and design work and critically respond to unseen prompts and images
• demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
• give justified opinions on identified aspects of art and design practice and issues
The questions are designed to test candidates' ability to:
• comment on art and design work and critically respond to unseen prompts and images
• demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
• give justified opinions on identified aspects of art and design practice and issues

Skills for learning, skills for life and skills for work

The N5 and Higher grade qualifications in Art and Design may be included in any group of entry requirements, for courses both at University and Colleges of Further Education. The combination of Art & Design and Physics and Maths is a sound basis for careers in Architecture and Product Design Engineering.

In addition to these careers, options are available at specialist Art Schools and Colleges which provide a very wide range of courses which lead to Diploma, H.N.C., H.N.D. and B.A/M.A. (Hons) qualifications. The Creative Industries are an increasingly significant employment sector and Art can lead into many fields of employment opportunities.

Drawing & Painting	Graphic Design	Sculpture	Interior Design	Ceramics
Textiles	Fashion Design	Jewellery Design	Product Design	Web Page Design
Television Design	Animation	Stage and Set Design		
Film and TV make up		Special Effects	Advertising	Fashion Buyer
Exhibition Designer		Tattoo Artist		

Course content at National 4 and 5 is different in terms of the key areas; the differences include content as well as the breadth of knowledge and challenge. Level of study (National 4 or 5) will be based on pupil progress throughout S3 .

Assessment structure

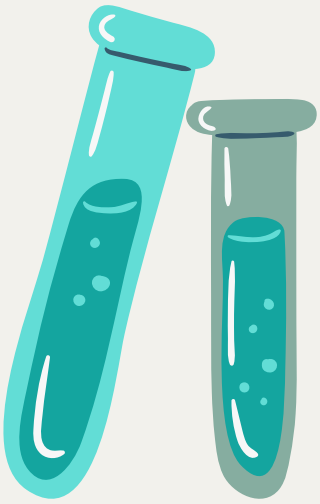
National 5: the course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

National 4: the course is internally assessed and graded pass/fail.

What careers can I enter with Biology?

The short answer, of course, is any career, but pupils interested in the following careers should definitely take Biology.

Medicine; veterinary medicine; dentistry; pharmacy; physiotherapy; nursing; agriculture; sports management; biochemistry; land management; psychology; teaching; zoology; marine biology; biotechnology; medical laboratory science; sports science; applied biology.



BUSINESS NATIONAL 4

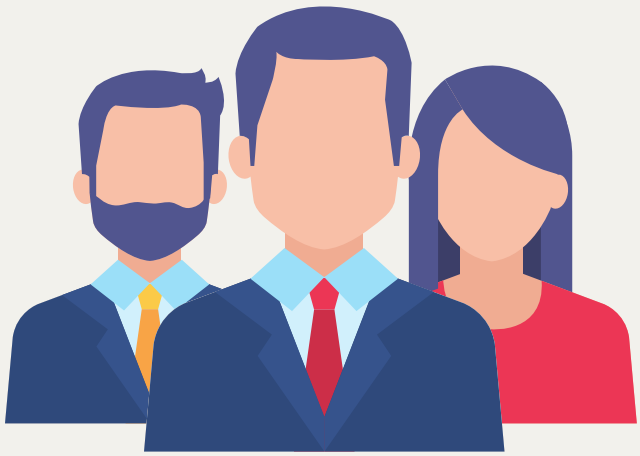
Purpose and aims of the Course

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices.

The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes.

The Course aims to enable learners to develop:

o knowledge and understanding of business concepts in a range of contexts
o awareness of the processes and procedures businesses use to ensure customers' needs are met
o enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
o financial awareness through a business context
o an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness



A main feature of this Course is the development of enterprise and employability skills; learners will gain a better understanding of the personal qualities and attributes required of people involved in business.

The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.

Information about typical learners who might do the Course

The Course is designed for all learners, but may be of greatest appeal to those with an interest in business, whether that be in developing an understanding of the modern business environment or finding out how and why people set up in business.
The combination of practical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.

By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines.

The Course fosters an understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make effective contributions to society as consumers, employees, employers or self-employed people. The Course develops the skills of enterprise, employability, numeracy, ICT and citizenship, which are so essential in today's society.

By studying this Course, learners will develop skills which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; numeracy skills through improving knowledge of financial awareness, in a business context, which supports and further develops personal financial management; and decision making, by interpreting, analysing and evaluating a range of information to make responsible and effective business decisions.

Successful completion of this Course opens up a range of vertical and lateral progression routes for learners. These include other National Qualifications, Skills for Work Courses, National Progression Awards and National Certificates. The Course may also lead to employment and/or training in various industries.

Course structure and conditions of award

Course structure

The Course consists of three mandatory Units including the Added Value Unit.

Business in Action (National 4)

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

Influences on Business (National 4)

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

Added Value Unit: Business Assignment (National 4)

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

Conditions of award

To achieve the National 4 Business Course, learners must pass all of the Units, including the Added Value Unit.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

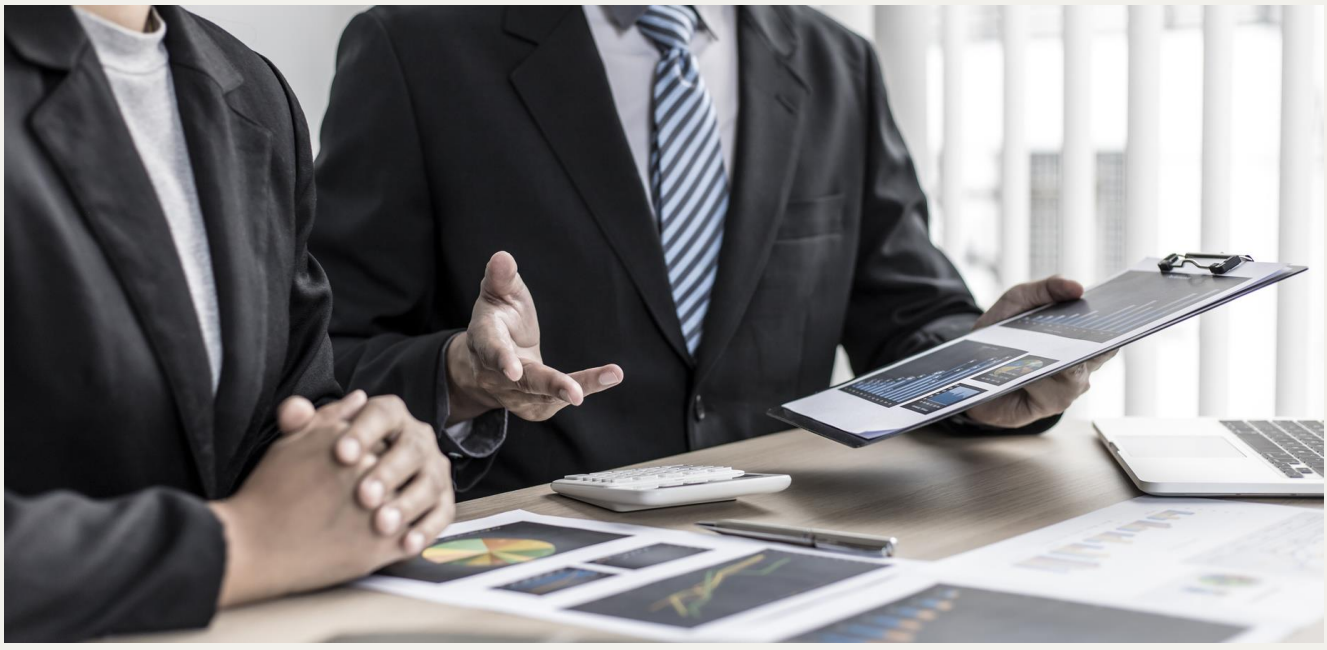
They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Added Value Unit

The learner will be assessed by an assignment which requires the learner to draw on and extend business skills, knowledge and understanding acquired in the component Units of the Course.

Learners will research and communicate findings on a business-related assignment, drawn from the Course.

The business-related assignment will be sufficiently open and flexible to allow personalisation and choice as to how the findings may be presented.



BUSINESS MANAGEMENT NATIONAL 5

Purpose and aims of the Course

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers to sustain this role.

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals.

A main feature of this Course is the development of enterprising skills and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors.

The Course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context.

The Course aims to enable learners to develop:

o knowledge and understanding of the ways in which society relies on business to satisfy our needs
o an insight into the systems organisations use to ensure customers' needs are met
o enterprising skills and attributes by providing them with opportunities to explore realistic business situations
o financial awareness through a business context
o an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
o an awareness of how external influences impact on organisations

Information about typical learners who might do the Course

The Course is suitable for all learners interested in entering the world of business -whether as a manager, employee or self-employed person - as it gives learners knowledge of the business environment.

The Course fosters a greater understanding of how people contribute to business success.

The combination of practical and theoretical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.

By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines.

By studying this Course, learners will develop skills and attributes which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; entrepreneurship, by using their initiative in being creative and resourceful; and decision making, by interpreting, analysing and evaluating a range of information to make critical, ethical, responsible and effective business decisions.

