



Marr College

Senior Phase (S5)

Learning Options

for session 2017/18

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1. Introduction

At Marr College we have produced a detailed pack of all the opportunities available for students in the senior phase to help guide and advise the best possible routes for each individual. All students must choose a total of six Learning Options - ideally five of these should be subject National Qualification options (National 3/4/5 or Higher level) and one Personal Development Award option (see section 3 for more detail on Personal Development Awards).

Choosing options in the senior phase is a very exciting time for you as students and your parents/carers. Over the next few weeks, in consultation with your parents/carers, teachers, guidance teacher and partner agencies you will be asked to make your final choices. The deadline for submission of your learning option form is **Tuesday 28th February 2017**.

We cannot guarantee that every course will run however we will do our very best to ensure that every young person is on the most appropriate pathway for their desired career.

As of 1st February 2017, SQA has altered the structure of National 5 courses for examinations in 2018. For each National 5 course, the changes have resulted in one or more of the following:

- extension of the existing question paper
- extension/modification of the existing item of coursework
- a new question paper
- a new item of coursework

In addition, please note, there is no final written examination for the following National 5 courses: Physical Education and Travel & Tourism. We have reflected these changes in our options booklets and you can find out more at www.sqa.org.uk/nqchanges.

Changes to **Higher** will not take effect until the 2019 examination diet.

If you have any questions regarding your options, please see your guidance teacher. Further information for all parents and students is available at:

South Ayrshire Senior Phase curriculum website <https://blogs.glowscotland.org.uk/sa/salc/>

For more information, please come along to our Careers and Options Evening on **Tuesday 7th February 2017** in the Marr College foyer, from 6.00 – 8.00pm.

2. Options Available – School Learning Options

Please consider carefully the options listed below – full details of course structure and content are available later in the booklet. Key: ✓ Option available at indicated level. N/A Option not available.

Marr College: School Learning Options				
Subject	Nat 3	Nat 4	Nat 5	Higher
Accounting	N/A	N/A	✓	✓
Administration and IT	✓	✓	✓	✓
Art & Design	✓	✓	✓	✓
Biology	✓	✓	✓	✓
Human Biology	N/A	N/A	N/A	✓
Business	✓	✓	N/A	N/A
Business Management	N/A	N/A	✓	✓
Chemistry	✓	✓	✓	✓
Computing Science	✓	✓	✓	✓
Computer Games Development	N/A	NPA	NPA	NPA
Engineering Science	✓	✓	✓	✓
English	✓	✓	✓	✓
Environmental Science	N/A	✓	✓	✓
French	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Graphic Communication	✓	✓	✓	✓
Health and Food Technology	N/A	✓	✓	N/A
History	✓	✓	✓	✓
Hospitality: Practical Cookery	✓	✓	✓	N/A
Mathematics	✓	✓	✓	✓
Modern Studies	✓	✓	✓	✓
Music Performing	✓	✓	✓	✓
People and Society	✓	✓	N/A	N/A
Philosophy	N/A	N/A	✓	✓
Physical Education	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Practical Metalworking	✓	✓	✓	N/A
Practical Woodworking	✓	✓	✓	N/A
Religious, Moral & Philosophical Studies	✓	✓	✓	✓
Spanish	✓	✓	✓	✓
Travel & Tourism	N/A	N/A	✓	✓

Subject Learning Option Descriptors

Course Title & Level	Description
<p>Accounting</p> <p>National 5 Higher</p>	<p>Students who have an interest in the financial aspects of running a business will benefit from this course. This is a practical as well as theoretical course on all aspects of financial competency in business. The three core units are:</p> <p>Preparing Financial Accounting Information Students will gain experience of producing financial statements suitable for a sole trader business including a statement of financial position and an income statement. They will learn the key principles of a double entry book keeping system. At Higher level, students will study Limited companies and Partnerships.</p> <p>Preparing Management Accounting Information Students develop an understanding of the role and responsibilities of a Management Accountant. They will create cash budgets, inventory record cards, overhead analysis and sales and production budgets.</p> <p>Analysing Accounting Information Students will enhance their analytical thinking skills by examining financial information to enable them to draw conclusions and offer financial advice. This includes the use of ratio analysis, limiting factor and break even analysis.</p>
<p>Administration & IT</p> <p>National 3, National 4, National 5, Higher</p>	<p>Students will develop skills for learning, life and for work in an administrative environment. Students will develop an appreciation of administration in the workplace; the qualities and attributes required of junior administrators and key legislation affecting employees. The three core units are:</p> <p>Administrative Practices</p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • good customer care and its benefits to organisations. • key responsibilities of the employer & employee with regards to health & safety legislation. • other roles and duties of an Administration assistant. <p>At Higher level students will cover key areas such as; Target setting, Teamwork, Time Management and the Impact of IT in an organisation.</p> <p>IT Solutions for Administrators</p> <p>This unit aims to develop knowledge of administrative duties and enables students to develop IT skills in word processing, spreadsheets, databases and desktop publishing in familiar and some unfamiliar contexts.</p> <p>Communication in Administration</p> <p>The main focus of this is to enable students to develop communication skills using a variety of software including E-mail, E-diary, presentation and internet research. They will gain awareness of barriers to communication within an organisation.</p> <p>Progression</p> <p>This Course or its components may provide progression to other SQA qualifications in Administration and IT, including Higher Administration and IT, in school or to continue their studies at college or university. Alternatively learners would have acquired relevant skills to enter the life of work.</p>

