

LEARNER REVIEW BOOKLET



2022-23

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WELCOME!

This booklet aims to give you the best guide in course choice possible. It will give you course outlines and information that will help you make an informed decision on what you may want to study in the Senior School. It is the intention of staff at Bridge of Don Academy to make this year as successful as possible for you by helping you:

- To gain as good a set of examination results as you are able to achieve
- To take positive steps towards your choice of a career
- To take part in activities outside the classroom
- To further your own personal development by giving you the opportunity to take responsibility both inside and outside the school.

The last point above is especially important. As you progress through the school you gain more and more responsibility for your own learning until the senior school where the responsibility is largely yours.

HOW SUCCESSFUL THIS YEAR WILL BE FOR YOU, THEN, WILL DEPEND ON YOUR ATTITUDE, AND IN PARTICULAR ON HOW WELL YOU GRASP THE OPPORTUNITIES OPEN TO YOU.

The purpose of this booklet is to explain to you the opportunities open to you as a senior pupil at the school, to guide you in your choice of subjects for next year and to make clear our expectations of you at this important stage in your education.

Please read this booklet carefully - it contains a lot of information relevant to your future education. You will have ample opportunities to discuss your choice, with your guidance teacher and with your subject teachers - but please read the booklet first of all so that the discussions you have are well informed.

The list below shows the most natural progression paths:

S3 – S4	National Courses (Nat 3 – Nat 5)
S4 – S5	Higher or National Courses (Nat 3 – Nat 5)
S5 – S6	Advanced Higher, Higher or National Courses (usually Nat 4/5)

Most young people progress in a subject from one level to the next. However, it is possible for young people to study subjects, particularly at Higher in S6 without having completed the National 5 Course. Principal teachers of the subject and Heads of House are able to offer advice in these circumstances, and make recommendations.

S3 – S4

WHAT HAPPENS AFTER THE BROAD GENERAL EDUCATION? - NATIONAL COURSES - INFORMATION ABOUT NATIONAL COURSES AND QUALIFICATIONS

The senior phase, S4-6 builds on learning which has taken place in S1-S3. All courses in S4 are designed to be undertaken in one year by pupils who have completed their broad general education in S3. S4 should give each learner increasing opportunities for exercising responsible personal choice as they move through their school career. Our curriculum responds to individual needs and supports particular aptitudes and talents. This includes understanding of the world and Scotland's place in it and understanding of the environment. Our timetable is structured after pupil choices have been made.

This booklet will help pupils and their parents/carers to make informed choices about fourth year in school and National 4 and 5 courses. The National 4 courses are internally assessed and the National 5 courses have an external assessment. Most learners will do National 5 work with National 4 as a backup. Final decisions about levels will be made during S4. This will allow pupils the opportunity to achieve the highest level possible with appropriate personal support and challenge. This booklet contains information about all the subjects which appear on the S4 course choice sheet. It is therefore important to read about ALL the subjects.

Learners choose four subjects in S4 in addition to subjects which are compulsory; English, Mathematics, PE, and PSE.

It is always a good idea to develop one's strengths. It is important to think carefully about your choices because we would expect you to carry almost all of your subjects forward into your senior phase (S4, S5 & S6). It is strongly encouraged that you will continue with these subjects into S4 to give you the best chance of success in exams. This will give you at least 2 years of learning in your chosen subjects. It is really important to have discussions at home and with your teachers in school to find the best pathway for you. There are a wide range of subjects available in S4. Every effort will be made to give learners their first choice subjects, but no guarantee can be given.

WHY DID QUALIFICATIONS CHANGE?

Curriculum for Excellence was the Scottish Government's plan to introduce a new way of learning in schools and colleges. Curriculum for Excellence is designed to equip young people with the skills and knowledge they need to succeed in the 21st Century. The skills young people learn today will help them to succeed in life outside the classroom.

The Scottish Qualifications Authority (SQA) designed new qualifications which help young people demonstrate the knowledge and skills they have learned. The National Qualifications have been available in schools and colleges since August 2013. SQA is working with parents, teachers, colleges, universities and employers to make sure national standards are

maintained and the new qualifications are of the same high standard as those we previously had.

HOW WILL THE NEW QUALIFICATIONS BE ASSESSED?

We will mark and assess National 1, National 2 and National 3 as well as National 4 courses. Courses at National 5, Higher and Advanced Higher courses may still include work which is assessed by schools, but for these qualifications, young people will also have to pass an additional assessment – usually a question paper and/or an assignment – which will be marked externally by SQA and graded A-D with grades A-C representing a pass. National 4 courses are marked as a pass or a fail.

The SQA are working with our teachers to implement robust quality assurance procedures that will ensure all assessments are fair, consistent and continue to meet national standards. We have developed our own internal policies and procedures to ensure we meet all the requirements of the SQA.

UPDATES TO THE NEW QUALIFICATIONS

It was announced that to reduce the workload for pupils and teachers, unit assessments would be removed from National courses.

This was done over a 3 year period with the removal of unit assessments as follows:

- National courses in session 2017-18
- Higher course changes will take place in 2018-19
- Advanced Higher in session 2019-20

These changes to assessment resulted in one or more of the following:

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

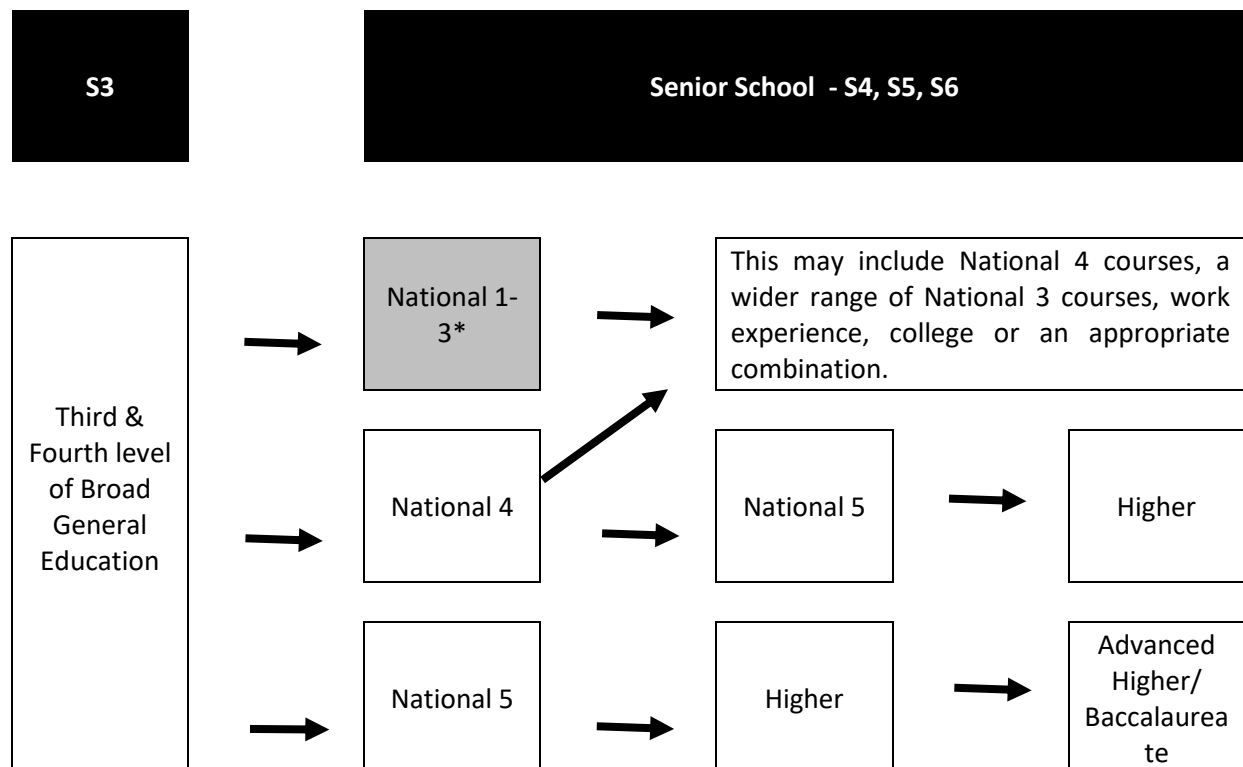
Please note that there will be no change to the aims, rationale or content of the courses. Only the assessment arrangements were changed, and there will be clarification on content for some courses.

Teachers will continue to mark and assess pupil work to give them feedback on their progress. They may use unit assessments for this purpose. Teachers will also keep parents' and pupils informed about assessment in arrangement in their subject areas.

There are currently no planned changes to National 4 courses. Courses will remain internally assessed on a pass or fail basis and be subject to our published external verification arrangements.

WHAT DOES PROGRSSION LOOK LIKE WITH THE NEW QUALIFICATIONS?

Many pupils will be interested in progression as they make their choices. The diagram below demonstrates anticipated progression in qualifications beyond S3. Students move up or across to a level as they progress, illustrated by the arrows.



INFORMATION FOR S4/5 PUPILS MAKING SUBJECT CHOICES

In fifth and sixth year, there is a wide range of courses available at different levels for you to choose from enabling you to build upon the knowledge and skills you have acquired. The main features of these courses are:

There are different levels of course in each subject:

National 3 - National 4 – National 5 – Higher - Advanced Higher

In some subject areas there will be the opportunity to study the new National courses even although you have not studied these before. Please make sure you read all course information and entry requirements prior to choosing your subjects – if in doubt speak to your teachers.

Most courses also have a final External Exam in May or June which will cover all the Units you have completed. This is graded A – D. If you pass the External Exam, you will be awarded a Course pass on your exam certificate at the grade that you achieved in the External Exam. Some courses may have units that you also will be required to complete.

The Scottish Qualifications Authority (SQA) is responsible for all the assessments and exams in the courses that you choose this year. In the second section of this booklet, the courses and levels offered by each subject department are described. The Core Skills you will receive automatically if you pass these courses. If you are not sure about the level that you should choose, then talk to your Guidance Teacher, Subject Teacher or the Careers Adviser.

GUIDELINES FOR CHOOSING SUBJECTS

By this stage in your school career we feel it is reasonable that **YOU YOURSELF** should be prepared to do a certain amount of research into the qualifications and skills you are likely to require for any career you may have in mind, or for college or university education. At Bridge of Don Academy there is a great deal of advice, help and support available to you. PLEASE USE IT!