Other skills developed by learners will include numeracy, which supports and further develops learners' personal financial management through improving their knowledge of financial management in a business context; and the ability to use ICT to gather, analyse and communicate business information efficiently and effectively.

Successful completion of this Course opens up a range of vertical and lateral progression routes for learners. These include other National Qualifications, Skills for Work Courses, National Progression Awards and National Certificates. The Course may also lead to employment and/or training in various industries.

Course structure

The Course combines practical and theoretical aspects of business management. Skills, knowledge and understanding are developed through a range of real-life contexts.

By its nature, the Course develops a wide range of skills for learning, life and work, through providing opportunities for active learning in real-life contexts.

These skills include: employability skills and attitudes, including flexibility and adaptability, independence, reliability and working with others; numeracy, by being able to interpret data, tables, charts and other graphical displays to draw conclusions, and by understanding money; and effective use of ICT in a business context.

Understanding Business (National 5)

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Management of People and Finance (National 5)

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation’s success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations (National 5)

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Course assessment structure: question paper

Question paper 90 marks
The question paper gives candidates the opportunity to demonstrate:

• applying 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.

The question paper has 90 marks, which represents 75% of the overall marks for the course assessment.

All questions are mandatory and sample from the 'Skills, knowledge and understanding for the course assessment' section in this document.

The question paper has two sections:

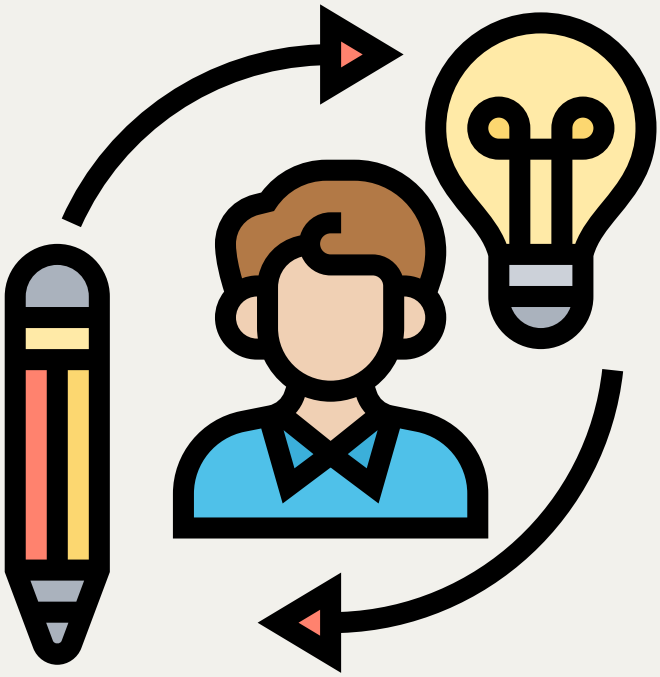
Section 1 has 40 marks (consisting of two 20-mark questions) based on two pieces of stimulus material. Sub-questions may range in value from 1 – 5 marks. In general, questions assess decision-making, and the application of knowledge and understanding, and can sample course content from any of the five area of study.

The stimulus material is based on real organisations and can be in the form of text, financial information, graphs, diagrams or charts. The questions generally relate to the stimulus, although some questions may be based on topics surrounding the stimulus material.

Section 2 has 50 marks (consisting of five 10-mark questions). Sub-questions may range in value from 1-4 marks. In general, questions assess the application of knowledge and understanding, and each samples from one of the five different areas of study.

Course assessment structure – assignment
Assignment 30 marks
The assignment gives candidates the opportunity to demonstrate their ability to:

• Select an appropriate business topic.
• Research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources.
• 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 and appropriately formatted business report suitable for the purpose, intended audience and context of the assignment.



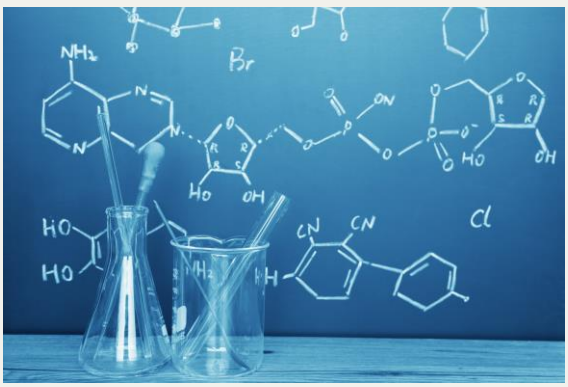
CHEMISTRY

National 4/5

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things and in every aspect of our lives.

The aims of the National 5 course are for 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 in a Chemistry context.
• Develop the use of technology, equipment and materials safely in practical scientific activities.
• Develop planning skills.
• Develop problem solving skills in a Chemistry context.
• Use and understand scientific literacy, in everyday contexts, 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.



Course Structure

The course consists of four units:

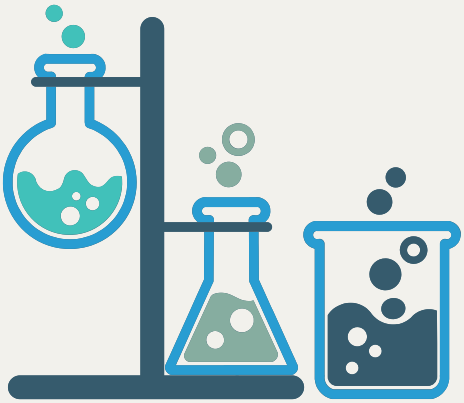
1. Chemical Changes and Structure: Key areas: Reaction rates, chemistry of neutralisation reactions, balanced equations, the mole concept, formulae and reaction quantities, bonding and chemical properties.
2. Nature's Chemistry: Key areas: Physical and chemical properties of hydrocarbons (alkanes and alkenes), alcohols and carboxylic acids.
3. Chemistry in Society: Key areas: Chemistry of metals (bonding and uses), bonding and uses of plastics, manufacture of fertilisers, use and effect of nuclear radiation.
4. Added Value Unit; Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.
At N5 the AVU takes the form of an assignment which is marked externally, while at N4 the AVU is marked internally.

Course content at National 4 and 5 is different in terms of the key areas; the differences include content as well as the breadth of knowledge and challenge. Level of study (National 4 or 5) will be based on pupil progress throughout S3 (Level 3/4).

Assessment structure

National 5: the course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

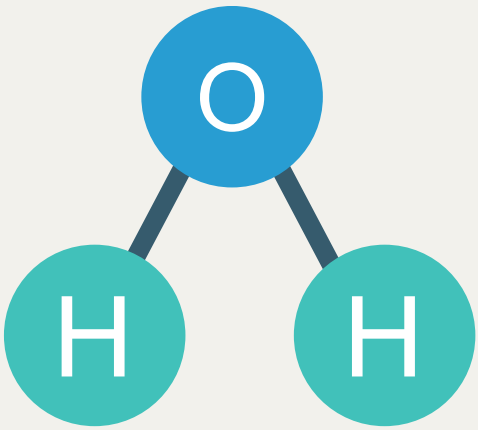
National 4: the course is internally assessed and graded pass/fail.



What careers can I enter with Chemistry?

Careers in Chemistry are exciting and enjoyable with lots of variety and opportunities. Chemistry related industries include textiles, cosmetics, pharmaceuticals, food, brewing, detergents, agrochemicals, oil paint, ceramics, glass and many more. Chemists are not just employed in industry. Analysis for example is a huge area that needs chemists. Water analysis needs chemists to ensure that water is safe to drink and bathe in. Forensic science needs chemists to investigate and detect crimes. Sport needs chemists to enhance performance by developing new materials. Pathology needs chemists to help diagnose diseases. Clinical biochemistry needs chemists to analyse body tissues and fluids. The environment needs chemists to monitor air quality and industrial emissions and ensure a healthy environment. Chemists are also employed in the civil service or research councils. They work in education teaching or providing support as technicians in education or industry. Chemistry graduates also find employment in professions (eg accountancy) not traditionally associated with chemistry. Employers in these professions have come to recognise and reward the problem solving skills that chemistry develops. Many courses such as Medicine, Dentistry, Veterinary Science, Physiotherapy and Nursing require Chemistry for entry. Chemistry is also a good choice if you want to keep your options open.

Anyone considering a career using Science will be well advised to ensure that they take two Science Subjects



COMPUTING SCIENCE NATIONAL 4 AND NATIONAL 5

Purpose and aims of the Course

Computing science is vital to everyday life - socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to enable learners to:

- introduce and develop aspects of computational thinking across a range of contemporary contexts
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society

Information about typical learners who might do the Course

The Course is designed to be of value to all learners, especially those considering further study or a career in computing science and related disciplines. It provides sufficient breadth, flexibility, personalisation and choice to meet the needs of all learners.

Learners will develop an appreciation of the central role of computation in the modern world and gain an understanding of the many functions of computing systems, concepts and processes. They will gain an insight into the capacities of computing professionals as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far-reaching impact of information technology on our environment and society. They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities and enabling them to develop as global citizens who can contribute effectively to their communities, society and the world.

Course activities also provide opportunities for learners to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self-and peer-evaluation, in a range of contexts.
Course structure and conditions of award

Course structure

The Course enables learners to develop a range of basic computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing and testing digital solutions across a range of contemporary contexts.