<p>Art & Design</p> <p>National 3 National 4 National 5 Higher</p>	<p>The National 3, 4 and 5 courses cover two projects: Graphic Design and Expressive Techniques each lasting a term. All written work is based on the practical work undertaken.</p> <p>The National 3 and 4 courses focus on new skills and techniques to enable students to become more confident about drawing and designing and communicating their own opinions and idea. The students make their own decisions about their projects including which Artists and Designers they wish to study, and find out more about art and design from the past as well as looking at art work from the present day. Students develop their ideas and form their own opinions on their own work and present their ideas clearly to other people. All work is marked internally, there is no exam.</p> <p>At National 5 and Higher students continue with the Expressive Activity and Graphic Design and in addition have a critical element to undertake. The Expressive Activity involves developing the skills needed to produce high quality drawings and a final A2 size painting. The students can be creative and choose landscape, still life or portrait painting. The Graphic Design element involves developing drawing skills and ICT skills needed to produce high quality Photoshop developments and a final A3 graphic poster. Personal choice is very important and the focus is on the students own ideas and creativity.</p>
<p>Biology</p> <p>National 3, National 4, National 5 Higher</p> <p>Higher Human</p>	<p>National 3, 4 and 5 Biology courses are made up of three units: Cell Biology; Multicellular Organisms; Life on Earth.</p> <p>In National 3 and 4 Biology, students will complete course work and school assessments to achieve their award. National 4 Biology has a research task which makes up an Added Value Unit. Students in National 3 and 4 will also develop their practical and research skills through investigations.</p> <p>National 5 Biology students will develop their practical and research skills through investigations, and also complete an assignment as part of their National 5 award. The assignment makes up 20% of their final grade.</p> <p>Higher Biology builds on from a successful pass at National 5 Biology and is made up of three Units: DNA & The Genome; Metabolism & Survival; Sustainability & Interdependence. Higher Biology is externally assessed through a written SQA paper worth 100 marks at the end of the course. Students will develop their practical and research skills through investigations, and also complete an assignment as part of their Higher award. The assignment makes up one sixth of their final grade.</p> <p>The Higher Human Biology course is very challenging, due to the complex nature of the human body, so therefore requires an A pass from National 5 Biology. The course is made up of two full Units and two half Units: Human Cells; Physiology & Health; Neurobiology & Communication; Immunology & Public Health. Higher Human Biology is externally assessed through a written SQA paper at the end of the course. Students will develop their practical and research skills through investigations, and also complete an assignment as part of their Higher Human award. The assignment makes up one sixth of the final grade.</p>
<p>Business Management</p> <p>National 3, National 4, National 5, Higher</p>	<p>In Business Management, students will learn how the 21st century business world works. This will encompass how business decisions can impact on society. Students will learn how to develop their own skills in decision-making as well as finding out how businesses acquire and manage necessary resources to make them successful. This course will cover such areas as Marketing, Finance, Human Resources, Operations and Business Enterprise.</p> <p>The three core units are: Understanding Business; Management of People & Finance; Management of Marketing Operations. The Business Management course encourages enterprising attitudes and develops understanding of the way in which businesses operate in dynamic, changing and competitive environment.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop knowledge & understanding of entrepreneurial attributes for starting a new business. • have the opportunity to participate in exciting and relevant activities relating to Branding, Advertising, Production and Financial Analysis. • gain key skills for life, work and learning such as the recruitment and selection process. • produce their own CV and attend a mock interview for their desired post.