Advice and help comes to you in the form of:

- ✓ this choice booklet
- ✓ discussion with your Guidance Teacher
- ✓ discussion with your subject teachers and your reports
- ✓ discussion with your parents/carers
- ✓ the availability of the Careers Adviser
- ✓ the Careers Section of the library & My World of Work
- ✓ the various prospectuses issued by colleges and universities also available online
- ✓ Virtual careers information or sessions – advertised weekly

BE REALISTIC in your choice of courses - especially as Higher/Advanced Higher courses are more demanding than the National/Higher courses, you may be advised to follow a mixture of Higher and National Courses. There are opportunities for the current S4 pupils to consider completing a National course in S5 with scope to then sit the Higher in S6. However, those pupils intending to apply to university or college may have to have obtained a minimum number of Higher certificates at one sitting. Make sure you check up on the exact entry requirements for any college or university course that you intend to apply for. This is particularly important for young people considering medicine, law, veterinary science or study at Oxford/Cambridge.

Try to ensure that there is a reasonable BALANCE in your chosen course. As far as possible you should choose a reasonable spread of subjects over several modes - though, of course, you must ensure that you have included any subjects that are essential (e.g. for entry to a particular job or career).

- Carefully RESEARCH what is likely to be the best course of study for you.
- Be REALISTIC in the choice and level of courses you make.
- Make your course a BALANCED and VARIED as you can.

Senior pupils will also be given the opportunity to develop themselves by completing enhancement courses. You will be given further information about these in school.

USING STUDY TIME SENSIBLY

The results you achieve, particularly in S5, will probably have a very significant effect on your future. Give yourself the best possible chance by giving your studies the highest priority. Included in your timetable will be supervised study periods. During these periods you can complete any unfinished work, prepare for assessments, or you may be able to arrange with individual departments to spend this time working there. There will be a teacher supervising the class during these periods to ensure that you make the best possible use of this time.

What follows are some practical steps that you can take to make studying as successful as possible.

MAKE TIME FOR HOME STUDY: Much of the work in S5 and S6 simply **HAS** to be covered at home. The amount of time recommended by individual departments will vary but when you add it all together you will quickly realise there are no short cuts to take if you want to do well.

THINK ABOUT PRIORITIES: It's when you total up the studying time that the business of priorities really begins to bite. To find the time for this work, you will probably have to curtail some of your other activities. It is **NOT** suggested that you give up **ALL** your sports or hobbies - in fact the opposite is the case. If you are working hard it is important that you take time to relax. But it does mean that you have to think very carefully before taking on extra

commitments. Fifth year is definitely not the year to take on a job or to become heavily committed to an organisation if the time required runs to more than 2 evenings per week (or the equivalent of this).

Some pupils will be encouraged to take **6 subjects in S5** rather than taking a column of Study, in order to maximise their time and potential in school.

ORGANISE YOURSELF: Plan your **TIME** carefully. Use your student planner to write down the dates on which specific assignments are due. Make sure that you don't leave everything to the last minute or you will not be able to give of your best. Organise your **NOTES:** you should be able to find information quickly and easily and thus save yourself a great deal of time and effort in the long run. Consider purchasing at least one ring binder per subject. Plan your **REVISION:** even if there is no set homework in a particular week, use some time to revise your notes, to expand your background reading on the subject or to supplement the information you already have by further research.

Finally, make sure your **ATTENDANCE AT CLASSES** is regular and punctual. If you know you will be absent from class for any reason, please let your teachers know. An absence note should of course, explain all absences.

LIBRARY RESOURCE CENTRE

The school library has much to offer all our students. As well as stocking resources for National, Higher and Advanced Higher examinations, we also have study guides and hope to stock new study materials as they become available.

We have a section in the Library where we display useful information on careers and hold the prospectuses for Scottish colleges and universities. We also have a Shelf Help area which caters for students' emotional wellbeing with access to books and leaflets.

Students are encouraged to use our two online resources – Issues (www.issuesonline.co.uk) and Complete Issues (www.completeissues.co.uk). These cover a wide range of current, social, moral and environmental issues and have proved useful for discursive and persuasive essays in English and researching information and statistics in subjects such as Modern Studies, RMPS and Biology

We also undertake to borrow specialist items from other local libraries. Students looking for suitable resources (and their availability for loan) for AH and Baccalaureate courses can search Aberdeen University Library's on-line catalogue. There may also be the opportunity to visit the university library during the autumn/winter term - Science, Social Science and English Departments have all organised visits in the past.

S6 students are welcome to use the school library facilities during private study periods. The library has computers which allow access to the school network and the Internet. Students should make advanced bookings whenever possible, particularly at peak times.

CAREERS INFORMATION

You can help yourself a great deal by getting started **EARLY** with plans for careers and Higher or further education.

- Make full use of the Careers Section in the library – look beyond ‘job titles’.
- For help with degree course choice, visit www.ucas.com
- PlanIT is also another very useful website, www.ceg.org.uk
- www.myworldofwork.co.uk
- Consult the Careers Adviser who is in school regularly every week.
- Your Guidance Teacher and Year Head are always willing to give advice where they can, especially when it comes to filling in forms and going for interviews

For all **APPLICATIONS** - whether for college, university or employment - the school normally has to provide a reference for you. Please allow plenty of time for paperwork to be completed. If you are leaving school for employment, Skills Development Scotland can notify you directly of suitable vacancies through Job Match. There is also a careers notice board in the main corridor of the school where a list of job vacancies is displayed.

University and college applications should be made as early as possible in the year. **DO NOT** wait until just before the closing date. Ensure that all the paperwork in connection with your application will be sent off at least **ONE MONTH** before the official closing date.

Closing date for UCAS forms - normally 15 January, for entry that year. School deadlines for applications to be submitted will be before this to allow for references to be written and final submissions made.

But note –

- for Oxford and Cambridge Universities only the closing date is normally 15 October, for entry the following year.
- the closing dates for applications to Medicine and Veterinary Medicine are also 15th October, for entry the following year.

ATTENDANCE

There will be a regular **ASSEMBLY** for all S4, S5 and S6 pupils.

It is important that you:

- read/listen to the pupil notices issued each day
- attend assemblies
- look regularly at the notice boards.

Otherwise you may well miss important announcements that concern you.

If you are **ABSENT** you should always bring a note to your register teacher on return to school.

In S5 or S6 you will be asked to sign a ' Learning Agreement' (to be countersigned by your parent or guardian) including the above agreement on attendance.

SUBJECT CHOICE PROCEDURES

In the final part of this booklet you will find detailed information about courses available to you at Bridge of Don Academy. Please study this information carefully together with the earlier sections of this booklet.

KEEP THE BOOKLET IN A SAFE PLACE FOR FUTURE REFERENCE.

During January and February 2022 you will be discussing your choice of subjects with the relevant people - your guidance and subject teachers, your parents/carers, the careers advisor and so on. Read carefully the section entitled **GUIDELINES FOR CHOOSING SUBJECTS.**

By **4 MARCH 2022** you **must** have returned the course choice sheet to your guidance teacher.

NEW S4 STUDENT - you must choose 4 courses, preferably from the ones chosen in S3. In total you will be studying 6 - English and Mathematics are compulsory

NEW S5 STUDENTS - **you will be advised whether to take 5 or 6 subjects** in S5. You may be advised to take 6 subjects to maximise your time and potential in S5.

S6 STUDENTS should follow exactly the same procedure but you may be allowed to take **one** supported study choice **AFTER CONSULTATION WITH YOUR GUIDANCE TEACHER.**

Only those pupils doing three Advanced Highers may be allowed two/three columns of study. Many pupils do not find study beneficial and in fact, may benefit from doing another subject!

At Bridge of Don Academy we are always striving towards promoting skills development and wider achievement. This year, our S6 pupils are encouraged to choose development opportunities in these areas which will be incorporated into their timetable. These will be discussed in PSE and with the pupil's guidance teacher. This allows our pupils to 'give something back' to the school as well as develop themselves as successful learners, confident individuals, effective contributors, responsible citizens. These opportunities will be highlighted after the start of the new timetable.

Course: Higher Administration and Information Technology

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 and not only in employment but also in other walks of life.

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

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 because 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.

The course covers **two areas of study** that assess your knowledge, understanding and practical skills.

Learners develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies and customer care.

Learners develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

How will I learn?

Throughout this course you will have the opportunity to work both independently and with your peers. There will be many opportunities for active learning in the form of real-life activities and case studies. There will be lots of opportunities to carry out real-life tasks on the computer each providing you with breadth, challenge and application. There is an emphasis on the development of transferable life skills and the application of these skills.

Assessment:

There is a course assignment which is worth 58% of the overall mark (completed in March) and a question paper worth 42% of the overall mark (completed during the exam diet in May).

Course Assignment (58%):

The purpose of this assignment is to address challenge and application. It will assess learners' ability to apply their problem solving and advanced IT skills in the context of a complex scenario. This assignment will give learners an opportunity to demonstrate their ability to use complex IT functions to produce, process and manage information and solve problems in unfamiliar contexts.

Question Paper (42%):

The question paper will give learners an opportunity to demonstrate knowledge and understanding of administrative theory from all aspects of the course and draw valid conclusions based on evidence provided.

What is the recommended entry?

Whilst it is important that you discuss your choice with a member of the Business Education Department, you will be expected to have attained National 5 Administration and Information Technology at Grade B or above. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

How will I know how I am progressing?

Individual pupil targets will be set and these will be monitored and reviewed at regular intervals by both you and your teacher. You will be actively encouraged to take responsibility for your own learning, in order for you to achieve your full potential.

What are the possible career opportunities from this course?

You will be able to utilise the acquired administration and information technology related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Most organisations require administrative support workers, this subject is valuable for a career path in most areas and ensures preparation for the next stage of education or for entering the world of work.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites or newspapers.



Faculty: Technologies

Course: N5/N4 Administration and Information Technology

Description of Course:

All successful organisations need staff to deal with daily business activities. These include keeping accurate records and organising the flow of work. Administration and IT develops your ability to handle information, to decide priorities, solve problems and make decisions. These skills are valuable in almost every career sector but are particularly useful in areas such as office work, economics, human resource management, management services and public services administration

Administration and IT is a practical course that develops a wide range of skills for learning, work and life. You will learn how to use a range of computer software to carry out administrative tasks, support departments within an organisation and organise events. This is the only course which provides skills for Microsoft Office.

What will I learn in N5 Administration and IT?

The course covers **two areas of study** that assess your knowledge, understanding and practical skills.