The Course also enables learners to develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of different software development languages and environments and the legal and environmental impact of computing technologies.

National 4

Course structure

The Course has three mandatory Units including the Added Value Unit.

Software Design and Development (National 4)

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. These tasks will involve simple features and straightforward contexts. They will also develop an understanding of how data and instructions are stored in binary form and how programming underpins computer applications.

Information System Design and Development (National 4)

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in information system design and development. Learners will implement practical solutions using appropriate development tools to create databases, web-based information systems, multimedia information systems (and/or hybrids of these). These tasks will involve simple features and straightforward contexts. Learners will also develop an understanding of basic computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

Computing Science Assignment (National 4)

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

Assessment

All Units are internally assessed against the requirements shown in the Unit Specification.
They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Added Value Unit

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. These will be assessed through an assignment which involves the application of skills and knowledge from the other Units to analyse and solve an appropriately challenging computing science problem.

Conditions of award

To achieve the National 4 Computing Science Course, learners must pass all of the required Units including the Added Value Unit.

National 5

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Computing Science course encourages candidates to become successful, responsible and creative in using technologies, and to develop a range of qualities including flexibility, perseverance, confidence, and enterprise.

At this level, the course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

Purpose and aims
The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

It enables candidates to:

• Apply computational-thinking skills across a range of contemporary contexts.
• Apply knowledge and understanding of key concepts and processes in computing science.
• Apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions.
• Communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology.
• Develop and understanding of the role and impact of computing science in changing and influencing our environment and society.

Who is this course for?
This course is designed for learners who are considering further study or a career in computing science and related disciplines. It provides opportunities to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication, and self- and peer-evaluation, in a range of contexts.

The course has four areas of study:

Software design and development
Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems
Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development
Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Web design and development
Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:
• applying aspects of computational thinking across a range of contexts
• analysing problems within computing science across a range of contemporary contexts

Course assessment structure: question paper

Question paper 110 marks
The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- applying aspects of computational thinking, across a range of contexts
- analysing problems within computing science, across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems, across a range of contemporary contexts
- communicating how a program works
- communicating key concepts related to computing science clearly and concisely, using appropriate terminology
- understanding the legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions, across a range of contexts

The question paper has 110 marks, which is 69% of the overall marks for the course assessment (160 marks).

A proportion of marks are available for more challenging questions and may require integration, detailed descriptions or explanations, and/or analysis, comparisons, and evaluations.

Marks are distributed across all four areas of study:
- Software design and development (approximately 40%)
- Computer systems (approximately 10%)
- Database design and development (approximately 25%)
- Web design and development (approximately 25%)

The question paper has two sections. Candidates are required to answer all the questions in both sections.

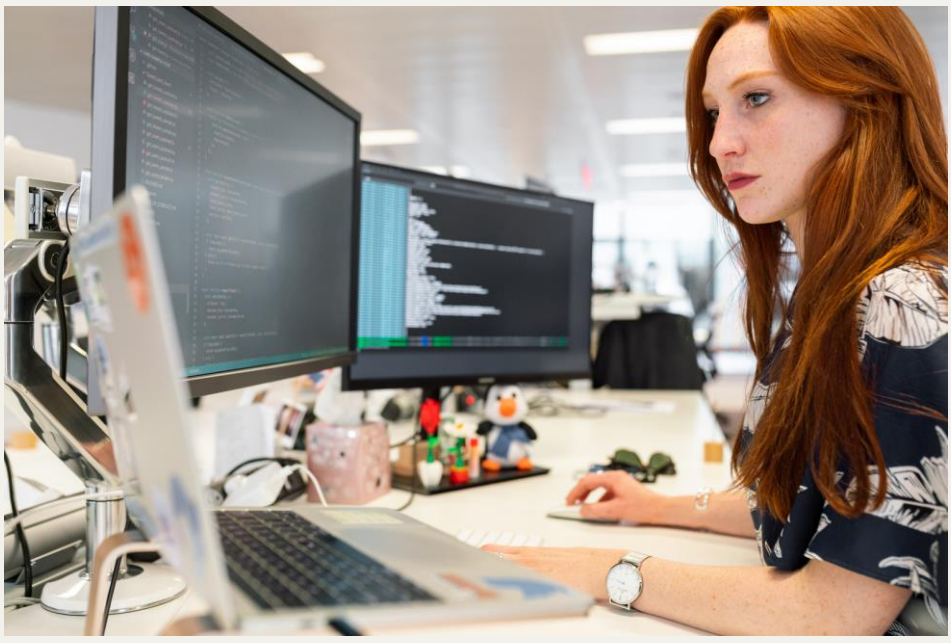
Section 1 has 25 marks and consists of short-answer, restricted response questions. This section allows candidates to demonstrate breadth of knowledge from across the four areas of the course.

Section 2 has 85 marks and consists of structured questions consisting of restricted and extended response. This section allows candidates to demonstrate application of knowledge and understanding when answering appropriately challenging context-based questions from across the four areas of the course.

Assignment 50 marks
The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

• applying aspects of computational thinking across a range of contexts
• analysing problems within computing science across a range of contemporary contexts
• designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
• demonstrating skills in computer programming
• applying computing science concepts and techniques to create solutions across a range of contexts

The assignment has 50 marks, which is 31% of the overall marks for the course assessment (160 marks).



National Progression Award(NPA) in Computer Games Development
Level 4 + 5

Rationale for the development of the qualifications
Computer games are being used increasingly for leisure, in education and work-based training with players interacting via personal computers, consoles, PDAs, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders. In Scotland there are more than 50 companies, mostly based in Dundee, Edinburgh and Glasgow. These companies rely on a range of creative skills such as art, design, animation, audio and programming. Employers increasingly expect candidates to have critical thinking and problem solving abilities, to be good communicators and able to work within a group/team, as these are essential skills for working in a modern business environment.

This award, at SCQF levels 4, 5 and 6, is designed to enable candidates to:

• investigate the computing gaming industry/genres/hardware/trends and emerging technologies
• gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design
• gain the knowledge and skills required in the creation of media assets and games development
• work with others to test a game and give constructive feedback
• collaborate with others in an enterprise activity to promote/market a game

Although there are no explicit Enterprise Units included, one aim of the awards is to develop candidates' personal qualities and the attributes essential for success in working life. The following aspects of enterprise skills have been embedded throughout the Units as follows:

• becoming adaptable and possessing a positive attitude to change
• becoming confident in setting goals, reflecting and learning from experience
• developing an enterprising attitude
• developing an understanding of the world of work
• fostering a positive attitude to learning
• participating in enterprise activities
• undertaking flexible approaches to solving problems
• undertaking self and peer evaluation

Principal aims of the Group Award(s)

1 To develop candidates' creativity and communication skills through knowledge of digital media creation and design processes.
2 To develop candidates' knowledge of computer games design methodologies.
3 To develop candidates' knowledge of computer games development environments.
4 To develop candidates' knowledge of computer games platforms, environments and genres.
5 To prepare candidates for progression to further study in computing or related disciplines.

Specific aims of the Group Award(s)

To develop candidates' knowledge and skills in planning, developing and evaluating.
To develop learning and transferable skills (including Core Skills in Communication, Information and Communication Technology, Literacy, Numeracy, Problem Solving and Working with Others).
To develop study and research skills.
To enable progression within the SCQF.
To provide candidates with opportunities to develop personal qualities and attributes essential for success in working life, including entrepreneurial skills.

General information for candidates

The National Progression Award in Computer Games Development at SCQF levels, 4, 5 and 6 is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. The awards provide a foundation in the knowledge and skills of Computer Games Development that will be necessary if you intend to later specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects.

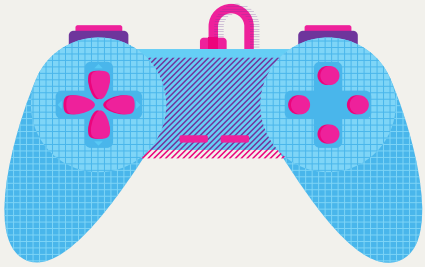
There are three Units within each NPA:
• Computer Games: Design
• Computer Games: Media Assets
• Computer Games: Development

Computer Games: Design

You will acquire an understanding of the underlying concepts and fundamental principles involved in digital gaming planning and design. You will learn how to recognise and distinguish differences between numerous gaming platforms, environments and genres. You will be introduced to fundamental methods used in the planning and design stages involved in the production of a digital game. You will plan and design a level in a digital game. At SQCF level 5 you will be introduced to the role of the games designer and at SCQF level 6 you will build on your knowledge of hardware in gaming technology and investigate graphics and sound technology used by various types of digital gaming platforms. You will investigate emerging technologies in gaming and analyse how this technology will affect games and peoples' expectations of games. You will investigate what organisations and activities are involved in the investment, creation, production and distribution of games and evaluate external factors to be considered when designing a digital game. You will evaluate design methods used in the planning and design stages involved in the production of a digital game. You will plan and design a digital game to a given brief.

Computer Games: Media Assets

You will acquire an understanding of the different types of media asset required for developing a digital game. You will learn how to plan and produce media assets for use in a game development environment.