<p>Chemistry</p> <p>National 4, National 5, Higher</p>	<p>The National 3 & 4 Chemistry Course enables learners to develop and apply knowledge and understanding of chemistry. Learners also develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society and the environment.</p> <p>Learners will draw on and apply the skills and knowledge they have learned during the Course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context as part of their assignment.</p> <p>The National 5 Chemistry Course enables learners to develop and apply knowledge and understanding of Chemistry. Learners also 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.</p> <p>To achieve the National 5 Award students must successfully complete an SQA examination at the end of the course worth 80% and an assignment worth 20% of the overall grade. Learners will draw on, extend and apply the skills they have learned during the Course.</p> <p>The Higher qualification in Chemistry extends learners' knowledge and understanding of the physical and natural environments, through a wide range of studies including chemical reaction rates, enthalpy and patterns in the Periodic Table.</p> <p>The Course develops greater knowledge of bonding, structure and properties, and of the mole, and enables learners to acquire enhanced understanding of carbon compound reactions, nomenclature and structural formulae, and of polymers and natural products. They will also study Hess's Law, equilibrium, acids and bases, redox reactions, and nuclear chemistry. All Units are internally assessed. Course assessment consists of:</p> <ul style="list-style-type: none"> • a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in chemistry • an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings.
<p>Computing Science</p> <p>National 3, National 4, National 5, Higher</p>	<p>Computing Science is vital to everyday life and is embedded in the world in which we live and its future. In addition to providing an understanding of the technologies that underpin our modern digital world, learners at National 3 will: develop their knowledge of the technological world; acquire skills in developing computer-based solutions to problems; implement simple digital solutions including simple computer programs and begin to develop skills in computational thinking.</p> <p>The National 3 course consists of two main areas: Building Digital Solutions; Information Solutions. The Building Digital Solutions unit enables learners to become familiar with the features of development software to build digital solutions such as computer games, animation and other applications. The Information Solutions unit provides the opportunity for learners to become familiar with a range of applications, such as databases and web page creation software, or a range of web-based tools, such as blogs, wikis and online documents, to create, share and locate information.</p> <p>The National 4 and 5 courses provide opportunities to learn about fundamental computing science concepts. Learners will: develop their computational thinking; become equipped with a wide range of skills in interface design; be able to program computer code in more than one language; design and build Microsoft software 'apps'; create interactive web-based information systems; develop transferable skills.</p> <p>The National 4 and 5 courses consist of two main areas, known as units, of study: Software Design and Development and Information Systems Design and Development. The Software Design and Development unit content encompasses the development of knowledge, understanding and skills in the process of designing and developing software in conjunction with programming computer code and knowledge of hardware platforms. The Information Systems Design and Development unit examines the systems analysis and design process in conjunction with the development of database structures that are both standalone and web-based. Technical requirements, security precautions, legal implications and environmental impact are also considered.</p>

	<p>The Higher course consists of two main units of study: Software Design and Development; Information Systems Design and Development.</p> <p>The Software Design and Development unit enables learners to further develop their knowledge and understanding of advanced software design and development concepts and gain more advanced practical problem-solving skills. This includes programming computer code in a range of development environments, being able to explain how the code works and being able to fully test and evaluate their practical solutions. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.</p> <p>The Information Systems Design and Development unit examines the systems analysis and design process in conjunction with the development of database structures that are both standalone and web-based. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop a deeper understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.</p>
<p>Computer Games Development</p> <p>National Progression Award (NPA)</p> <p>SCQF Levels 4, 5 & 6</p>	<p>Computer games are being used increasingly for leisure, in education and work-based training with players interacting via personal computers, tablets, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders. Scotland's computer games industry has been subject to major investment with the aim to support existing companies and create many new ones. The NPA course consists of three main units of study: Computer Games: Design; Computer Media Assets; Computer Games: Development. This award enables students to:</p> <ul style="list-style-type: none"> 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 <p>Learners will produce a portfolio of their work which covers each of the three units (internally assessed - pass or fail) and may be paper or electronic format.</p>
<p>Engineering Science</p> <p>National 4, National 5, Higher</p>	<p>The aims of the National 4 & 5 Courses are to enable learners to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key engineering facts and ideas • understand the relationships between engineering, mathematics and science • apply skills in analysis, design, construction and evaluation to a range of engineering problems • communicate engineering concepts clearly and concisely, using appropriate terminology • develop an understanding of the role and impact of engineering in changing and influencing our environment and society <p>The Course develops a number of pervasive and integrative themes, including information, control, the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation, practical projects and investigative tasks in a range of contexts.</p> <p>The aims of the Higher Course are to enable students to:</p> <ul style="list-style-type: none"> • extend and apply knowledge and understanding of key engineering concepts, principles and practice • understand the relationships between engineering, mathematics and science • apply analysis, design, construction and evaluation to a range of engineering problems with some complex features • communicate engineering concepts clearly and concisely, using appropriate terminology • develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society <p>Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.</p>