Theory

- Understanding of the skills/qualities and duties of an administrator
- The importance of good customer service
- Learn about the importance of health and safety within an organisation
- The importance of security of people, property and information
- The features and benefits of various sources of information
- The importance of file management
- The importance of portraying a good corporate image
- Learn about various electronic communication currently available

IT Applications

- Word Processing/Desktop Publishing
 - Creating and editing a range of documents following house style
 - Importing data from other IT applications
 - Merging data from other IT applications
- Spreadsheets
 - Creating, editing and formatting workbooks
 - Applying advanced functions and formulae
 - Creating charts and labelling accordingly
 - Merging appropriate data from other IT applications

- Databases
 - Editing relational databases using tables and forms
 - Creating forms, reports and labels
 - Searching and sorting in a relational database
 - Merging appropriate data from other IT applications
- Presentations
 - Create and edit presentations
- Electronic Communication
 - Using e-mail, e-diary tasks/to-do lists
 - Downloading, searching and extracting information

How will I learn?

Throughout this course you will have the opportunity to work both independently and with your peers. There will be many opportunities for active learning in the form of real-life activities and case studies. There will be lots of opportunities to carry out real-life tasks on the computer each providing you with breadth, challenge and application. There is an emphasis on the development of transferable life skills and the application of these skills.

Assessment:

National 5:

There is a course assignment which is worth 58% of the overall mark (completed early March) and a question paper worth 42% of the overall mark (completed during the exam diet in May).

Course Assignment (58%):

Learners work through a series of planning, support and follow-up tasks related to an event or business. The assignment gives learners the opportunity to demonstrate:

- Skills 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

Question Paper (42%):

This question paper gives learners the opportunity to demonstrate:

- Using IT functions in spreadsheet and database applications to produce and process information
- Problem solving
- Administration theory

National 4:

If the National 5 Administration and IT course is a bit too demanding, then it will be possible to revert to the National 4 course. This course is assessed through unit assessments and an Added Value Unit.

Unit Assessments:

Unit assessments are completed throughout the session as topics have been covered.

Added Value Unit:

Using IT functions in word processing, desktop publishing, spreadsheet, database, presentation and electronic communication to produce documentation which would support a small-scale event to a given brief.

What is the recommended entry?

It is important that you discuss your choice with a member of the Business Education Department. Administration and Information Technology is a very practical course in which you are expected to concentrate on your own work and complete work at a computer work station. Therefore, a good work ethos would be expected.

How will I know how I am progressing?

Individual pupil targets will be set and these will be monitored and reviewed at regular intervals by both you and your teacher. You will be actively encouraged to take responsibility for your own learning, in order for you to achieve your full potential.

How can I take this course forward into Higher?

You must be completing the N5 Administration and IT course to progress to Higher Administration and IT. You will further develop your skills and knowledge on the topics as mentioned above and apply your skills and knowledge to realistic scenarios, solving business problems and analysing business data.

What are the possible career opportunities from this course?

You will be able to utilise the acquired administration and information technology related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Most organisations require administrative support workers, this subject is valuable for a career path in most areas and ensures preparation for the next stage of education or for entering the world of work.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites or newspapers.

Department: Expressive Arts
Course Name: Advanced Higher Art and Design



Description of Course:

Learners are given the option to specialise in expressive art or design as their focus in Advanced Higher:

The Expressive Advanced Higher course provides opportunities for learners to develop their creativity, visual awareness and understanding of aesthetic, while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding in an individual way to stimuli, researching challenging expressive art contexts and evaluating how artists respond creatively to stimuli.

The Design Advanced Higher course provides opportunities for learners to develop their creativity and apply their understanding of design practice, function and aesthetics. This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and incorporating visual stimuli and other information from a variety of sources.

Course Entry Requirements

Candidates who achieve an A or B at Higher Art and Design will be considered for the course.

My Learning:

What will be different in S5/6?

- Learners will attend 4 one hour sessions per week.
- Learners will complete SQA units and participate in formal SQA folio assessment.
- At Advanced Higher you are expected to present and prepare your portfolio of evidence with minimum support from your assessor.

Design	Expressive	Course Assessment
Learners will evidence ability to develop creative ideas and design work in response to a design brief. They will also demonstrate analytical and evaluative skills. This will include analysing in detail either a single chosen design work or a closely related group of work(s), which relates in some way to their practical design work. It will also include	Learners will evidence ability to develop creative ideas and art work in response to a chosen expressive stimulus/theme concept. They will also demonstrate their analytical and evaluative skills. This will include analysing in detail either a single chosen art work or a closely related group of work(s) which relates in some way to their practical art work. It will also include an evaluation of your portfolio of art work.	Design or Expressive Portfolio including written critical analysis and essay – 100 marks in total.

an evaluation of your portfolio of design work.		
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How will I learn?

Learners will develop their own personal enquiries through a variety of active learning tasks and by experimenting with a range of media and techniques relevant to their individual folios.

The use of ICT can be used to conduct research and help in the production of concepts and practical work (particularly in design studies).

How will I know how I am progressing?

Learners work is regularly reviewed and assessed throughout the year. Feedback is given in oral, note and formal assessment format. Learners will be self-reflective and encouraged to set themselves targets and next steps in their learning in line with the school tracking and monitoring system.

Learners will be encouraged to peer assess the work of others in class, as well as that of professional artists/designers in order to gain a more well-rounded grasp of their chosen area of study.

What are the possible career opportunities from this course?

There are many advanced learning courses available for learners after Advanced Higher, including numerous college and university courses.

Art and Design qualifications at Advanced Higher can lead to work in advertising art director, animator, architect, design and development engineer, costume designer, textile designer, graphic designer, fine artist, illustrator, jewellery designer, woodworker, ergonomist, print maker, fashion designer/technician, photographer, art curator, landscape architect, museum curator, prop maker, web designer, visual merchandiser, set designer and many more.

What will my home learning commitment be?

Learners will be expected to complete a range of home learning activities as well as attend additional time in the department during study periods. Pupils will be expected to seek and attend art and design courses available in Aberdeen city, free college courses or courses organised for school pupils to attend at Grays School of Art.

Faculty: Expressive Arts

Course Name: Higher, N5 & N4 Art and Design



Description of Course:

Learners will develop their knowledge of art and design practice. They will be given the opportunity to experience a range of practical media handling skills in both expressive and design contexts. They will continue to exercise imagination and creativity, while working towards a final outcome and set deadlines. Learners analyse the factors influencing artists' and designers' work and practice in their folio work and in critical studies. They will explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will be able to develop and produce creative design and expressive ideas and critically reflect on their own work and the work of other artists and designers.

Course Entry Requirements

There are no set entry requirements for Nationals. Pupils who have already gained a National 4 pass will be allowed to progress to Nat 5. The level that the learner will be set at will be decided in due course by class teacher based on practical and critical work.

Pupils wishing to sit Higher Art and Design must have gained an A or B at National 5 level in order to progress.

My Learning:

What will be different in S4/5/6?

- Learners will attend 4 one hour sessions per week.
- Learners will complete SQA units and participate in formal SQA folio assessment.
- At Advanced Higher you are expected to present and prepare your portfolio of evidence with minimum support from your assessor

Design	Expressive	Course Assessment
The aim of this unit is to develop learners' ability to produce creative design research and development ideas in response to a design brief. Pupils are given the opportunity to choose between graphics, architecture, lighting design or body adornment as their direction of study. They will analyse the impact that social	The aim of this unit is to develop learners' ability to produce expressive ideas and development work in response to stimuli. Pupils select their own theme in order to base their studies on. Learners will also develop critical understanding of the social and cultural factors influencing art practice. On completion of the	National 4 Marks internally by class teacher pass/fail National 5 Expressive folio- 100 marks Design folio- 100 marks Question Paper 50 marks

and cultural factors have on designers and their practice. They will produce investigative research and development work in response to the brief, showing understanding of the design area requirements. Their development work will then inform them in producing a final outcome.	unit, learners will be able to use a range of art materials, techniques and/or technology for visual impact when developing their personal ideas and art work in 2D and/or 3D formats. They will also be able to critically reflect on their own work and the work of other artists.	<u>250 marks total</u> Higher Expressice folio 80 marks Design Folio- 80 marks Question Paper- 60 marks <u>220 marks total</u>
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How will I learn?

Learners will develop their own personal enquiries through a variety of active learning tasks and by experimenting with a range of media and techniques relevant to their individual folios. The use of ICT can be used to conduct research and help in the production of concepts and practical work (particularly in design studies).

How will I know how I am progressing?

Learners work is regularly reviewed and assessed throughout the year. Feedback is given in oral, note and formal assessment format. Learners will be self-reflective and encouraged to set themselves targets and next steps in their learning in line with the school tracking and monitoring system. Learners will be encouraged to peer assess the work of others in class, as well as that of professional artists/designers in order to gain a more well-rounded grasp of their chosen area of study.

What are the possible career opportunities from this course?

Learners sitting National 5 can progress to Higher, Higher pupils have the opportunity to sit Advanced Higher. There are many college courses aimed at folio building for pupils who aim to apply to Art. Art and Design qualifications at Advanced Higher can lead to work in advertising art director, animator, architect, design and development engineer, costume designer, textile designer, graphic designer, fine artist, illustrator, jewellery designer, woodworker, ergonomist, print maker, fashion designer/technician, photographer, art curator, landscape architect, museum curator, prop maker, web designer, visual merchandiser, set designer and many more.

What will my home learning commitment be?

Learners will be expected to complete a range of home learning activities as well as attend additional time in the department during study periods if in S5 and S6. Additional home learning will be required in particular in preparation for prelim exams.

The Advanced Higher course looks at topics in greater depth and develops an understanding of the way biological principles can be applied to important issues facing society today. Advanced Higher Biology particularly encourages independent study and includes the design and completion of an extended practical investigation.

This starts with a range of laboratory techniques for biologists and focuses on the importance of proteins in all aspects of cell biology. It looks at protein structure, binding and conformational change and links these to detecting and amplifying a stimulus, communication between cells and the control of cell division.

This explores different techniques used for ecological field studies and how these have developed our understanding of evolution. It looks at variation and the evolution of different patterns of reproduction as well as parasitism and its impact on evolution.

This covers scientific principles and processes, experimentation and the evaluation of biological research.

Pupils will apply the skills of experimentation and their understanding of scientific principles and process gained in Investigative Biology to carry out an investigation. They must complete and submit an investigation report for external assessment.

- Higher Human Biology preferably at A or B
- National 5 Maths and National 5 English.

To gain the Course award pupils must pass the all the units and an externally marked written exam. They must also complete a practical report and an extended research assignment/practical investigation and submit an investigation report for external assessment. The Unit Assessments and the Practical Report are assessed in school.

My Learning

What will be different in the senior phase?

You will study a range of Biology topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of biology and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Biology courses give an excellent basis for a wide range of further study options and career choices.