Computer Games: Development

You will gain an understanding of the processes involved in the final stages of development of a digital game. You will learn how to use your chosen game development environment to bring together all the parts and produce a working game. You will gain an understanding of the evaluation process and then go on to plan and deliver a promotional activity. At SCQF level 5 you will devise a test strategy then test the game thoroughly, recording the results. You will gain an understanding of the evaluation process and complete a user review of a game that applies a scoring/rating system. You will finally plan and create a promotional activity. At SCQF level 6 you will identify, plan and perform the main promotional activities undertaken in a computer games product launch.

Unit assessment styles

You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital). The portfolio should be constructed over the period of the Unit, with you contributing material to the portfolio on an on-going basis. The contents of the portfolio must be clearly labelled and related to specific Evidence Requirements.

The inclusion of specific items in your portfolio may be negotiated between you and your assessor; with only the 'best' example of work being stored.

Conditions for attaining the award
In order to achieve the award you must successfully complete all

CYBER SECURITY NPA

This award is designed to equip pupils with the basic knowledge and skills of cyber security and fill the current skills gap in this field. The course will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. This NPA is the first school-based national qualifications in cyber security to be developed and will prepare pupils for further studies and future employment in this area.

Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the awards is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

There are 3 units in the award Data Security, Ethical Hacking & Digital Forensics. There is no final exam as there is continuous assessment throughout the year with pupils having to complete 3 theory and 3 practical assessments to gain the award. This award is perfect for pupils considering a career in Law, Policing, Banking, Software Engineering & other technical careers.

ENGLISH

S1 – S3

The Broad General Education through the first 3 years of secondary school allows pupils to broaden and deepen their language skills in reading, writing, talking and listening and examine and analyse more mature literature and texts as part of that process.

Pupils will explore texts in a range of genres, including poetry, prose, drama and media, learning about features specific to these genres and how they are used effectively. This will also support them in improving their own writing. Pupils will have opportunities to write for a variety of purposes, including biographical writing, creative, discursive and informative.

Within the Broad General Education there will also be opportunities for personalisation, choice and enjoyment. The personal reading programme will allow pupils to select their own books from the library to read, but will also encourage challenge and progression by encouraging them to work through progressive book lists.

The skills and contexts which pupils should be exposed to in these years are clearly established as Experiences and Outcomes which all pupils should endeavour to overtake in S1 through to S3. Pupils' skills (Reading, Writing, Talking and Listening) will be assessed and reported on at Levels 1 – 4.

In the May of third year there will be an internal assessment of Reading and Writing, the evidence of which will determine progression in S4. As a result pupils will be placed in National 3/ 4 or National 5 in fourth year.

Senior Phase

National 4 consists of:

4 Units Analysis and Evaluation
(Read/Listen and Respond)

Creation and Production
(Imagine, reflect, discuss and Write)

Literacy (Competences in Language)

Added Value Unit
(Research and Write/Talk)

There is no external examination. Pupils' work is assessed by their class teacher on a Pass/Fail basis.

If pupils pass National 4 they may progress to National 5.

National 5 consists of:

2 Units Analysis and Evaluation (Reading + Listening)
and
Creation and Production (Writing + Talking)

The Units are not compulsory.

There is a final national examination comprising two papers:

Paper 1 - Reading for Understanding, Analysis and Evaluation (30%)
Paper 2 - Critical Reading (40%)

Pupils will also be required to complete a Portfolio of Writing (30%), in which they will produce writing in the Broadly Creative or Broadly Discursive genres. This will be submitted as coursework and externally assessed.

If pupils pass National 5 with an 'A' or 'B' they may progress to Higher in their Fifth Year automatically.

Should they achieve a 'C' then they will be advised by the Principal Teacher in consultation with Parents.

National 6 (Higher)

The higher course mirrors the National 5 Course. The units (as above) are not compulsory.

There is a final national examination comprising two papers:

Paper 1 - Reading for Understanding, Analysis and Evaluation (30%)
Paper 2 - Critical Reading (40%)

Pupils will also be required to complete a Portfolio of Writing (30%), in which they will produce writing in the Broadly Creative or Broadly Discursive genres. This will be submitted as coursework and externally assessed.

GEOGRAPHY

Geography National 4 /5

The Geography Course builds upon the principles and practices for social studies and will be developed primarily from the ‘people, place and environment’ organiser within the social studies experiences and outcomes.

This Course will encourage pupils to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; awareness of global case studies; openness to new thinking and ideas and a sense of responsibility and global citizenship. Through the study of Geography and the acquisition of techniques of geographical analysis, pupils develop an understanding of aspects of the contemporary world of concern to all citizens.

Within Geography pupils will study 3 units and have the opportunity to go on two field trips (restrictions permitting):

Physical Environments

Weather

Within the context of the United Kingdom:
 the effect of latitude, relief, aspect and distance from sea on local weather conditions
 the characteristics of the five main air masses affecting the UK
 the characteristics of weather associated with depressions and anticyclones

Glaciated Uplands – within the context of Scotland:

 formation of glaciated features
 land use in glaciated areas
 opportunity for fieldwork in Loch Lomond

Coastal Landscapes – within the context of United Kingdom:

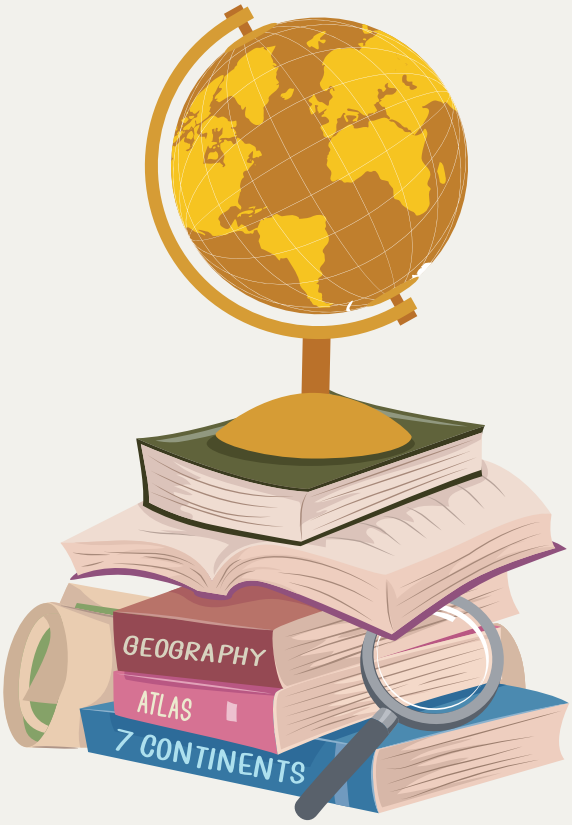
 formation of coastal features
 land use and conflict in coastal areas

Human Environments

Population and Development
 social and economic indicators
 distribution of populations on Earth
 factors influencing global populations

Urban
 Case Study of Glasgow's urban zones
 Developments within Glasgow's urban zones
 Developments in shanty towns with case study of Lagos, Nigeria.

Rural
 Changes within farming landscapes in the UK
 Opportunity to visit a mechanized, medium sized, dairy farm
 Changes in rural landscapes in Kerala, India.



Global Issues

Climate Change
 Natural and man-made causes of climate change
 Wide variety of impacts of climate change
 Strategies employed to manage/combat climate change

Health
 describe the distribution of a range of world diseases
 explain the causes, effects and strategies adopted to manage:
 AIDS in developed and developing countries
 Heart disease in developed countries
 Malaria in developing countries.

Course Assessment Structure

At National 5 Level pupils will be externally assessed:

Component 1 — Question paper 80 marks
Component 2 — Assignment 20 marks

At National 4 pupils will be internally assessed through a combination of unit assessments and an Added Value project

For any other information on this course please do not hesitate to contact Mr S McDowell, Principal Teacher Social Studies.

GRAPHIC COMMUNICATION

National 4/5

Rationale
In this course and its component Units, there will be an emphasis on skills development and the application of skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can. This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities as well as skills for learning, skills for life and skills for work.
All Courses provide opportunities for learners to develop breadth, challenge and application.

The National 5 Graphic Communication course is assessed in two main areas:
• External written exam paper – 80 marks
• Assignment – 40 marks
Purpose and aims of the Course
The Course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. This challenging course requires commitment and a sense of adventure; learners will have to create presentations in relation to a brief and deliver at the highest levels.
The Course is practical, exploratory and experiential in nature. It combines elements of recognized professional standards for graphic communication partnered with graphic design creativity and visual impact. Learners will use a wide range of modern techniques and technologies to create a huge range of graphics. This course allows you the freedom to respond to real-life challenges and gain the skills that university and employers are calling on and allows learners to consider the impact that graphic communication technologies have on our environment and society.

The aims of the Course are to enable learners to:

Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software.
Extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply.
Develop an understanding of the impact of graphic communication technologies on our environment and society.

Progression
This Course or its Units may provide progression to:
Courses in Architecture, Interactive Media Design, Computer Animation with Digital Art, Technological Education, Digital Media, other SQA qualifications in Graphic Communication or related areas, further study, employment or training

HISTORY (National 4/5)

This Course builds upon the principles and practices for social studies and will be developed primarily, although not exclusively, from the 'people, past events and societies' organiser within the experiences and outcomes in the social studies curriculum area.