<p>English National 4 National 5 Higher</p>	<p>National 4 Listening, talking, reading and writing skills developed using straightforward texts as appropriate to purpose and audience. National 5 literacy can be undertaken along with the National 4 English course.</p> <p>National 5 Listening, talking, reading and writing skills developed using detailed texts as appropriate to purpose and audience. National 5 literacy can be undertaken along with the National 5 English course.</p> <p>Higher Listening, talking, reading and writing skills developed using detailed and complex texts as appropriate to purpose and audience. Can be offered as a formalised two-year option with units only in year one (<i>still with opportunity to sit prelim</i>) Can be offered as an Ungraded Higher along with units only of the Higher course.</p>
<p>Environmental Science National 3 National 4 National 5, Higher</p>	<p>Environmental Science is a course which combines Geography and Biology. Two units of the course will be taught within the Geography Department, and One Unit will be taught within the Biology Department as follows:</p> <ul style="list-style-type: none"> • Earth's Resources (Geography) • Sustainability (Geography) • Living Environment (Biology)
<p>Geography National 3 National 4 National 5 Higher</p>	<p>The National 3, 4 and 5 Geography Courses develop a range of geographical skills and techniques. Learners gain an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales. Students will be provided with opportunities to develop their understanding of the subject through fieldwork, including a visit to Arran and collaborative approaches. Relevance will be given to the learning through use of current affairs and events to exemplify themes being explored in the course.</p> <p>Through the study of Higher Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens.</p> <p>The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content of the Geography Course, learners will develop an increased understanding of the environment, sustainability and the impact of global issues. They will be encouraged to develop a sense of responsible citizenship and to reflect upon the impact of the environment on the health and wellbeing of themselves and others. The emphasis on the evaluation of sources, including maps, will develop thinking skills. Learners will progressively develop skills in literacy and numeracy.</p>
<p>Graphic Communication National 4 National 5 Higher</p>	<p>The aims of the National 4/5 Courses are to enable students to:</p> <ul style="list-style-type: none"> • 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 <p>The aims of the Higher Course are to enable students to:</p> <ul style="list-style-type: none"> • replicate familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations • apply recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts • initiate, plan and produce preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features • apply graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features • understand the application of colour, illustration and presentation techniques in a broad range of graphics contexts

	<ul style="list-style-type: none"> critically review graphics work as it progresses and evaluating completed task work suggesting strategies for improvement extend visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views extend graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features select, manage, and use graphic communication equipment, software and materials effectively across tasks understand a broad range of computer-aided graphics techniques including commercial/industrial practice an informed understanding of the impact of graphic communication technologies on the environment and society
<p>Health & Food Technology</p> <p>National 3, National 4, National 5</p>	<p>The National 4 Course aims to:</p> <ul style="list-style-type: none"> develop knowledge of the relationships between health, food and nutrition develop knowledge of the functional properties of food make informed food and consumer choices develop the skills to apply their knowledge in practical contexts develop organisational and technological skills to make food products develop safe and hygienic practices in practical food preparation <p>The National 5 Course aims to :</p> <ul style="list-style-type: none"> develop knowledge and understanding of the relationships between health, food and nutrition develop knowledge and understanding of the functional properties of food make informed food and consumer choices develop the skills to apply their knowledge in practical contexts develop organisational and technological skills to make food products develop and apply safe and hygienic practices in practical food preparation <p>The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills. The Course uses real-life situations taking account of local, cultural and media influences and technological innovations.</p>
<p>Hospitality: Practical Cookery</p> <p>National 4 National 5</p>	<p>The National 3 and 4 courses aim to enable students to:</p> <ul style="list-style-type: none"> use a range of cookery skills, food preparation techniques and cookery processes when following recipes select and use ingredients to produce and garnish or decorate dishes develop an understanding of ingredients and their uses and an awareness of responsible sourcing develop an awareness of current dietary advice relating to the use of ingredients work safely and hygienically <p>The National 5 course aims to enable students to:</p> <ul style="list-style-type: none"> proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes select and use ingredients to produce and garnish or decorate dishes develop an understanding of the characteristics of ingredients and an awareness of their sustainability develop an understanding of current dietary advice relating to the use of ingredients plan and produce meals and present them appropriately work safely and hygienically
<p>History</p> <p>National 3, National 4, National 5, Higher</p>	<p>The three National courses offer the development of a range of subject specific and transferable skills along with topic specific knowledge and understanding.</p> <p>National 3 develops skills including the ability to apply a basic historical perspective and to comment on historical sources. Learners gain a basic knowledge and understanding of the factors contributing to, and the impact of, historical events.</p> <p>At National 4 the History Course develops a range of skills including the ability to apply a</p>