Pupils who are successful at Advanced Higher Biology can use this to gain entry to further and higher education courses in areas associated with the life sciences. These include Agriculture, Biology [Botany & Zoology], Biochemistry, Biomedical Sciences, Biophysics, Forensics, Immunology, Marine Biology, Medicine, Nutrition & Dietetics, Physiotherapy, Nursing, Pharmacology, Radiography and Veterinary Science.

The Biology courses may also enable pupils to move directly into employment in a related area.

Faculty: Science
Course: Higher Biology



Description of Course:

The course allows candidates to develop deeper understanding of the underlying themes of biology. The scale of topics ranges from molecular through to whole organism and beyond. The units are:

Unit 1: DNA & the genome

Candidates develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity. Genomics is studied as one of the major scientific advances in recent times.

Unit 2: Metabolism & Survival

Metabolic pathways and their control are considered along with the conditions in which organisms survive and their means of coping with these.

Unit 3: Sustainability & Interdependence

The interdependence and complex interactions between organisms is explored and sustainable food production, with the fundamental process of photosynthesis at its core, is investigated.

Skills development

The course enables candidates to develop skills in the following: adapt their learning to new situations, solve problems, make decisions based on evidence, work independently and evaluate the impact of scientific developments on their health and wellbeing, society and the environment.

Recommended entry

- National 5 Biology, preferably at A or B
OR
- Higher Chemistry or Higher Physics at A-C
AND
- National 5 Maths and English are desirable as data handling forms a significant part of the course **as well as extended writing, essays and a research assignment.**

Assessment

To gain the Course award pupils must pass an externally marked written exam and complete an investigation/research assignment report which is also externally assessed.

My Learning

What will be different in the senior phase?

You will study a range of Biology topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of biology and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at Higher Human Biology can progress to Advanced Higher Biology.

It can also be used to gain entry to further and higher education courses in areas associated with the life sciences. These include Agriculture, Biology [Botany & Zoology], Biochemistry, Biomedical Sciences, Biophysics, Forensics, Immunology, Marine Biology, Medicine, Nutrition & Dietetics, Physiotherapy, Nursing, Pharmacology, Radiography and Veterinary Science.

An award at Higher may also enable pupils to move directly into employment in a related area.

Faculty: Science
Course: Higher Human Biology



Description of Course:

The course develops a deeper understanding of key biological concepts in real life contexts. It enables candidates to adapt their learning to new situations, make decisions based on evidence and evaluate the impact of science developments on their own health, society and the environment. The units are:

Human Cells

This examines division & differentiation in human cells, DNA, gene expression and the role of genes and proteins in health & disease. It also looks at cell metabolism, the role of enzymes & the biochemical pathway of cellular respiration.

Physiology & Health

This looks at the structure and function of two human systems in detail, the reproductive and cardiovascular systems. It explains how we use knowledge of these in fertility control, pre and post natal screening and the prevention and treatment of cardiovascular disease and looks at the impact of these diseases on society and lifestyle choices that can have an impact.

Neurobiology & Immunology

Neurobiology looks at the structure and function of the nervous system, memory and communication via nerve pathways.

Immunology explores the transmission and control of infectious diseases and how our immune system works to develop immunity. It also looks at clinical trials of vaccines and drugs.

Skills development

The course enables candidates to develop skills in the following: adapt their learning to new situations, solve problems, make decisions based on evidence, work independently and evaluate the impact of scientific developments on their health and wellbeing, society and the environment.

Recommended entry

- National 5 Biology, preferably at A or B
- OR**
- Higher Chemistry or Higher Physics at A-C
- AND**
- National 5 Maths and English are desirable as data handling forms a significant part of the course **as well as extended writing, essays and a research assignment.**

Assessment

To gain the Course award pupils must pass an externally marked written exam and complete an investigation/research assignment report which is also externally assessed.

My Learning

What will be different in the senior phase?

You will study a range of Biology topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of biology and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at Higher Human Biology can progress to Advanced Higher Biology.

It can also be used to gain entry to further and higher education courses in areas associated with the life sciences. These include Agriculture, Biology [Botany & Zoology], Biochemistry, Biomedical Sciences, Biophysics, Forensics, Immunology, Marine Biology, Medicine, Nutrition & Dietetics, Physiotherapy, Nursing, Pharmacology, Radiography and Veterinary Science.

An award at Higher may also enable pupils to move directly into employment in a related area.

Faculty: Science
Course: National 5 Biology



Description of Course:

This course follows on from the Biology studied throughout the BGE, particularly S3 Biology. Data handling forms a significant part of the course along with a research assignment. There are three units:

Cell Biology

This unit explores cell structure and function in animals, plants and microorganisms. It explains the key role of DNA in the production of cell proteins and the importance of enzymes in all cell processes, including respiration.

Multicellular Organisms

This unit looks at cells working together as tissues and organs to maintain stable body conditions. It explains the importance of stem cells and how cells become specialised as organisms grow and develop. It also looks at inheritance and how genetic information is passed on from generation to generation.

Life on Earth

This unit looks at the importance of biodiversity on our planet and explores different ecosystems and adaptations for survival. It develops our understanding of the interactions between living things and their environment, how organisms have evolved over time and the impact of humans on the environment.

Recommended Entry

- Pupils should have completed the S3 Biology course. Results of the S1-3 unit assessments and the S3 exam will be used to ensure that pupils are allocated places in the course at the appropriate level.
- To study at N5 level pupils are also recommended to be undertaking or have achieved National 5 Maths and National 5 English.

Assessment

To gain a Course award at:

National 5 - pupils must pass an externally marked written exam and complete a practical research assignment which is also marked externally. Unit assessments set and marked internally will be used to monitor progress. The final award is graded A-D.

N.B. Pupils will not be able to switch from N5 to N4 level during the course due to the differences in course content and assessments.

National 4 - pupils must pass the unit assessments, submit a practical report and also complete a report of an investigation/research task. These are all marked internally and there is no final exam. National 4 awards are graded Pass or Fail.

My Learning

What will be different in the senior phase?

You will study a range of Biology topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of biology and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at National 4 Biology can progress to National 5 Biology and then to Higher Human Biology.

Pupils who are successful at Higher Human Biology can progress to Advanced Higher Biology.

The Biology courses give an excellent basis for a wide range of further study options and career choices. They can also be used to gain entry to further and higher education courses in areas associated with the life sciences. These include Agriculture, Biology [Botany & Zoology], Biochemistry, Biomedical Sciences, Biophysics, Forensics, Immunology, Marine Biology, Medicine, Nutrition & Dietetics, Physiotherapy, Nursing, Pharmacology, Radiography and Veterinary Science.

The Biology courses may also enable pupils to move directly into employment in a related area.

Faculty: Technologies
Course: National Progression Award (NPA)
Business with IT (Level 6)



Description of Course:

This course provides pupils with the fundamental business and information technology skills that they will need for employment and/or further study.

This NPA will develop pupils' problem solving and information technology skills and enable them to be more confident in the use of software application packages for administrative and business purposes. It will also develop an awareness of issues facing organisations today.

What will I learn in NPA Business with IT?

The course covers **four areas of study** that assess your knowledge, understanding and practical skills.

Understanding Business

Learners will carry out activities that highlight the opportunities and constraints on organisations in the pursuit of their strategic goals. This area of study allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

Management of Marketing and Operations

Learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. This area of study will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

IT Solutions for Administrators

Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

Communication in Administration

Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. Learners will also develop knowledge and understanding of how to maintain the security and confidentiality of information. This

foundation will enable learners to communicate information in ways taking account of the needs of the audience.

How will I learn?

Throughout this course you will have the opportunity to work both independently and with your peers. There will be many opportunities for active learning in the form of real-life activities and case studies. There will be lots of opportunities to carry out real-life tasks on the computer each providing you with breadth, challenge and application. There is an emphasis on the development of transferable life skills and the application of these skills.

Assessment:

This course is assessed on an on-going basis. As a topic of work is completed unit assessments will be scheduled throughout the academic year.

What is the recommended entry?

Whilst it is important that you discuss your choice with a member of the Business Education Department, you will be expected to have completed some ICT skills training at level 5 and a social subject at level 5 would also be beneficial.

How will I know how I am progressing?

Individual pupil targets will be set and these will be monitored and reviewed at regular intervals by both you and your teacher. You will be actively encouraged to take responsibility for your own learning, in order for you to achieve your full potential.

What are the possible career opportunities from this course?

You will be able to utilise the acquired administration and information technology related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Most organisations require administrative support workers, this subject is valuable for a career path in most areas.

This course will also support your development of entrepreneurial, problem-solving, decision making and ICT skills, which are essential in enhancing your employment opportunities. Business skills lead into many different careers such as setting up your own business, engineering, events management, and many more. Both the business and administration elements of the courses will ensure preparation for the next stage of education or for entering the world of work.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites or newspapers.

Faculty: Technologies
Course: Higher Business Management



Description of Course:

This course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business.

The purpose of the course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

A main feature of this course is the development of enterprising 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, thereby giving 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 developing learners' knowledge of financial management in a business context.

What will I learn in Higher Business Management?

The course covers **five business topic areas** that assess your knowledge and understanding.

Understanding Business

Learners will carry out activities that highlight the opportunities and constraints on organisations in the pursuit of their strategic goals. This area of study allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

Management of Marketing

Learners develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

Management of Operations

Learners develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used

by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs

Management of People

Learners develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation

Management of Finance

Learners develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

How will I learn?

Throughout this course you will have the opportunity to work both independently and with your peers. There will be many opportunities for active learning in the form of real-life activities, team building activities, presentations and case studies. You will use ICT throughout the course to support business and entrepreneurial activities. You will carry out research, analyse your findings and effectively present it in a professional manner.

Assessment:

There is a course assignment which is worth 25% of the overall mark (completed in March) and a question paper worth 75% of the overall mark (completed during the exam diet in May).

Course Assignment (25%):

The assignment will give learners an opportunity to demonstrate their ability to:

- assess the impact of business activities on society in unfamiliar contexts
- make decisions by applying business concepts and ideas to resolve business-related issues
- research, interpret, analyse and evaluate relatively complex business information to draw valid conclusions and suggest solutions where appropriate
- communicate relatively complex business ideas and opinions from a wide range of sources

Question Paper (75%):

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding by:

- apply and integrate knowledge and understanding of business concepts from all aspects of the course
- use data handling techniques to interpret and analyse business information
- draw valid conclusions and suggest resolutions to business-related issues

How will I know how I am progressing?

Individual pupil targets will be set and these will be monitored and reviewed at regular intervals by both you and your teacher. You will be actively encouraged to take responsibility for your own learning, in order for you to achieve your full potential.

What is the recommended entry?