In History, pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This Course will encourage pupils to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship.

This Course contributes to pupils understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

Within History pupils will study 3 topics:

Section 1: Historical Study: Scottish
Wars of Independence

- The succession problems following death of Alexander III
- Failure of Balliol as King
- Career of William Wallace
- Robert Bruce achieving Independence

Section 2: Historical Study: British
Changing Britain

- Health and Housing: problems and improvements
- Changing Industry and technology
- Evolving Transport
- Pressure for Democratic Reform

Section 3: Historical Study: European and World
Hitler and Nazi Germany

- Weimar Germany
- Nazi rise to power
- Nazi control of Germany
- Nazi Social and economic policies

Course Assessment Structure

At National 5 Level pupils will be externally assessed:

Component 1 — Question paper 80 marks
Component 2 — Assignment 20 marks

At National 4 pupils will be internally assessed through a combination of unit assessments and an Added Value project

For any other information on this course please do not hesitate to contact Mr S McDowell, Principal Teacher Social Studies.

Health and Food Technology

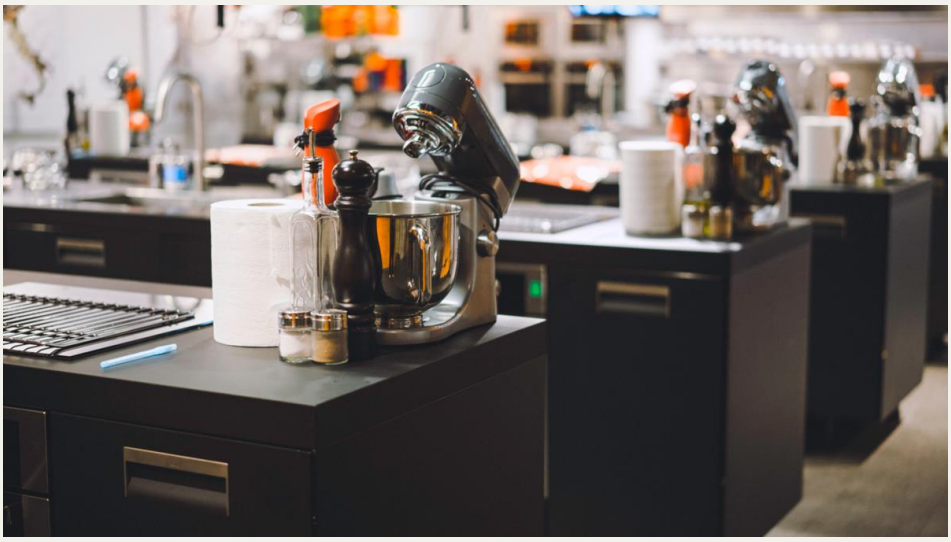
National 4/5 Course

Why Select This Course?
The National 5 Health and Food Technology course is ideal for students interested in nutrition, health, and the role of food in everyday life. It provides valuable knowledge and practical skills relevant to careers in health, food science, hospitality, and childcare. The course also offers a clear progression to Higher Health and Food Technology in senior school, supporting further study and career opportunities.
Aims of the Course

•Develop an understanding of nutrition, dietary needs, and food-related health issues.
•Gain practical skills in food preparation, meal planning, and evaluating food products.
•Learn about food safety, consumer choices, and the impact of food on health and wellbeing.
•Enhance problem-solving, organisational, and decision-making skills in relation to food and health.

The course combines theory and practical activities, allowing students to apply their learning in real-life contexts.
The course assessment is split into two parts:
1. Question Paper (60 Marks – 50% of Total)

•Assesses candidates' ability to apply knowledge, understanding, and skills.
•Includes six questions, each worth 10 marks.
•Covers:
• The relationship between health, food, and nutrition.
• The food product development process.
• Consumer issues and decision-making.
• Exam is set and marked by SQA, lasting 1 hour 50 minutes.



2. Assignment (60 Marks – 50% of Total)

•Candidates apply knowledge and skills to solve a problem based on a given brief (health or consumer focus).
•Involves developing a food product to meet the brief's requirements.
•Four sections:
1.Planning (27 marks) – Identifying key issues, researching, and generating ideas.
2.Product (10 marks) – Developing a product idea with supporting information.
3.Product Testing (11 marks) – Sensory testing of the product.
4.Evaluation (12 marks) – Assessing the product's suitability based on research and testing.

MATHEMATICS

Throughout S1 – S2 pupils will follow our Curriculum for Excellence programme which offers continuity and progression from 1st through to 4th Level. The content of each level is clearly established in our Experiences and Outcomes and pupils will be exposed to materials that are appropriate in level whilst providing breadth, challenge, and enjoyment.

We will use all the evidence we have gathered through tracking and monitoring to ensure every pupil is following the correct course.

Here is a brief overview of each of the courses available at this stage:

National 3 Applications of Mathematics

This Course will develop learners' ability to:

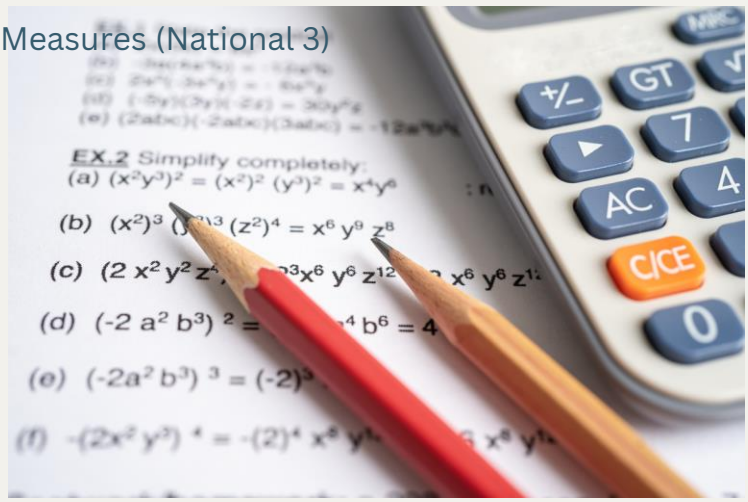
• interpret real-life situations involving mathematics
• investigate the use of basic mathematical ideas and number processes in real-life contexts
• select and apply basic mathematical and numeracy skills in real-life contexts
• interpret and use the results of calculations, measurements, and data to make informed decisions
• communicate mathematical information in an appropriate way

There are three Units in this Course. All Units are internally assessed. The assessment of the Units in this Course will be as follows:

Applications of Mathematics: Manage Money and Data (National 3)

Applications of Mathematics: Shape, Space and Measures (National 3)

Numeracy (National 3)



National 4 Applications of Mathematics

This Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- develop the ability to interpret straightforward real-life problems or situations involving mathematics
- develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- apply mathematical operational skills with an appropriate degree of accuracy
- use mathematical reasoning skills to assess risk, draw conclusions and explain decisions
- communicate mathematical information in an appropriate way.

There are four Units in this Course. All Units are internally assessed. The assessment of the Units in this Course will be as follows:

Applications of Mathematics: Managing Finance and Statistics (National 4)

Applications of Mathematics: Geometry and Measures (National 4)

Numeracy (National 4)

Added Value Unit: Applications of Mathematics Test (National 4)

National 5 Applications of Mathematics

This Course aims to:

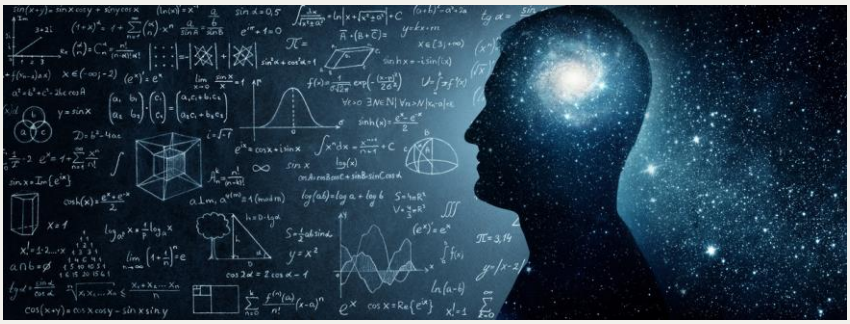
• motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
• develop the ability to analyse real-life problems or situations with some complex features involving mathematics.
• develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
• develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
• develop the ability to use mathematical reasoning to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
• develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information.
• develop the ability to communicate mathematical information in variety of forms
• develop the ability to think creatively and in abstract ways.

Course assessment structure:

Component 1: question paper 1 (non-calculator)

Component 2: question paper 2 (calculator)

These question papers are set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.