	<p>straightforward historical perspective and to comment on historical sources in a range of contexts. Learners gain a straightforward knowledge and understanding of the factors contributing to, and the impact of, historical events. They also develop the skills of investigating historical events and forming views, and of explaining historical events and drawing straightforward conclusions.</p> <p>National 5 develops a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts. Learners gain a detailed understanding of the factors contributing to, and the impact of, historical events. They also develop the skills of investigating historical events and forming views on the basis of evidence, and of explaining and analysing historical events and drawing reasoned conclusions.</p> <p>Topics are as follows:</p> <ul style="list-style-type: none"> • The Cold War • The Atlantic Slave Trade • The Scottish Wars of Independence <p>The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. The course covers the Medieval period, and includes elements of political, social, economic and cultural history.</p> <p>Topics are as follows:</p> <ul style="list-style-type: none"> • Scottish - The Wars of Independence, 1249–1328 • British - Church, State and Feudal Society, 1066-1406 • European and World - The Crusades, 1071–1204
<p>Mathematics</p>	<p>The National 4 course is delivered in three units as follows: Expressions and Formulae, Relationships, Numeracy. The course is internally assessed. This Course provides progression to National 5 Mathematics. Students who study this course will also complete the standalone unit: National 5 Numeracy.</p> <p>The National 5 course is delivered in three units as follows: Expressions and Formulae, Relationships, Applications. Learners will also complete National 5 Numeracy. The course will be assessed with an externally assessed final exam consisting of two papers: Paper 1 – Non Calculator, Paper 2 – Calculator.</p> <p>The National 5 Course provides progression to Higher Mathematics.</p> <p>The Higher Mathematics courses uses the combined approach to assessment, allowing our students to make links in their learning across the 3 different units:</p> <ul style="list-style-type: none"> • Expressions & Functions Factorising Polynomials; Laws of Logarithmic and Exponential Functions; Functions and Graphs; Trigonometric Formulae; Wave Functions; Vectors • Relationships & Calculus Polynomials and Quadratic Theory; Further Differentiation; Further Integration; Trigonometric Equations; Logarithmic and Exponential Functions • Applications Straight Line; Basic Differentiation; Basic Integration; Recurrence Relations; The Circle <p>We will assess the knowledge and understanding of skills using three assessment tasks. Successful completion of all three tasks is required to achieve an overall award at the end of the session. One re-assessment opportunity will be provided for each task if necessary.</p> <p>As well as being assessed on the key skills above, each task will also assess your ability to</p> <ul style="list-style-type: none"> • Interpret a situation where mathematics can be used and identify a valid strategy • Explain a solution and, where appropriate, relate it to the context of the problem. <p>There will be an external examination at the end of the course. The overall course award is based solely on performance in this examination.</p>

<p>Modern Studies</p> <p>National 3 National 4 National 5 Higher</p>	<p>Modern Studies qualifications develop knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.</p> <p>The Courses offer challenging, coherent and enjoyable journeys for learners who progress through levels. Learners also engage with discussions about the changing nature of political systems through studying democracy in Scotland and the United Kingdom.</p> <p>The National 3 Modern Studies Course offers learners a basic understanding of the main features of democracy and of social issues at local, Scottish, national and international levels.</p> <p>The National 4 Modern Studies Course gives learners a straightforward understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels.</p> <p>The National 5 Modern Studies Course gives learners a detailed understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels. Topics are as follows: Social Issues: Crime and the Law; World Powers: America; Democracy in Scotland</p> <p>The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives</p> <p>Topics are as follows:</p> <ul style="list-style-type: none"> • Democracy in Scotland and the United Kingdom • Social Issues in the United Kingdom: Social Inequality • International Issues: World Issues -Poverty
<p>Modern Languages:</p> <p>French, Spanish</p> <p>National 3, National 4, National 5 Higher</p>	<p>National 3 and 4 Modern Languages courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. This course will enable learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills. Students will also learn about the culture of the country.</p> <p>National 5 Modern Languages Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. This course will enable learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills. Students will also learn about the culture of the country.</p> <p>Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation, and apply knowledge and understanding of a modern language. Topics studied are: Society, Learning, Employability and Culture.</p>
<p>Music Performing</p> <p>National 3, National 4, National 5 Higher</p>	<p>You will perform on two instruments (or voice instead of one) to a high standard, and you will also learn how to understand music in its social context. That will involve learning about some basics of musical styles, and writing some music of your own.</p> <p>At Higher, you will perform on two instruments (or voice instead of one), and you will also learn how to understand music in its social context. That will involve learning some sophisticated concepts about musical styles in their social context, and writing music of your own.</p> <p>Practice at home is necessary at home for all of these courses.</p>
<p>People & Society</p> <p>National 3 National 4</p>	<p>The course offers significant opportunities for personalisation and choice. The approach taken and themes chosen for study in this course can be drawn from a range of social subject/social science disciplines. The main aims of this course are to enable learners to develop:</p> <ul style="list-style-type: none"> • a range of skills which will enhance opportunities to engage positively in society • knowledge and understanding of society and their place in it • straightforward knowledge of key ideas from across social studies and social science