While it is important that you discuss this with a member of the Business Education Department, learners would normally be expected to have attained a National 5 Business Management at Grade B or above or National 5 English at Grade B or above plus a social subject at National 5 at Grade B. Pupils who gain a Grade C will only be allowed to take the course at the discretion of the Faculty Head.

What are the possible career opportunities from this course?

This course will support your development of entrepreneurial, problem-solving, decision making and ICT skills, which are essential in enhancing your employment opportunities. Business Management leads into many different careers such as setting up your own business, human resources, financial management, engineering, events management, and many more. Business management will also help develop those skills needed for further or higher education.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites, newspapers or business documents. There is an expectation to be keeping up-to-date with the current business news.

Faculty: Technologies
Course: N5 Business Management / N4 Business



Description of Course:

We all rely on businesses to create wealth, prosperity, jobs and choices. Studying Business Management gives you the opportunity to develop important skills such as problem solving, communication, planning and organising. You will learn through real-life business contexts how organisations operate. These skills are valuable in a wide range of career sectors. The course includes the study of organisations in the private, public and voluntary sectors. This means that you can apply your skills and knowledge to real-life business contexts.

What will I learn in N5 Business Management / N4 Business?

The course covers **five business topic areas** that assess your knowledge and understanding.

Understanding Business

- The role of business in society
- The importance of customer satisfaction
- Understanding of the different types of business organisations
- Learn about the business objectives of different business organisations
- Learn about the factors that affect how a business operates

Management of Marketing

- Learn about the different types of market research
- The importance of categorising customers
- Understanding of the importance of the marketing mix
- How technology can be used within the marketing function

Management of Operations

- Learn about the factors that have to be considered when choosing suppliers
- Understanding of the importance of stock management
- Learn about the different methods of production
- Learn about the importance of quality
- Understanding of ethical and environmental issues
- How technology can be used within the operations function

Management of People

- Understanding of the different stages and methods of recruitment and selection
- Learn about different methods of training
- Learn about different motivational methods
- Learn about different working practices
- Understanding of current health and safety and equality legislation

- How technology can be used within the human resource function

Management of Finance

- Learn about different ways that businesses can receive funding
- Understanding of costs, profit and break-even
- Interpretation of cash budgets and cash flow issues
- Understanding of Income Statements
- How technology can be used within the finance function

How will I learn?

Throughout this course you will have the opportunity to work both independently and with your peers. There will be many opportunities for active learning in the form of real-life activities, team building activities, presentations and case studies. You will use ICT throughout the course to support business and entrepreneurial activities. You will carry out research analyse your findings and effectively present it in a professional manner.

Assessment:

National 5:

There is a course assignment which is worth 25% of the overall mark (completed early March) and a question paper worth 75% of the overall mark (completed during the exam diet in May).

Course Assignment (25%):

This assignment will give learners an 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 the key features of the topic
- analyse the business data/information used to reach valid conclusions
- produce an appropriately formatted business report suitable for the purpose, intended audience and context of the assignment

Question Paper (75%):

This question paper gives learners the opportunity to demonstrate:

- applying knowledge and understanding of business concepts
- using data handling techniques to interpret straightforward business information
- interpreting and analysing straightforward business information
- evaluating straightforward business information to draw conclusions

National 4:

If the National 5 Business Management course is a bit too demanding, then it will be possible to revert to the National 4 course. This course is assessed through unit assessments and an Added Value Unit: Business Assignment.

Unit Assessments:

Unit assessments are completed throughout the session as topics have been covered.

Added Value Unit:

In this unit you will plan, research and produce a report that demonstrates the skills and knowledge you have gained from studying the other units. Your work will be assessed by your teacher or tutor on an on-going basis throughout the course.

How will I know how I am progressing?

Individual pupil targets will be set and these will be monitored and reviewed at regular intervals by both you and your teacher. You will be actively encouraged to take responsibility for your own learning, in order for you to achieve your full potential.

What is the recommended entry?

It is important to discuss with a member of the Business Education Department. Business/Business Management requires a lot of analysis and research of business related topics. This course can involve lots of group work, research and learning of terminology and being able to apply this to a real business environment.

How can I take this course forward into Higher?

You must be completing the N5 Business Management course to progress to Higher Business Management. You will further develop your knowledge on the topics as mentioned above and apply your knowledge to real-life scenarios, solving business problems and analysing business data.

What are the possible career opportunities from this course?

This course will support your development of entrepreneurial, problem-solving, decision making and ICT skills, which are essential in enhancing your employment opportunities. Business Management leads into many different careers such as setting up your own business, human resources, financial management, engineering, events management, and many more. Business management will also help develop those skills needed for further or higher education.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites, newspapers or business documents. There is an expectation to be keeping up-to-date with the current business news.

Faculty: Science
Course: Advanced Higher Chemistry



Description of Course:

The course develops knowledge and understanding of the physical and natural world and includes a research project that will also develop the independent study skills that are beneficial for study at university. The course consists of theory, practical activities and a practical project.

Inorganic and Physical Chemistry

This unit covers electromagnetic radiation, atomic structure, electron pair theory, physical and chemical properties of transition metals and their compounds. It also focuses on chemical equilibria, the factors which influence the feasibility of chemical reactions and reaction kinetics.

Organic Chemistry and Instrumental Analysis

This explores the structure, chemical and physical properties of organic compounds as well as organic reaction types and mechanisms linked to synthesis of organic chemicals. The origin of colour in organic compounds, elemental analysis and spectroscopic techniques and the use of medicines are also included.

Researching Chemistry

This unit focuses on stoichiometric calculations and the knowledge of practical techniques and apparatus. It also looks at researching, planning and safely carrying out a practical investigation and the analysis of scientific articles.

Recommended Entry

- Higher Chemistry preferably at A-B
- AND**
- Higher Maths at A-C

Assessment

To gain the Course award pupils must pass an externally marked written exam. They must also complete an extended research assignment/practical investigation and submit an investigation report for external assessment.

My Learning

What will be different in the senior phase?

You will study a range of Chemistry topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of chemistry and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression**How can I take this course forward?**

The Chemistry courses give an excellent basis for a wide range of further study options and career choices. Pupils who are successful at Advanced Higher Chemistry can use this to gain entry to further and higher education courses in areas associated with the chemical sciences. These include Medicine, Dentistry, Pharmacy, Veterinary medicine, Chemical engineering, Environmental and Health sciences.

The course also provides a sound basis for direct entry into chemistry related employment such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals and environmental monitoring.

Faculty: Science
Course: Higher Chemistry



Description of Course:

This course builds on the topics covered at National 5 and develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. Higher Chemistry also involves the application of many Mathematics skills through the various calculations topics.

Chemical Changes and Structure [half-unit]

This topic looks at reaction rates and periodic trends, collision theory and the use of catalysts, electro-negativity and intra-molecular and intermolecular forces and bonding.

Researching Chemistry [half-unit]

This explores the relevance of chemical theory to everyday life and the chemistry behind a topical issue. Pupils look at the collection and synthesis of information from a number of different sources and develop their knowledge of common chemistry apparatus and techniques, planning and undertaking a practical investigation.

Nature's Chemistry

Organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare is explored. This unit also looks at the structure of organic compounds, their physical and chemical properties and their uses and the key functional groups and types of organic reaction.

Chemistry in Society

This topic looks at the principles of physical chemistry and the calculation of quantities of reagents and products, percentage yield and the atom economy of processes. It explores dynamic equilibria and enthalpy change prediction, oxidising or reducing agents and their use in analytical chemistry and the determination of the purity of reagents and products.

Recommended entry

- National 5 Chemistry preferably at A or B
OR
 - Higher Biology or Higher Physics at A-C
AND
 - National 5 Maths at A-C.
- Data handling forms a significant part of the course.

Assessment

To gain the Course award pupils must pass an externally marked written exam and complete an investigation/research assignment which is also externally assessed.

My Learning

What will be different in the senior phase?

You will study a range of Chemistry topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of chemistry and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at Higher Chemistry can progress to Advanced Higher Chemistry.

The Chemistry courses give an excellent basis for a wide range of further study options and career choices. They can be used to gain entry to further and higher education courses in areas associated with the chemical sciences. These include Medicine, Dentistry, Pharmacy, Veterinary medicine, Chemical engineering, Environmental and Health sciences.

This course also provides a sound basis for direct entry into chemistry related employment such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals and environmental monitoring.

Faculty: Science
Course: N5/N4 Chemistry



Description of Course:

The course follows on from the Chemistry studied throughout the BGE, particularly S3 Chemistry. Data handling forms a significant part of the course along with a research assignment.

There are three units:

Chemical Changes and Structure

This develops scientific skills and knowledge of the chemical reactions in our world and investigates average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, pupils work towards the concept of balanced chemical equations. They will explore the mole concept, formulae and reaction quantities and the connection between bonding and chemical properties of materials is investigated.

Nature's Chemistry

The Earth has a rich supply of natural resources used by all of us. This unit explores the physical and chemical properties of hydrocarbons, alcohols and carboxylic acids. It looks at chemical reactions and their uses in everyday consumer products.

Chemistry in Society

This unit develops the skills needed to carry out practical investigations related to the chemistry of materials. It focuses on the chemistry of metals, their bonding, reactions and uses and looks at the connection between bonding in plastics, their physical properties and their uses. Fertilisers and the use and effect of different types of nuclear radiation are also investigated and pupils will learn about the chemical analysis techniques used for monitoring the environment.

Recommended Entry

- Pupils should have completed the S3 Chemistry course. Results of the S1-3 unit assessments and the S3 exam will be used to ensure that pupils are allocated places in the course at the appropriate level.
- Pupils are also recommended to be undertaking or have achieved National 5 Maths and National 5 English.

Assessment

To gain a Course award at:

N5 - pupils must pass an externally marked written exam and complete a practical research assignment which is also marked externally. The final award is graded A-D.

N.B. Pupils will not be able to switch from N5 to N4 level during the course due to the differences in course content and assessments.

N4 - pupils must pass the unit assessments, complete a practical report and also a research task. These are all marked internally and there is no final exam. National 4 awards are graded Pass or Fail.

My Learning

What will be different in the senior phase?

You will study a range of Chemistry topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research. Emphasis is on the practical applications of chemistry and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at National 4 Chemistry can progress to National 5 and pupils successful at National 5 level can progress to Higher Chemistry.

The Chemistry courses give an excellent basis for a wide range of further study options and career choices. They can be used to gain entry to further and higher education courses in areas associated with the chemical sciences. These include Medicine, Dentistry, Pharmacy, Veterinary medicine, Chemical engineering, Environmental and Health sciences.