National 5 Mathematics

This Course aims to:

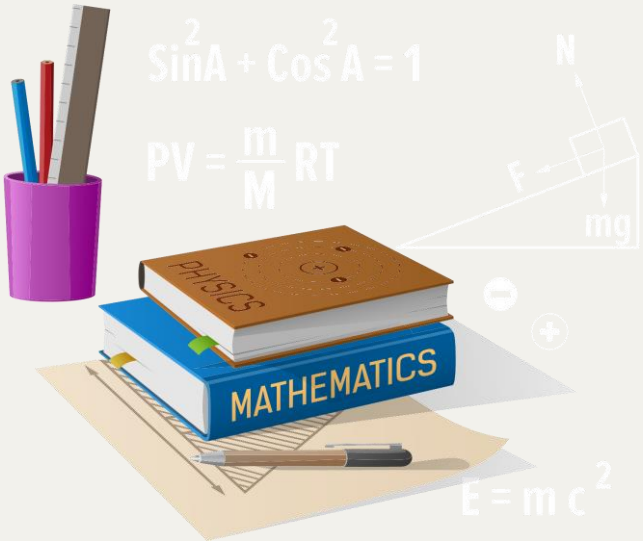
• motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
• develop confidence in the subject and a positive attitude towards further study in mathematics
• develop skills in manipulation of abstract terms to generalise and to solve problems
• allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
• develop candidates' skills in using mathematical language and in exploring mathematical ideas
• develop skills relevant to learning, life and work in an engaging and enjoyable way

Course assessment structure:

Component 1: question paper 1 (non-calculator)

Component 2: question paper 2 (calculator)

These question papers are set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.



L5 Craft 1 & 2

This Course will develop learners develop their knowledge and understanding of Mathematics at SCQF level 5 in the context of engineering.

Unit 1 Outcomes
Round numbers, use scientific notation, percentages and ratios.
Calculate areas, perimeters, volumes and surface areas of simple shapes.
Read scales, tables, graphs and charts which relate to engineering applications.
Use Pythagoras' Theorem and sin/cos/tan in right-angled triangles.
Substitute numerical values into simple engineering formulae.

Unit 2 Outcomes
Use tolerance notation, and direct and inverse proportion.
Construct charts and graphs from given engineering data.
Calculate and interpret simple statistical measures.
Use the sine and cosine rules.
Transpose simple formulae.

Success in **both** units will allow for progression to N5 Applications in Maths in S5.

MODERN LANGUAGES

Why French / Italian?

Learners reflect, communicate and develop ideas through language. The course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life. It also provides learners with the opportunity to develop ideas and information; to use creative and critical thinking to combine ideas and arguments.

The study of a modern language has a unique contribution to make to the development of cultural sensitivity, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own.

In business today, employees are needed who can communicate in the language of the country where business is done. In Scotland we need to expand our language boundaries and embrace the opportunities in the business world. We need to be able to compete in Europe and beyond on a global level. The study of a language helps to develop the following transferable skills: communication skills, interpersonal skills, presentation skills and analytical skills.

Lots of students are combining languages with other subjects e.g. Maths, Law, Business, Marketing and Computing Science.

What do these courses involve?

National 3
This course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use a modern language in the contexts of society, learning, employability and culture.

How is your work assessed?
To achieve the Modern Languages (National 3) course, learners must pass all of the required Units.

- Using Language (Talking and Writing)
- Understanding Language (Reading and Listening)

National 3 courses are not graded.

National 4

This Course is made up of three mandatory Units. The Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use a modern language in the contexts of society, learning, employability, and culture.

Added Value Unit:
The purpose of this Added Value Unit is to provide learners with the opportunity to apply and integrate their language skills in a straightforward context. It enables learners to plan and research a chosen topic in a familiar context, using their reading and writing skills, in order to investigate connections between the topic and the modern language. It also provides learners with the opportunity to present their findings in a short presentation, using their listening and talking skills in the modern language.

How is your work assessed?
To achieve the Modern Languages (National 4) Course, learners must pass all of the required Units.

- Using Language (Talking and Writing)
- Understanding Language (Reading and Listening)
- The Added Value Unit.

National 4 Courses are not graded.

National 5

This Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use a modern language in the contexts of society, learning, employability, and culture.

How is your work assessed?

To gain the award of the course the learner will undertake the Course assessment.

The course assessment comprises:

Component 1 – Reading – 30 marks
Component 2 – Writing (Job application) – 20 marks
Component 3 – Listening – 20 marks
Component 4 – Writing Assignment – 20 marks
Component 5 – Performance – Talking – 30 marks

MODERN STUDIES

Modern Studies National 4 /5

The Modern Studies Course builds upon the principles and practices for social studies and will be developed primarily, although not exclusively, from the 'people in society, economy and business' organiser within the experiences and outcomes in the social studies curriculum area. This Course will encourage pupils to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

Through the skills and content of this Course, pupils will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship. The emphasis on the evaluation of sources and decision-making will develop thinking skills. pupils will also progressively develop skills in literacy and numeracy.

The purpose of Modern Studies is to develop pupils knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils will develop an awareness of the social and political issues they will meet in their lives.

Within Modern Studies pupils will study 3 topics:

Democracy in Scotland and the United Kingdom

Ø Develop a detailed knowledge and understanding of democracy in Scotland and the United Kingdom.
Ø Develop a knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement.
Ø Develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system.
Ø Develop an understanding of their rights and responsibilities in contemporary democratic political society.

Social Issues in the United Kingdom

Ø Develop detailed knowledge and understanding of crime and law in the United Kingdom.
Ø Develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

International Issues

In this Unit, pupils will:
 Develop a detailed knowledge and understanding of the world power of the USA.
 Develop an understanding of the social, political and economic factors associated with the USA.

Course Assessment Structure

At National 5 Level pupils will be externally assessed:

Component 1 — Question paper 80 marks
Component 2 — Assignment 20 marks

At National 4 pupils will be internally assessed through a combination of unit assessments and an Added Value project.

For any other information on this course please do not hesitate to contact Mr S McDowell, Principal Teacher Social Studies.

MUSIC

Music National 4

Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of performing and creating music, and to develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and their understanding of music.

The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to build confidence and self-esteem. The practice required to develop these skills can promote perseverance and resilience. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

♦ develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
♦ perform music with sufficient accuracy while maintaining the musical flow
♦ create original music using compositional methods and music concepts when composing, arranging or improvising
♦ develop knowledge and understanding of the social and cultural factors influencing music
♦ develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts

Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with a general interest in music. The Course allows learners to consolidate and reinforce musical skills, knowledge and understanding of music developed through the experiences and outcomes for Music and National 3 Courses. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential and there is considerable scope for personalisation and choice through the activities of performing, creating and understanding music, and through opportunities to use music technology to create music. This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learners' needs, interests and aspirations.

On completing the Course, learners will be able to perform a programme of music with accuracy, create their own original music, reflect on and evaluate their own work and that of others, listen to music with awareness, understanding and discrimination, and identify opportunities to improve their musical creativity and performance.

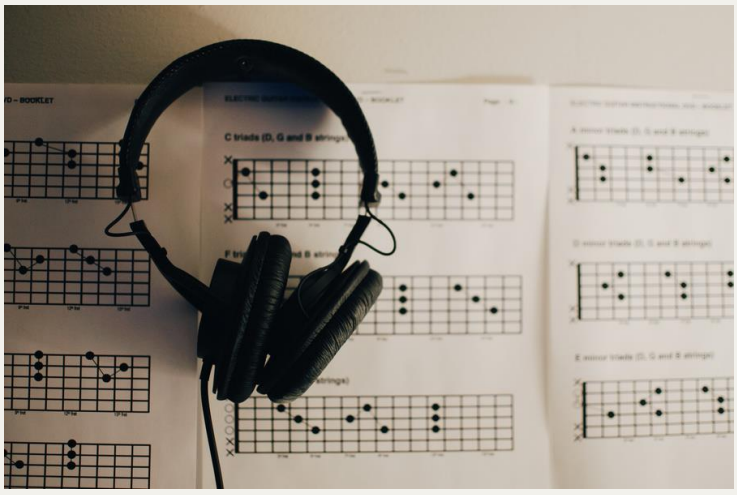
Course structure and conditions of award

Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning and underpinning understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with using these when performing and creating music.

To achieve the Course, learners must successfully complete the three mandatory Units and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.



Music: Performing Skills (National 4)

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

Music: Composing Skills (National 4)

In this Unit, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how musicians develop their ideas and create their music.

Understanding Music (National 4)

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

Added Value Unit: Music Performance (National 4)
This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.
Conditions of award

To achieve the National 4 Music Course, learners must pass all of the required Units, including the Added Value Unit.

MUSIC
National 5

Purpose and aims of the Course

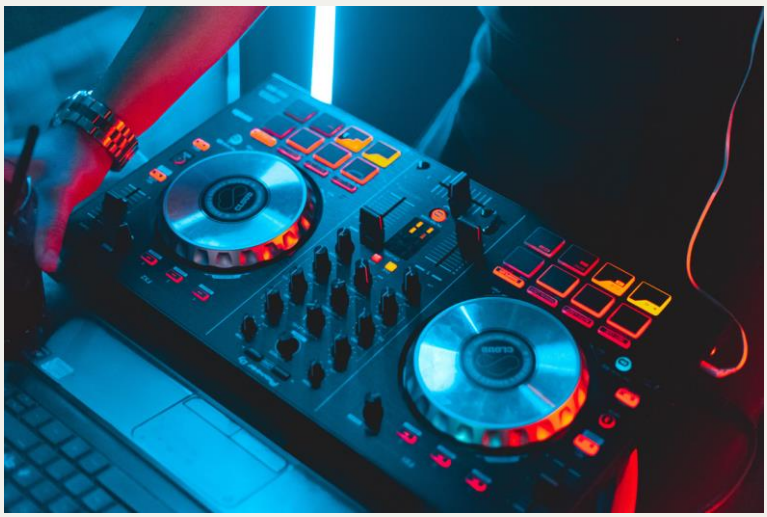
The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase confidence and self esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others



Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with an interest in developing their musical skills and general understanding of music. The Course allows learners to consolidate and reinforce prior musical skills, and knowledge and understanding of music developed through other qualifications or experience. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential and there is considerable scope for personalisation and choice through the activities of performing, creating and understanding music, and through opportunities for using music technology to create music. This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learner needs, interests and aspirations.