	<p>disciplines</p> <ul style="list-style-type: none"> • an understanding of significant influences on society and individuals <p>Suitable for students who would find being in a Nat 4/5 social subject specific course too challenging.</p>
<p>Philosophy</p> <p>National 5, Higher</p>	<p>The main purpose of this Course is to challenge learners to think clearly about problems by asking them questions about the world we live in. Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Learners will develop the ability to use philosophical thinking skills and terminology to analyse and evaluate arguments and to develop their own reasoning skills.</p> <p>The broad aims of the National 5 Course are to:</p> <ul style="list-style-type: none"> • develop basic knowledge and understanding of philosophy and philosophers • develop basic thinking, analytical and evaluative skills appropriate to philosophy • encourage learners' ability to use abstract thought • offer learners insight into the ideas of others which might be different from their own • develop communication skills appropriate to philosophy <p>In the Higher course In this Course learners will be encouraged to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. Thinking, analytical and evaluative skills, which are important in education and employment, are developed throughout the Course.</p> <p>The broad aims of this Course are to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, moral philosophy and epistemology • develop critical thinking, analytical and evaluative skills appropriate to philosophy • develop the ability to engage with abstract ideas • develop the ability to develop and express reasoned arguments and conclusions • develop skills of analysis, evaluation and expressing a coherent line of argument, by investigating a philosophical question <p>National 5 pass in Philosophy or RMPS is a pre-requisite for Higher.</p>
<p>Physical Education</p> <p>National 3 National 4 National 5 Higher</p>	<p>When studying National 3/4/5 Physical Education students will learn about their own performance and how it can be improved. Students will learn about the factors that impact on their performance and they will implement and evaluate approaches to develop performance further.</p> <p>All students must complete the following units:</p> <p>Performance Skills (Students will be required to demonstrate a comprehensive range of movement and performance skills in two physical activities) Factors Impacting Performance (Written assessment based on various outcomes)</p> <p>The course assessment is based on the following:</p> <p>Two Single Performances: These are "one off" performances in an activity of the pupil's choice. Students are required to plan for and evaluate this performance.</p> <p>Portfolio: A written piece of work based around performance improvement in a particular activity.</p> <p>Students studying National 4/5 will get the opportunity to participate in a range of physical activities. They will have the opportunity to choose their activity for the single performance assessment. For example, this could be an activity they compete in out with school.</p> <p>When studying Higher Physical Education students will learn about their own performance and how it can be improved. Students will learn about the factors that impact on their performance and they will implement and evaluate approaches to develop performance further.</p> <p>All students must pass the following <u>internal unit</u> assessments:</p>

	<ul style="list-style-type: none"> ➤ Performance Skills (Students will be required to demonstrate a broad and comprehensive range of complex movement and performance skills in two physical activities) ➤ Factors Impacting Performance (Written assessment based on various outcomes) <p>The <u>course assessment</u> is based on the following:</p> <ul style="list-style-type: none"> ➤ Single Performance: This is a "one off" performance in an activity of the pupil's choice. Students are required to plan for and evaluate this performance. The single performance is internally assessed by PE staff at Marr College. 60% of overall mark. ➤ Written Exam: 1.5 hrs made up of 2 sections. 40% of overall mark. <p>Studying Higher PE is excellent preparation for students aspiring to college/university as well students who will be heading into employment. It is based around the development of critical thinking skills such as analysis, reflection and evaluation. At the same time the course is founded on the fundamental principles of PE - skill acquisition, physical conditioning and working effectively with others.</p> <p>When studying Higher PE students will participate in the following activities:</p> <ul style="list-style-type: none"> ➤ Badminton ➤ Volleyball ➤ Hockey <p>However, students will have the opportunity to choose their activity for the single performance assessment. For example, this could be an activity they compete in out with school.</p>
<p>Physics</p> <p>National 3 National 4 National 5 Higher</p>	<p>In Physics National courses, students study three main units: Electricity & Energy, Dynamics & Space and Waves & Radiation. National 3 is an ideal course for students requiring more time in S4 to consolidate their learning and skills in more depth. The knowledge and skills gained provides a solid platform for progression to National 4 and beyond.</p> <p>At National 4 they conduct research into a specific topic. National 4 builds a solid platform for progression to National 5.</p> <p>At National 5 students study at a depth greater than National 4. In addition, they conduct research into a specific topic in the Assignment which contributes 20% of the external grade. The course exam contributes 80% of the external grade. National 5 provides an excellent platform for progress to Higher.</p> <p>At Higher, students study three main units: Our Dynamic Universe, Particles & Waves and Electricity at a depth greater than National 5. In addition, they conduct research into a specific topic in the Assignment, which is externally assessed by SQA and contributes 20% of the external grade. The course exam is externally assessed by SQA and contributes 80% of the external grade.</p>
<p>Practical Metalworking</p> <p>National 4 National 5</p>	<p>The Course allows students to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal. The Course will also give students the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.</p> <p>The aims of the Course are to enable students to develop: skills in metalworking techniques; skills in measuring out and marking metal sections and sheet materials; safe working practices in workshop environments; practical creativity and problem-solving skills; an understanding of sustainability issues in a practical; metalworking context. National 5 will now consist of an assignment worth 70% and a final written examination question paper worth 30%.</p>
<p>Practical Woodworking</p> <p>National 4 National 5</p>	<p>The Course allows students to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. Students will become familiar with: using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features; reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts; measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features; applying knowledge and understanding of safe working practices in a workshop environment. National 5 will now consist of an assignment worth 70% and a final written examination question paper worth 30%.</p>