These courses also provide a sound basis for direct entry into chemistry related employment such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals and environmental monitoring.

Faculty: Technologies

Course: Advanced Higher Computing Science

Description of Course

The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business, and industry. Many organisations regard computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

The course has four areas of study:

Software design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in software design and development. They do this by using appropriate software development environments. Candidates develop object-oriented programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these modular programs work. They use the knowledge of data types and constructs to create efficient programs to solve advanced problems.

Database design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Web design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and PHP. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Computer systems

This content is designed to be delivered in the context of the other areas of study and not as a stand-alone area of study. Candidates develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

Project

The project is worth 50% of the course assessment and is a computing problem of the appropriate level that the candidate chooses to solve, that integrates skills and knowledge from two of the units.

How will I learn?

The course helps candidates to develop 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.

How will I know I am progressing?

You will be provided with regular informal feedback on your work from your teacher, and formal feedback on Google Classroom. You will also receive regular data update reports on your current working grade and you will be actively encouraged to set and evaluate your own targets.

How can I take these courses forward?

You can progress to the Advanced Higher Computing Science course;

There are also a range of different Degree and National Certificate courses that are available in Computing, for example:

1. Computing Science;
2. Digital Media - Design, Production and Development;
3. IT Management for Business..

What are the possible career opportunities from this course?

You will be able to utilise the acquired computing related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Computing qualifications lead directly into a diverse range of careers including software engineers, web designer or games developer.

What will my homework commitment be?

It may be in the format of assignments using Google Classroom, written questions or research tasks.

Technologies

Higher Computing Science



Description of Course

The Higher Computing Science Course introduces learners to an advanced range of computational processes and thinking, and develops a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

What will I learn?

The course has four areas of study:

Software design and development

Candidates develop skills in software design and development, using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

Web design and development

Candidates apply skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, developing functioning websites using a range of development tools such as HTML, CSS, Javascript, pHp and SQL.

Computer systems

Candidates develop an understanding of how data and instructions are stored in binary form and 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 apply skills to analyse, design, implement, test, and evaluate practical database solutions, using a range of development tools such as SQL.

How will I learn?

The course helps candidates to develop 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.

How will I know I am progressing?

You will be provided with regular informal feedback on your work from your teacher, and formal feedback on Google Classroom. You will also receive regular data update reports on your current working grade and you will be actively encouraged to set and evaluate your own targets.

How can I take these courses forward?

You can progress to the Advanced Higher Computing Science course;

There are also a range of different Degree and National Certificate courses that are available in Computing, for example:

- Computing Science;
- Digital Media - Design, Production and Development;
- IT Management for Business..

What are the possible career opportunities from this course?

You will be able to utilise the acquired computing related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Computing qualifications lead directly into a diverse range of careers including software engineers, web designer or games developer.

What will my homework commitment be?

It may be in the format of assignments using Google Classroom, written questions or research tasks.

Faculty: Technologies

Course: N5/4 Computing Science



Description of Course:

The National 4/5 Computing Science Course develops knowledge and understanding of key concepts and processes in computing science, enabling learners to apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions.

Learners communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology, and develop an understanding of the role and impact of computing science in changing and influencing our environment and society.

What will I learn at National 5?

The **National 5** course has four areas of study:

Software design and development

Candidates develop skills in software design and development, using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

Web design and development

Candidates apply skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, developing functioning websites using a range of development tools such as HTML, CSS and Javascript.

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 apply skills to analyse, design, implement, test, and evaluate practical database solutions, using a range of development tools such as SQL.

What will I learn at National 4

The **National 4** course has two areas of study.

Software Design & Development

This unit explores an appropriate range of key facts and ideas relating to software design and development, including algorithms, data handling and human/computer interaction. Learners will develop skills in problem solving, modelling and evaluating through practical tasks using appropriate programming environments in a range of contexts, such as games development and intelligent systems. Learners will also explore the impact of emerging technologies on the environment and society.

Information System Design & Development

This unit explores a range of concepts relating to information system design and development. Learners will develop knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical activities.

How will I learn?

The course helps candidates to develop 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.

How will I know I am progressing?

You will be provided with regular informal feedback on your work from your teacher, and formal feedback on Google Classroom. You will also receive regular data update reports on your current working grade and you will be actively encouraged to set and evaluate your own targets.

How can I take these courses forward?

You can progress in school to National 5 or Higher Computing Science;

There are also a range of different National Certificate courses that are available in Computing, for example:

- Computing with Digital Media,
- Computer Arts and Animation,
- Web Design and Development.

What are the possible career opportunities from this course?

You will be able to utilise the acquired computing related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Computing qualifications lead directly into a diverse range of careers including software engineers, web designer or games developer.

What will my homework commitment be?

It may be in the format of assignments using Google Classroom, written questions or research tasks.

Department: Expressive Arts

Course Name: Advanced Higher Drama



Description of course:

With the Advanced Higher Course achieving the same SCQF level points as a HNC it allows a higher quality of creativity and skills within theatre, acting, production and design to be explored. The course allows individuals to become independent in their processes and expects them to become independent researchers and practitioners, studying a wide variety of theatre practitioners and styles.

My learning:

What will be different in Advanced Higher?

- There will be four lessons a week and arranged individual consultation with your teacher.
- Candidates are still expected to produce a play from a stimulus but the work is completely written, produced, cast and directed own their own. The candidates work must be inspired by a key practitioner they have studied, meaning the play will be in a certain style of theatre.
- Once again candidates will be expected to produce a work from a text. This time they should incorporate the techniques of a different practitioner they have studied to produce a work focusing on a particular element of the text.
- Candidates are expected to work towards a 2500-3000 word dissertation on a performance issue of their choice, analysing an element of any form of theatre. This is an important piece of work which is similar to university level work and is marked to a high standard. This piece of work will be monitored by the teacher throughout the year before being sent away to an external examiner.
- An assignment is completed under timed conditions on an assigned question from the SQA. This involves analysing the work of a practitioner by watching a performance. There is no word count on this but 1 hour and 30 minutes is given to complete it.
- Final Practical assessment allows you to choose the role of actor, designer or director with stronger focus on the individual's response to the text they have been provided with.

How will I learn?

- Work is mostly individual this year with only some group work necessary as part of the learning.
- You will complete self and peer evaluations for next steps including keeping folios documenting your research and devising.

How will I know I am progressing?

- You can perform and design for various aspects of theatre confidently.
- You can identify complex features of drama drawing comparisons of other works.
- You can use design resources and technology to create, design and build for plays.
- You will discuss with your teacher your achievements, next steps and targets.
- You will discuss with your teacher your achievements and steps for improvement to set targets

How can I take this course forward?

What are the possible career opportunities form this course?

- Candidates who have achieved an Advanced Higher qualification are extremely favourable for all theatre and performing arts courses from HNC to Bachelors.
- Design elements of the new courses are extremely favourable to Art, Design, Manufacturing, Fashion and Make-up and Hair students now because of the folio work to be completed, which can be used as evidence for course applications. Lighting design and Sound Design and Production are highly sought after and well paid careers which lead to opportunities in television, film or theatre production.
- Candidates who have gone on to study Law, English, Psychology, Politics and/or History or Events Management have found Drama to be extremely useful due to the learning, life and work skills explored in the course, including debating, research skills, communication, extended writing and exploration of human reactions to circumstances in the world.

What will my home learning commitment be?

- Both units of work require the up-keep of folio work and practical requirements such as learning lines, director's commentary, designs etc. These should be completed as homework or in study.
- Research must be continued out with class time rigorously, to ensure high quality work throughout all aspects of the course, but particularly for the dissertation.
- Pupils should also be able to organise their own rehearsals out with class time to prepare for final assessments.

Department: Expressive Arts

Course Name: Higher Drama



Description of course:

The Higher course provides opportunities in performance, production, writing and direction expected now to show more complex skills. Pupils now develop their knowledge and understanding of drama to convey complex drama and production skills, showing skills in theatre analysis and textual analysis.

My learning:

What will be different in S5/6?

- There will be four lessons a week.
- A stronger emphasis on analysing live performance and we will go to the theatre to do this.
- You will have two main acting pieces to work towards in your final exam or a design or directing role.
- You will study text and practitioners analysing and developing understanding of performance and design concepts.

How will I learn?

- Work is both individual and in reliant on group performances which you will direct and act in
- You will complete self and peer evaluations for next steps.

How will I know I am progressing?

- You can confidently show a fully developed character through your acting.
- You can identify features of drama and can comment constructively on the work of others.
- You can use design resources and technology to create, design and build for plays.
- You will discuss with your teacher your achievements, next steps and targets.

How can I take this course forward?

- Advanced Higher Drama is offered in S6

What are the possible career opportunities form this course?

- Qualifications can lead to work in Acting, Directing, Teaching, Drama Therapy, Set Design, Lighting Design, Sound production, Make-Up and Hair Design, Costume Design, Fashion, Media Studies, Film and Television, Medicine and Psychology, Law, Dance and Events.

What will my home learning commitment be?

- Pupils will be expected to complete a range of activities at home depending on the work in class. This may include characterisation, learning lines, script-writing, research and prop, costume or set making. However, there are always opportunities and support at break, lunchtime and after school to help with this. It is expected that pupils are able to attend pre-scheduled rehearsals with their groups which to develop storylines and characters thoroughly.

Department: Expressive Arts

Course Name: N5 Drama



Description of course:

Drama is a subject which offers exploration of a wide range of topics from real life issues to fantasy, developing skills for learning life and work such as creativity, problem solving, confidence, emotional intelligence and co-operation. The course covers all aspects of theatre including devising, acting from a script, script writing, directing and technical theatre (Lighting, sound, costume, make-up and hair, props and set).

What will be different in S4?

- There will be four lessons a week.
- Drama Skills allows pupils to create their own play in a group from a stimulus of their choice, going on to write, direct, act and produce this for an appropriate audience.
- Production Skills, focuses on one text to act in and another to take on a specific design role for. This is always an exciting and challenging unit where the pupils are allowed to be creative and dynamic.
- The written exam involves evaluating yourself and others in a performance you have taken part in and creating a play on a stimulus provide, completing questions on how you would stage the performance. It is 40% of the overall grade.
- You will do a practical exam in March acting or designing for a published play. This is 60% of the overall grade.

How will I know I am progressing?

- You can confidently show a developed character through your acting.
- You can identify features of drama and can comment constructively on the work of others.
- You can use design resources and technology to create, design and build for plays.
- You will discuss with your teacher your achievements, next steps and targets.

How can I take this course forward?

- Higher and Advanced Higher Drama is offered in S5/S6

What are the possible career opportunities form this course?