On completing the Course, learners will be able to: perform a programme of music with accuracy and maintaining musical flow; create their own original music; self-reflect on and evaluate their own work and that of others; listen to music with awareness, understanding and discrimination; and identify and improve their musical creativity and performing skills.

Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning, and understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

Music: Performing Skills (National 5)

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills (National 5)

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Understanding Music (National 5)

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Question paper
All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

Assignment
The assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music.

They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

Performance
Candidates demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining tempo and flow of the music
- conveying mood and character
- instrumental/vocal tone
- dynamics

The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Course assessment structure: question paper

Question paper 40 marks

The purpose of the question paper is to assess candidates' knowledge and understanding of music concepts and music literacy.

Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types are used in the question paper. All questions in the question paper are mandatory.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception and discrimination
- knowledge and understanding of a range of music styles, concepts and music literacy

The question paper has 40 marks (35% of the overall course award).

Marks are awarded for:

- identifying and using concepts in a range of excerpts of music and styles
- applying musical literacy

Course assessment structure: assignment

Assignment 30 marks

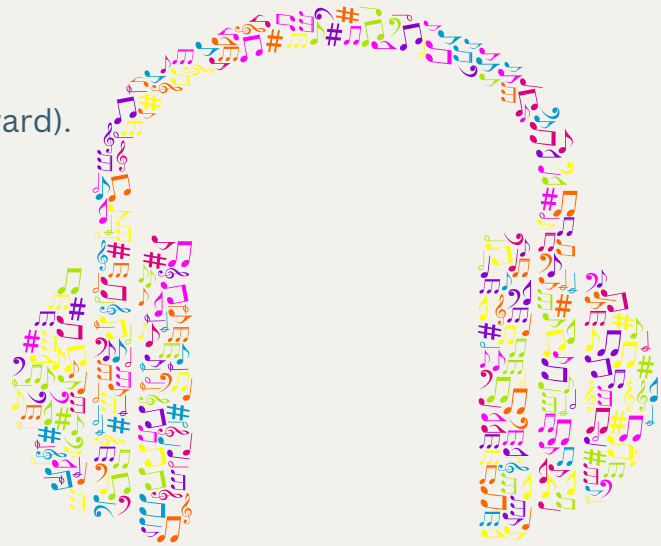
The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

- composing one piece of music
- reviewing the composing process

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds.

The assignment has 30 marks (15% of the overall course award).



Marks are awarded for:
• composing music (20 marks)
• composing review (10 marks)

For composing music, candidates are required to:
• plan the assignment
• explore and develop musical ideas using at least three of the elements of melody, harmony, rhythm, timbre and structure
• create one complete piece of music

For composing review, candidates are required to:
• provide a detailed account of the main decisions when exploring and developing their musical ideas
• identify strengths and/or areas which may be improved.

Course assessment structure: performance
Performance — instrument 1 30 marks
Performance — instrument 2 30 marks
The purpose of the performance is to allow candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The performance can be solo and/or in a group setting. The overall programme must be a minimum of 8 minutes and must not exceed 8 minutes and 30 seconds. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 2 minutes within the overall 8 minute programme.

Candidates should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty.

The performance has 60 marks (50% of the overall course award). Each programme is marked out of 30 and individual pieces of music given a mark out of 10.

PHYSICAL EDUCATION

Pupils will continue in Core P.E. and work to achieve the National 4 Performance Unit.

National 4/5 Course

This course is designed to allow pupils to improve their performance, understanding and observation skills in a range of activities. It aims to help them understand the principles involved and through practical experience to learn to apply these principles to a variety of activities.

This course also encourages pupils to make and accept decisions and to take on responsibility.

It is available to pupils going in to S3 and leads to awards at National 4 & 5.
The skills that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work and the main aims of the course are to enable the learner to:

• develop the ability to safely perform a range of movement and performance skills in straightforward contexts
• develop and demonstrate knowledge of factors impacting on performance
• build capacity to perform effectively
• develop approaches to enhance personal performance
• monitor, record and reflect on performance development

At National 4 the following units are compulsory;

Physical Education: Performance Skills (National 4)
Physical Education: Factors Impacting on Performance (National 4)
Added Value Unit Physical Education: Performance (National 4)

At National 5 pupils will study the following;

Physical Education: Performance Skills
Physical Education: Factors Impacting on Performance
Portfolio

Progression
This Course or its Units may provide progression to:
Higher Physical Education Course
Other qualifications in Physical Education or related areas
Employment or training

PHYSICS

National 4/5

The Physics course not only aims to give pupils an understanding of Physics but to make them aware of how Physics shapes the world around them. In addition the course also aims to show something of the contribution of Physics to everyday life eg health, energy, electricity, space as well as developing communication skills, numerical skills, problem solving, analytical skills, motor skills and learning.

The aims of the National 5 course are for learners to:

- Develop and apply knowledge and understanding of Physics.
- Develop an understanding of the role of Physics in scientific issues and relevant applications of Physics, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Physics context.
- Develop the use of technology, equipment and materials safely in practical scientific activities.
- Develop planning skills.
- Develop problem solving skills in a Physics context.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices.
- Develop the knowledge and skills for more advanced learning in Physics.
- Develop skills of independent working.

Course Structure

The course consists of four units:

1.Electricity and Energy: Key areas: Energy transfer, heat and the gas laws, applications of energy, energy implications on society and the environment. Conservation of energy, electrical charge and electric fields, potential difference, practical electrical and electronic circuits, Ohm's law, electrical power, specific heat capacity.
2.Waves and Radiation: Key areas; waves and nuclear radiation, wave parameters and behaviour, EM spectrum, light.
3.Dynamics and Space: Key areas: velocity and displacement, acceleration, Newton's laws, projectile motion, space exploration, cosmology.
4.Added Value Unit; Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.
At N5 the AVU takes the form of an assignment which is marked externally, while at N4 the AVU is marked internally.

Course content at National 4 and 5 is different in terms of the key areas; the differences include content as well as the breadth of knowledge and challenge. Level of study (National 4 or 5) will be based on pupil progress throughout S3 (Level 3/4).

Assessment structure

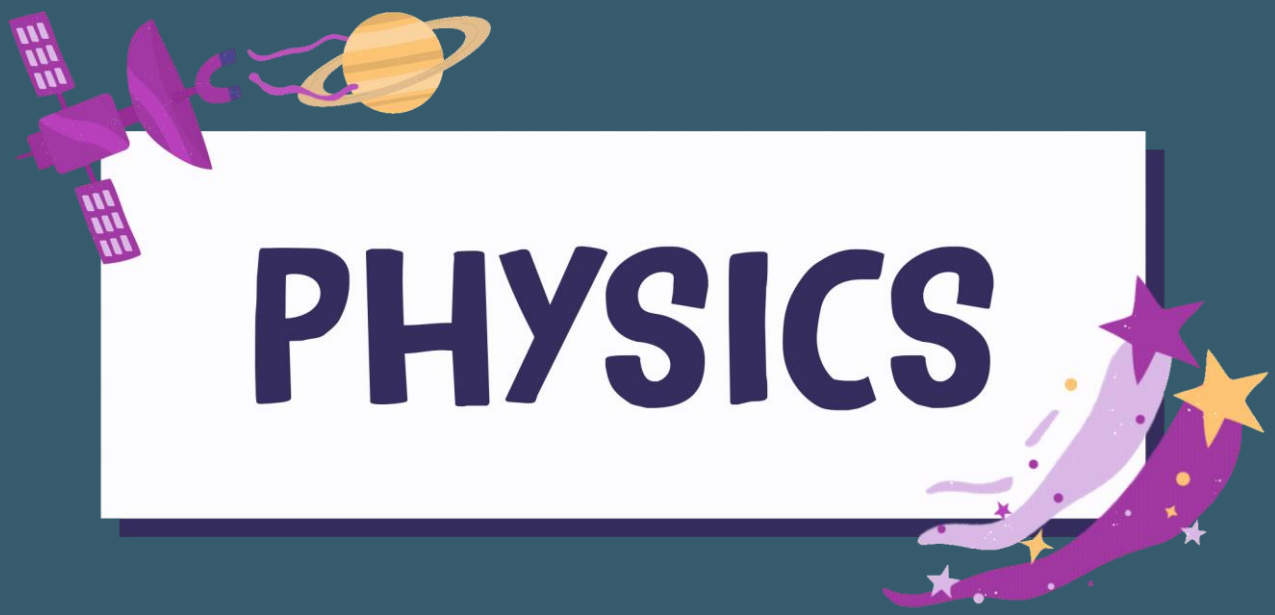
National 5: the course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

National 4: the course is internally assessed and graded pass/fail.