<p>RMPS</p> <p>National 4 National 5 Higher</p>	<p>The National 4/5 course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. It will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.</p> <p>The main aims of the Course are to enable learners to develop: the ability to understand and reflect on, religious, moral and philosophical questions and their impact; a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views; knowledge and understanding of beliefs, practices and sources related to world religions; knowledge and understanding of religious, moral and philosophical questions and responses to them.</p> <p>The Higher Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.</p> <ul style="list-style-type: none"> • The main aims of the Course are to enable learners to develop: the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact • a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views • in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions • in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them <p>National 5 English or RMPS pass is a pre-requisite for Higher.</p>
<p>Travel & Tourism</p> <p>National 4, National 5</p>	<p>The National 4/5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.</p> <p>Learners will develop:</p> <ul style="list-style-type: none"> • skills to become effective job-seekers and employees, including the option for work experience where appropriate. • skills to deal effectively with all aspects of customer care and customer service in travel and tourism. • the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide. <p>Both National 4 and 5 courses are 100% internally assessed with no final examinations.</p>

3. Personal Development Awards – Wider Achievement

The Personal Development option will be subject to choice and may include the following themes:

- Leadership
- Sports
- Health and Wellbeing
- Numeracy and Statistics
- Languages and Literacy
- Ayrshire College School Link courses
- Work Experience

Personal Development Awards	
Leadership	<p>The Higher Leadership Award – involves completing two units of work including a leading a project across the whole school.</p> <p>You may also be involved in Peer Support in junior classes, in a subject of your choice.</p>
Sports	<p>The SCQF Level 5 Award in Community Sports Leadership (CSLA) enables successful learners to lead groups of people in sport/activity, under indirect supervision. You will develop generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit.</p> <p>Students will be required to teach/coach small groups of children within S1-3 classes at Marr College, cluster Primary Schools and local sports clubs. Students undertaking this course must have a genuine interest in working with others and a passion for physical activity.</p> <p>Students will also be given the opportunity to pass the following stand-alone units as part of the course: National 5/Higher performance skills & Heartstart.</p>
Health & Wellbeing	<p>Through the Health and Wellbeing option, students will undertake a variety of short courses including: Healthy Basic Cooking; First Aid; Heartstart; and an introduction to Basic Sign Language.</p>
Numeracy & Statistics	<p>Students will have the opportunity to study:</p> <p>Level 6 Statistics Unit - develop knowledge, skills and understanding in statistical methods and techniques that can be applied to a variety of real-life contexts which may be new to the learner. This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution and determining the equation of linear regression and using it for prediction. Ideally you should have achieved your National 5 Numeracy/National 5 Mathematics.</p> <p>Financial services unit including Financial Maths. You may also be involved in Peer Support in junior mathematics classes.</p>
Languages for Life, Learning and Work	<p>This option offers learners opportunities to develop and extend a wide range of skills and attributes, including communication, self-awareness and confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.</p> <p>You may also be involved in Peer Support in junior classes, in a subject of your choice.</p>
Ayrshire College School Link Courses	<p>Please ask your Guidance Teacher for the Leaflet</p>
Work Experience	<p>Please ask your Mr McNeill for more information</p>

Marr College S5 Learning Option Choices for 2017/18

In S5 our students will be given the opportunity to experience further personalisation and choice in their learning by specialising in a range of subjects. All students will continue with a Core Curriculum consisting of: Physical Education; PSE; RMPS and Tutor Time. In addition, students will choose 6 Learning Options (ideally 5 subject based options and one wider achievement) which will each be studied for 5 periods.