- Qualifications can lead to work in Acting, Directing, Teaching, Drama Therapy, Set Design, Lighting Design, Sound production, Make-Up and Hair Design, Costume Design, Fashion, Media Studies, Film and Television, Medicine and Psychology, Law, Dance and Events.

What will my home learning commitment be?

- Pupils will be expected to complete a range of activities at home depending on the work in class. This may include characterisation, learning lines, script-writing, research and prop, costume or set making. However, there are always opportunities and support at break, lunchtime and after school to help with this. It is expected that pupils are able to attend pre-scheduled rehearsals with their groups which to develop storylines and characters thoroughly.

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Electronics and Control

- Develop analogue electronic control systems
- Develop digital electronic control systems
- Develop programmable control systems for mechatronic systems

Mechanisms and Structures

- Investigate a range of mechanisms and structures
- Develop mechanical or structural solutions to solve problems

How will I be assessed?

Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding and application of this knowledge and understanding to answer appropriately challenging questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- The ability to communicate engineering concepts clearly and concisely, using appropriate terminology
- to design and evaluate solutions to engineering problems in a range of contexts
- demonstrate knowledge of the many types of engineering, and the wide role and impact of engineering (including existing and emerging technologies) on society and the environment
- knowledge and understanding of key concepts related to electronic and microcontroller-based systems, and their application
- knowledge and understanding of key concepts related to mechanisms and structures, and their application

The question paper will have 110 marks. This is 69% of the overall marks for the Course assessment.

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging engineering problem. It will assess learners' skills in analysing a problem, designing a solution to the problem, simulating or constructing a solution to the problem, and testing and reporting on that solution.

The assignment will have 50 marks (31% of the total mark).

Marks will be awarded for:

- Analysing the problem
- Designing a solution
- Constructing/simulating a solution
- Testing the solution
- Reporting on the solution

How will I learn?

Throughout this course you will have the opportunity to work independently on a variety of tasks. There will be many opportunities for active learning in the form of computer-based tasks using simulation software. Much of the knowledge and skills you will acquire will be learnt through problem-solving activities you complete in each topic area.

How will I know how I am progressing?

You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to progress further. It will also be made clear how the work you produce is being assessed. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward?

This course qualification can be used as entry to a wide range of college / university courses. You may also be able to study Higher if a suitable Grade is achieved at N5.

What are the possible career opportunities from this course?

The knowledge and skills you would acquire throughout this course would be relevant to a broad range of professions including design, engineering and construction industries.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research tasks which may involve you referring to websites or resources on Google classroom. As part of the course you will gain experience in answering a wide range of exam-type questions.

Faculty: Technologies

Course: Higher Engineering Science



Description of Course:

The course provides a broad introduction to engineering. Due to its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

The aims of the Course are to enable learners to:

- 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

Recommended Entry:

Pupils wishing to take Higher Engineering Science should have passed (or are working towards) National 5 Maths at Grade C or above. Pupils who have not met these requirements will only be allowed on the course at the discretion of the Faculty Head.

My learning:

What will I be learning?

Engineering Contexts

- Research and describe a complex engineering system
- Model aspects of a complex engineered solution
- Present a critical analysis of an engineered solution to a contemporary problem

Electronics and Control

- Develop analogue electronic control systems
- Develop digital electronic control systems
- Develop programmable control systems for mechatronic systems

Mechanisms and Structures

- Investigate a range of complex mechanisms and structures
- Develop mechanical or structural solutions to solve complex problems

How will I be assessed?

Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding and application of this knowledge and understanding to answer appropriately challenging questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- The ability to communicate engineering concepts clearly and concisely, using appropriate terminology
- to design and evaluate solutions to engineering problems in a range of contexts
- demonstrate knowledge of the many types of engineering, and the wide role and impact of engineering (including existing and emerging technologies) on society and the environment
- knowledge and understanding of key concepts related to electronic and microcontroller-based systems, and their application
- knowledge and understanding of key concepts related to mechanisms and structures, and their application

The question paper will have 110 marks. This is 69% of the overall marks for the Course assessment.

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging engineering problem. It will assess learners' skills in analysing a problem, designing a solution to the problem, simulating or constructing a solution to the problem, and testing and reporting on that solution.

The assignment will have 50 marks (31% of the total mark).

Marks will be awarded for:

- Analysing the problem
- Designing a solution
- Constructing/simulating a solution
- Testing the solution
- Reporting on the solution

How will I learn?

Throughout this course you will have the opportunity to work independently on a variety of tasks. There will be many opportunities for active learning in the form of computer-based tasks using simulation software. Much of the knowledge and skills you will acquire will be learnt through problem-solving activities you complete in each topic area.

How will I know how I am progressing?

You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to progress further. It will also be made clear how the work you produce is being assessed. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward?

This course qualification can be used as entry to a wide range of college / university courses. You may also be able to study Advanced Higher as part of the City Campus programme.

What are the possible career opportunities from this course?

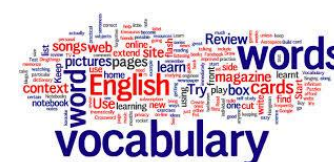
The knowledge and skills you would acquire throughout this course would be relevant to a broad range of professions including design, engineering and construction industries.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research tasks which may involve you referring to websites or resources on Google classroom. As part of the course you will gain experience in answering a wide range of exam-type questions.

Faculty: English and Literacy

Course: Advanced Higher, Higher, N5, N4, N3
English



Description of Course:

The progression from the Broad General Education to the senior phase is significant and our aim is to prepare you as fully as possible so that you can achieve your potential.

In S4/5/6 you will have the opportunity to study English at National 3, 4, 5, Higher or Advanced Higher level.

National 4 is made up of three core units of work in which a range of texts will be studied. You will also complete an Added Value Unit and literacy Unit as part of this qualification. You will be assessed internally so there will be no final external exam.

National 5 has two core units of work. You will study a selection of texts, including Scottish literature. In the final exam, you will be expected to complete a Reading for Understanding, Analysis and Evaluation paper, as well as a Critical Reading paper. The Critical Reading paper will require you to write a critical essay on a chosen text, and complete a textual analysis of a Scottish text. There will also be a Writing folio which will include a broadly discursive essay, and a creative or personal piece; these will both be externally assessed by SQA.

Higher English follows the same structure as National 5. There are two core units of work and you will continue to develop close reading, textual analysis and essay writing skills. In the exam, like National 5, you will complete a Reading for Understanding, Analysis and Evaluation paper as well as writing a critical essay and an analysis of a Scottish text. There will also be a Writing folio which will include an essay which is broadly discursive and a creative or personal piece; these will both be externally assessed by the SQA.

Advanced Higher will give you the opportunity to study areas of English that you are interested in. The course is divided into three core elements, two of which are internally assessed. Two creative writing pieces and a dissertation will be completed in school and at home. In the final exam you will complete an essay about the works of a writer you have studied throughout the year. Advanced Higher requires you to be independent and have a greater knowledge of language. It is a rewarding course that prepares you very well for university.

My learning:

What will be different in the Senior Phase?

The Senior Phase builds on the skills you have developed throughout the Broad General Education. At the heart of all levels of English lies the study of language and literature, and these are delivered respectively through both language and literacy study. Your study of literature will include a novel, drama text and a selection of poetry. You will learn to write

critically about these texts, and expand your analysis and evaluation skills. Language study will enable you to develop your close reading and writing skills further.

How will I learn?

Although you will work at a 'higher' level in S5/6 that you have done previously, we find that you learn best if there is a real mixture of learning experiences to engage you in the classroom. For this reason, we like to make the classroom experience as varied as possible and use a range of interactive activities to ensure that you are involved with your learning. You will be required to read independently at home and to keep up to date with home learning activities to consolidate and develop your thinking.

How will I know how I am progressing?

There will be a range of assessments throughout the year, each giving you a clear indication of how you are performing against the standards you are working within. You will get regular feedback from your teacher to ensure you know what your next steps for improvement are, and formal assessments which you will pass as part of the course. National 5, Higher and Advanced Higher candidates will complete preliminary exams in January.

How can I take this course forward?

If you have been successful at National 4 you may have the opportunity to progress to National 5. On completion of National 5, it is likely that you will continue on to Higher. There may be the opportunity for further study at Advanced Higher level, if you achieved a grade A or strong B at Higher in S5.

What are the possible career opportunities from this course?

The importance of English to your future career lies in the skills it develops. The skills you learn through the study of English will prove valuable to employers in any workplace, and are normally an entry requirement for most courses at university or college. Higher English in particular will often be minimum entry requirements for most university courses.

What will my homework commitment be?

You are normally required to undertake at least four hours of independent home study each week as part of your Higher English course, with 1 ½ hours being the average at National 4 and 5., however, this will be flexible depending on if you have reading to do or an assessment to prepare for. Advanced Higher requires at least 10 hours of independent learning.

Faculty: Modern Languages

Course: Higher French



Description of Course

Higher French aims to develop further the student's communicative competence in the language – both in speaking and in writing. The course also involves further development of the student's ability to understand both spoken and written language.

The themes studied are the same as in National 5: Employability, Society, Learning and Culture.

External Exam

/120

Talking: This takes the form of a conversation between the student and the teacher. It will cover 2 contexts, chosen by the student. It will last up to ten minutes. This part of the exam is marked out of 30 . Pupils are permitted prompts to assist them with this exam.

Listening: This involves 2 texts (as in National 5) played twice. A total of 20 marks are awarded for Listening.

Reading: This paper has 30 marks allocated. Students will be given 1 text written in the foreign language and must answer questions on the text in English. This part of the paper accounts for 20 marks. The remaining 10 marks are for translating a small part of the text. Dictionaries are permitted for this part of the examination.

Writing: There are 2 externally assessed writing papers. One is referred to as Directed Writing where pupils have to respond to bullet points and use the past tense. It takes place after the Reading paper during the SQA diet of exams. The other Writing paper, referred to as the Assignment is completed in March. It is a discursive essay based on a topic of the student's choice. It is completed under exam conditions in class. This is then annotated by the class teacher with previously agreed abbreviations and is then re-written by students and sent to SQA for external marking. A dictionary and word lists are allowed for this. Each essay is worth 20 marks.

Entry Requirements

The Higher French course is open to all pupils who will potentially attain an overall A pass for National 5 French. However, we would advise all pupils who attain a band 3 National 5 French and who wish to continue with French beyond S4 to discuss their choice with both their French teacher and their Guidance teacher. It is also open to those pupils in S6 who dropped the subject at the end of s4 We would advise however that these pupils will undoubtedly have

to quickly re-adjust to language learning having been absent from the subject for a year. S5/s6 pupils who have chosen this route have sometimes commented that in hindsight they should have deferred a different subject, rather than delaying the language study.