What careers can I enter with Physics?

A qualification in Physics provides a wide variety of career opportunities. These include engineering, electronics, health service, IT, radiology, electrician, and mechanics, to name a few.

Anyone considering a career using Science will be well advised to ensure that they take two science subjects at National Qualifications.



PRACTICAL WOODWORKING COURSE

National 4/5

Rationale
In this course and its component Units, there will be an emphasis on skills development and the application of skills. This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities as well as skills for learning, skills for life and skills for work.
The course is largely workshop-based providing a broad introduction to practical woodworking.

Purpose and aims of the Course
The Course is practical and experiential in nature. It focuses on the development of practical woodworking and/or practical metalworking skills. During the course, pupils will learn to use a huge range of hand and machine tools. Pupils must become experienced in producing items to the very highest quality and to very precise sizes and tolerances.
Although there is no final written exam in this course, pupils will be consistently assessed in marking out, cutting, shaping and finishing of every product. Critically, pupils will learn how to safely operate in a dangerous environment and develop skills that can help them prepare for the world of work. It allows learners to follow a series of activities through to the completion of a finished item. Mandatory units include - Working with tools, working with materials & making an item.

The Course provides opportunities to develop and enhance practical creativity and practical problem-solving skills, and to gain an appreciation of safe working practices in a workshop or similar environment. Basic numeracy skills are essential including measuring. For safety reasons in the work room, pupils need to be able to work independently and give full co cooperation at all times.
The aims of the Course are to enable learners to:-
Develop skills in reading and interpreting drawings and diagrams.
Identify, select and use a range of workshop tools, equipment and materials.
Develop basic skills in measuring and marking out of materials.
Develop basic skills in cutting, shaping, fixing and joining materials.
Apply safe working practices in a workshop or similar environment.
Take account of good practice regarding sustainability and recycling.
Learn how to work effectively alongside others in a shared workshop environment.
Build self-confidence and to enhance skills in numeracy.

Progression
This course may provide progression to:
Flat Frame construction, Carcass construction, Machining and Finishing. This can lead to jobs where you would be expected to be skilled in working with your hands including: Manufacturing, Joinery and plumbing to name but a few.

PUPIL SUPPORT (LEARNING)

The Inclusive Support Faculty tries to support:

- Pupils in their efforts to learn on their own and with others.
- Staff in the development and provision of appropriate courses for all pupils.
- Parents in their attempts to aid their children's learning.

Recent examples of support provided by the Support for Learning Department include:

- ESOL support for New Scots in S1 – S3 and teaching and presenting New Scots for SQA ESOL NQ at National 4, National 5 and Higher levels.
- Support National 4 and 5 Art pupils with essay writing.
- Support for Added Value Units in S4 English.
- After school homework/study support groups
- In class support in a range of subjects across all year groups.
- 1:1 tutorial to support pupils with a range of additional support needs (learning and behaviour)
- S1 Paired Reading Programme.
- S1 Power of 2 Maths Programme.
- Use of Technology to support learning.
- Peer tutoring programme provided by S6 students studying SQA Volunteer Skills Award.
- Assessment support for candidates, with a range of additional support needs in SQA exams.
- Liaison with associated primaries, Renfrewshire Specialist/EAL and Sensory Support Peripatetic Services and other external professionals.
- Liaison with SCOT, Flexible Learning, Renfrew, the LAC Home Link Team and Support for Learning Department at West College Scotland to provide small group and individual support to pupils for specific needs.
- Liaison with Educational Psychology.
- S1 Literacy Class.
- Working closely with the transition teacher to ensure smooth transitions.

Religious, Moral and Philosophical Studies (RMPS)

National 4 and 5

Purpose and Aims of the Course

The purpose of the Course is to provide an opportunity for the academic study of a world religion, a moral issue and a philosophical issue. The Course will contribute to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious viewpoints, and experience

The Course will do this by developing knowledge, understanding and skills, offering insights into how to form arguments in written and verbal form, human beliefs, values and behaviour, and examining how religion, morality and philosophy can help people find meaning and purpose in life.

RMPS involves the study of Religion, Morality, and Philosophy. One great misconception about RMPS is that it is only of use to the religious or for path- ways to the clergy. This is most certainly not the case. The knowledge that RMPS develops is extremely important in understanding the world and society we live in. For example, global events and the media have led to some having a distorted view of the religion of Islam.

In RMPS we hope to address misconceptions of this kind. RMPS allows pupils to evaluate these types of topics in an informed way.

RMPS develops important skills such as analysis and evaluation. By learning, analysing and evaluating important moral issues of our time, pupils develop a number of generic skills.

Philosophy is the study of the nature of reality, knowledge and existence. Studying philosophy allows pupils to develop skills in writing, critical thinking, and logical analysis.

Pupils will study:

Unit 1 World Religion: Christianity

•The Nature of God

•Images of God, God Is One, The Omni-Attributes, God the Creator, The Trinity

•The Nature of Human Beings

•Genesis 2, Made in God's Image & Likeness, The Fall: Free Will & the Nature of Sin

•Beliefs about Jesus

•The Incarnation, Death & Resurrection

•Life after Death

•Judgement, Heaven & Hell

•Following Jesus' Teaching & Example

•The Golden Rule, The Parables, Catholic Social Teaching

•Christian Worship

•Prayer, Worship through the Sacraments, Worship through the Liturgical Season

Unit 2 Morality and Belief: Morality and Relationships

- Gender Roles
- Family, Employment, Religion
- Sexual Relationships
- Purpose of Sex, Sexual Consent, Same Sex
- Marriage
- Arranged Marriages, Co-habitation, Same-Sex Marriages, Divorce
- Equality & Exploitation
- Religion, Media

Unit 3 Religious & Philosophical Questions: The Existence of God

- Nature of God
- Cosmological Argument
- Aquinas' Cosmological Argument, Counter-Arguments, Science & the Cosmological Argument, Viewpoints Supporting the Arguments, Viewpoints Criticising the Arguments.
- Teleological Argument
- Paley's Teleological Argument, Counter-Arguments, Science & the Teleological Argument, Viewpoints Supporting the Arguments, Viewpoints criticising the Arguments.

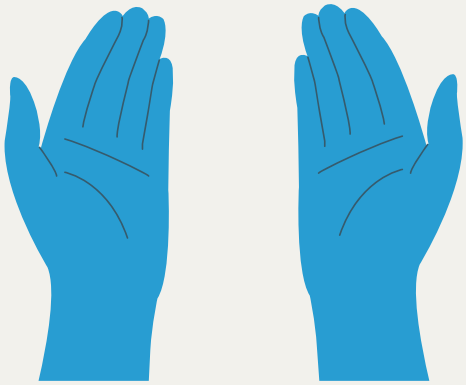
Assessment Requirements
National 5: the course assessment will consist of two components; a question paper worth 80 marks and an assignment set by the Scottish Qualifications Authority.

National 4: the course is internally assessed and graded pass/fail.

Added Value Unit; Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

At N5 the AVU takes the form of an assignment which is marked externally, while at N4 the AVU is marked internally.

Level of study (National 4 or 5) will be based on pupil progress throughout S3 (Level 3/4).



What careers can I enter with RMPS?

The short answer, of course, is any career, but pupils interested in the following careers would benefit from taking RMPS.

Media, Teaching, Nursing, Dentistry, Child minding, Reporting, Law. Any career where you will work with lots of people!

RMPS helps pupils to develop the following skills:

- Analysis: looking at the reasons behind something or why something is the way it is.
- Understanding: developing knowledge when pupils go into the 'real world' and meet new people.
- Respect: essential to be a nice human being and help in situations with team work.
- Construct an argument: Whenever you need to get your viewpoint across.
- Evaluation: Coming to a conclusion when making a decision.
- Investigation: active listening, questioning, summarizing, note-taking.
- Reflect on Goals: Critical reflection on own progress

SCIENCE

National 4

The Science course develops skills in a Science context; learners will gain an understanding of science and develop this through a variety of approaches and activities.

The aims of the National 3/4 course are for learners to:

♦ develop and apply knowledge and understanding of environmental science
♦ develop an understanding of environmental science's role in scientific issues and relevant applications of environmental science in society and the environment
♦ develop scientific inquiry and investigative skills
♦ develop scientific analytical thinking skills in an environmental science context
♦ develop the use of technology, equipment and materials, safely, in practical scientific activities
♦ develop problem solving skills in an environmental science context
♦ develop practical fieldwork skills in an environmental science context
♦ use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
♦ develop the knowledge and skills for more advanced learning in environmental science

The Course has four mandatory Units including the Added Value Unit:
Fragile Earth
In this Unit there are opportunities for personalisation and choice. Learners will focus on two choices from the following four:
♦ energy
♦ metals
♦ water
♦ food

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

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

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

Assessment and Progression.
The science course is delivered at national 4 and is internally assessed and graded pass/fail.

Science is not offered at N5; however, consideration would be given to pupils wishing to study one of the discrete sciences at national 5 based on performance throughout the environmental science course.