All students should discuss options with their parents, guidance teachers and subject teachers before making their final choices. It is strongly recommended that young people continue with Mathematics and English in S5 if they have not secured a pass at National 5 in S4.

We will do our very best to ensure that all young people are able to study their preferred options, however, on occasion some courses may not run and choices therefore may not be guaranteed. It is essential that forms are returned by the deadline. This is a very exciting time for the young people as they are beginning to shape their future. It is extremely important that all choices are carefully considered.

There are four levels studied in S5: National 3, National 4, National 5 and Higher. National 3 and 4 are all internally assessed with no final examination. This is also the case for National 5: Administration & IT, Physical Education, Travel & Tourism, Practical Metalworking and Practical Woodworking. All other National 5 and Higher courses have a final examination as well as a strong element of internal assessment.

Here are some useful web links where you can find out more about the National courses in the Senior Phase as well as our options descriptor pack:

<http://www.sqa.org.uk/sqa/45625.html>

www.myworldofwork.co.uk/my-career-options/choosing-my-subjects

Marr College S5 Learning Option Choices for 2017/18

Name: _____

Register Class: _____

S5	Choice A	Choice B	Choice C	Choice D	Choice E	Choice F
Choice						
Level						
PT Subject Signature						
Parent/Carer signature:						
Student signature:						
SSDT Signature:						
Date:						

Please return to your Guidance Teacher by 28th February 2017

National 5 Assessment Framework (fully updated for SQA Examination Diet 2018)

Course	Performance		Assignment/Coursework		Final Assessment	
	Mark	%	Mark	%	Mark	%
Accounting			50/180	28%	130/180	72%
Administration and IT			70/120	58%	50/120	42%
Art and Design			200/250	80%	50/250	20%
Biology			20/120	20%*	100/120	80%*
Business Management			30/120	25%	90/120	75%
Chemistry			20/120	20%*	100/120	80%*
Computing Science			50/160	31%	110/160	69%
Engineering Science			50/160	31%	110/160	69%
English			30/100	30%	70/100	70%
Environmental Science			20/120	20%*	100/120	80%*
French	30/120	25%*	20/120	12.5%*	70/120	62.5%*
Geography			20/100	20%	80/100	80%
Graphic Communication			40/120	33%	80/120	67%
Health & Food Technology			60/120	50%	60/120	50%
History			20/100	20%	80/100	80%
Hospitality: Practical Cookery			100/130	75%*	30/130**	25%*
Mathematics					110/110	100%
Modern Studies			20/100	20%	80/100	80%
Music (Externally assessed performances)	60/130	50%*	30/130	15%*	40/130	35%*
Philosophy			20/100	20%	80/100	80%
Physical Education (Internally assessed performances)	60/120	50%	60/120	50%		
Physics			20/155	20%*	135/155	80%*
Practical Metalwork			70/130	70%*	60/130	30%*
Practical Woodwork			70/130	70%*	60/130	30%*
RMPS			20/100	20%	80/100	80%
Spanish	30/120	25%*	20/120	12.5%*	70/120	62.5%*
Travel and Tourism			100/100	100%		

*Scaling will be used to indicate the weightings indicated

** Marks for question paper will be confirmed April 2017 by SQA

Higher Assessment Framework

Course	Assignment/Coursework		Final Exam	
	Mark	%	Mark	%
Accounting	50/150	33.3%	100/150	66.7%
Administration and IT	70/100	70%	30/100	30%
Art and Design	160/220	73%	60/220	27%
Biology/Human Biology	20/120	16.67%	100/120	83.33%
Business Management	30/100	30%	70/100	70%
Chemistry	20/120	16.67%	100/120	83.33%
Computing Science	60/150	40%	90/150	60%
Engineering Science	60/150	40%	90/150	60%
English	30/100	30%	70/100	70%
Environmental Science	20/120	16.67%	100/120	83.33%
French	30/100	30%	70/100	70%
Geography	30/90	33.33%	60/90	67.67%
German	30/100	30%	70/100	70%
Graphic Communication	70/140	50%	70/140	50%
Health and Food Technology	50/100	50%	50/100	50%
History	30/90	33.33%	60/90	67.67%
Mathematics			130/130	100%
Modern Studies	30/90	33.33%	60/90	67.67%
Music	60/100	60%	40/100	40%
Philosophy	30/90	33.33%	60/90	67.67%
Physical Education	60/100	60%	40/100	40%
Physics	20/120	16.67%	100/120	83.33%
RMPS	30/90	33.33%	60/90	67.67%
Spanish	30/100	30%	70/100	70%