What will be different in Senior Phase?

In this course, pupils will build upon their knowledge of French from National 5, continuing to develop the 4 skills of reading, listening, speaking and writing throughout the year.

How will I learn?

You will have a booklet for every topic with set exercises and input booklets covering grammar and phrases to help prepare for assessments. You will be given a computer programme on verbs to help you memorise new tenses. You will work with others to develop your speaking proficiency and to problem solve grammar points or listening and reading tasks.

How will I know I am progressing?

Pupils will be given a target to achieve and will be aware of their progress through self-evaluation, peer evaluation and from feedback from teachers. Pupils will be given advice on what steps to take to meet their targets.

How can I take this course forward?

If you are successful at Higher level you may be able to continue to study Advanced Higher French as part of the City Campus. This would be dependent on the grade achieved and a recommendation from the class teacher. Languages can be easily combined with courses in Law, Business Management and Travel and Tourism. Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce, Catering and Hospitality.

What are the possible career opportunities from this course?

Knowing how to speak a foreign language is widely recognised as a huge asset to your chances of employment. Employers in many industries are looking for people with some level of second (or third) language. If you have one language it is easier to acquire a second one and you can therefore be more easily trained while working. Foreign language study enhances listening skills and memory. It is also widely accepted that the study of a foreign language improves the knowledge of your own language: English vocabulary skills increase, and it also enhances knowledge of other countries and their cultures. A language qualification can help you to gain the credits required for entry into university even if languages are not the subject that you intend to pursue. **Higher French or Spanish can be an alternative to Higher English when applying to university courses such as Medicine/ Sciences /Engineering/Music to name but a few.**

What will my Home Learning commitment be?

You will have homework every week. Learning a language is like learning to play an instrument or becoming very good at sports. It requires regular practice and a good memory. The homework involves essay practice and vocabulary learning every week.

Faculty: Modern Languages

Course: National 5/4 French



Description of Course

Both courses have the common elements of:

- Listening/Talking
- Reading / Writing.

The 4 contexts studied are:

SOCIETY
CULTURE
LEARNING
EMPLOYABILITY

National 4 has 3 mandatory units:

- Understanding language
- Using language
- ADDED VALUE UNIT. This takes the form of 2 reading texts and a short presentation with follow up questions.

National 5 requires more in-depth study of each context and some extra topics. It has an external exam at the end of the academic year. An externally assessed Writing component is completed in March under exam conditions, based on course work. The Talk assessment is also completed in March. This is a presentation followed by a discussion based on the presentation and questions on a second topic.

Reading/ Writing (Job application)	50 marks	
Listening	20 marks	
Writing Assignment	20 marks	
Talk	30 marks	Total 120 marks

Entry Requirements

National 4

- Recommendation from class teacher based on test results and aptitude for languages in BGE in S3.
- Pupils must have studied FRENCH in S3.
- Pupils must be at least CONSOLIDATING at Third level.

National 5

- Recommendation from class teacher based on proven ability and aptitude for Understanding Language and Using Language.
- Pupils must have studied FRENCH in S3
- Pupils must be operating at least at the SECURE stage of Third level.

What will be different in Senior Phase?

In this course, pupils will build upon their knowledge of French from the BGE, continuing to develop the 4 skills of reading, listening, speaking and writing throughout the year. There will be more self-study and a greater expectation to memorise vocabulary and grammar more often.

How will I learn?

In class you will use textbooks and input booklets for course work as well as be involved in group work and pair work for speaking exercises and reading and listening tasks. You will have access to an online course for extra listening practice and online tests.

How will I know I am progressing?

Pupils will be given a target to achieve and will be aware of their progress through self-evaluation, peer evaluation and from feedback from teachers. Pupils will be given advice on what steps to take to meet their targets.

How can I take this course forward?

If you are successful at National 5 level you may be able to continue to study Higher French and if successful at National 4 Level, you may have the opportunity to study at National 5 level. This would be dependent on the grade achieved and a recommendation from the class teacher.

Languages can be easily combined with courses in Law, Business Management and Travel and Tourism. Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce, Catering and Hospitality.

What are the possible career opportunities from this course?

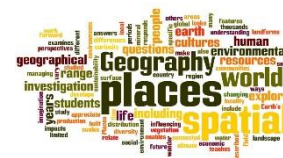
Knowing how to speak a foreign language is widely recognised as a huge asset to your chances of employment. Employers in many industries are looking for people with some level of second (or third) language. Foreign language study enhances listening skills and memory. It is also widely accepted that the study of a foreign language improves the knowledge of your own language: English vocabulary skills increase, and it also encourages respect for other countries and their cultures.

What will my Home Learning commitment be?

You will have homework every week. Learning a language is like learning to play an instrument or becoming exceptionally good at sports. It requires regular practice and a good memory. The homework is often set online so that you can self-check and do listening exercises.

Faculty: Social Subjects

Course Name: Advanced Higher Geography



Description of course:

Geography has been identified as an important subject employers look at as it bridges the arts and the sciences. Geography graduates are amongst the most employable people in the competitive job market today. There are two units which teach the skills required for the Folio pieces.

Geographical Skills (Advanced Higher)

- knowledge and application of a range of fieldwork methods and techniques; knowledge of, and application of, a statistical technique; producing geographical information
- knowledge and understanding of the contexts in which these geographical skills can be used
- the ability to carry out independent research on complex geographical issues

Geographical Issues (Advanced Higher)

- critical evaluation of viewpoints using evidence from a range of sources relating to complex, current geographical issues
- descriptions, explanations and analysis demonstrating knowledge and understanding of complex geographical issues

Folio

- Folio Section A: Geographical Study — a report on geographical research (60 marks)
- Folio Section B: Geographical Issue — an essay which critically evaluates an issue from a geographical perspective (40 marks)

My learning

Entry Requirements

You will need an A or B in Higher Geography but in some cases, and at the discretion of the Principal Teacher, a C may be acceptable. There will be a considerable amount of individual work, which will require a high degree of self-motivation and effort.

What will be different in S5/6?

You will take on increased responsibility for your own learning. There will be a considerable amount of individual work, which will require a high degree of self-motivation and effort.

The course involves you in a considerable amount of individual reading and personal research using resources in the department and fieldwork methodologies. The planning and execution of geographical research methods will be required. There is limited teaching of factual geography with the main emphasis on transferable skills for further study and life.

How will I learn?

I will learn through independent research, reading and class discussion. Lessons may take

the form of a tutorial, where pupils are required to carry out work in advance and come to class prepared to discuss reading.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

What are the possible career opportunities from this course?

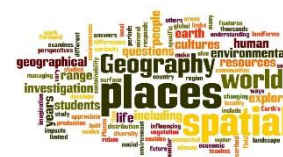
Geography covers a huge range of skills and experiences to help you in a lot of different jobs. Geography can lead to working in tourism, town planning, teaching, civil engineering, transport, surveying, civil service, forestry, agriculture, environmental sciences and housing as well as many other career opportunities.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others. At advanced higher level, you are expected to carry out your own reading and research.

Faculty: Social Subjects

Course Name: Higher Geography



Description of course:

Geography has been identified as an important subject that employers look at as it bridges the arts and the sciences. Geography graduates are amongst the most employable people in the competitive job market today. Geography is the study of people and place. That Higher Geography course is split into five sections and covers the following:

The Physical Environment

You will study the formation and processes involved in changing glaciated, coastal and river landscapes. You will also study the hydrological cycle, soil profiles and atmospheric conditions that support life on Earth.

The Human Environment

You will study how people around the world interact with our planet. You will look at the problems countries face with changing populations, how housing and transport issues are managed, the land use, conflict, and management of an upland or coastal area in the UK along with issues of desertification in the Sahel.

Global issues

You will study **two** global issues from the following:

Development and Health –how development is measured, the cause, impact and management of malaria and Primary Health Care strategies.

River Basin Management- river basins, their need for management and the consequences of controlling the Colorado River.

Climate Change – the causes, impacts and strategies used to limit the impact of climate change.

Application of Geographical Skills

You will learn how to apply acquired geographical skills (mapping and numerical/graphical information) to an extended response question.

Assignment: planning and undertaking a research topic of your choice.

You will carry out research, often fieldwork based, then process your data. You then write up your findings under exam conditions. This is sent to the SQA and counts for 27% of your final grade.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored, and discussed on a regular basis.

How can I take this course forward into S5/6?

If you achieve a good pass in this subject, you could take Advanced Higher Geography or a Higher in another social subject.

What are the possible career opportunities from this course?

Geography covers a huge range of skills and experiences to help you in a lot of different jobs. Geography can lead to working in tourism, town planning, teaching, civil engineering, transport, surveying, civil service, forestry, agriculture, environmental sciences, and housing as well as many other career opportunities.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty:

Social Subjects



Course Name:

National5/4 Geography

Description of course:

Geography has been identified as an important subject that employers look at as it bridges the arts and the sciences. Geography graduates are amongst the most employable people in the competitive job market today. Geography is the study of people and place. The National 4/5 Geography course is split into four units and covers the following:

The Physical Environment

You will study the formation and processes involved in changing landscapes including river and limestone areas. Land use, conflict and management will be studied in relation to specific case study areas in the UK. Weather and climate and how it influences people and landscapes will also be covered.

The Human Environment

You will study how people around the world interact with our planet. You will look at where people live and why, reasons for changing populations, how settlements have changed over time in the UK and across the world, along with farming and food sources in the UK and India.

Global issues

You will study two global issues from the following:

Environmental Hazards –the cause, impacts and management of earthquakes, volcanoes and tropical storms across the world.

Tourism- the causes and impacts of mass tourism and eco-tourism, and strategies adopted to manage tourism.

Climate Change –the causes and impacts of global climate change and management strategies used to help combat it.

Health – the causes, impacts and strategies of diseases such as HIV/AIDS, malaria and heart disease across the world.

Added value unit/assignment: planning and undertaking a research topic of your choice.

National 4 – You will complete an added value unit internally marked by your teacher.

National 5 – You will complete an assignment, often based on fieldwork, which will be sent to the SQA to be marked and make up 20% of your final grade.

My learning

Recommended Entry

Pupils in S4, 5 and 6 classes can choose National 4 and 5 Geography. Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies, ideally Geography) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

What will be different in the senior phase?

You will study more in depth, be responsible for your own learning more, and work on extending written responses.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

How can I take this course forward into S5/6?

Provided you achieve a good pass in this subject at National 4 or National 5, you could take National 5 or Higher Geography the following year.

What are the possible career opportunities from this course?

Geography covers a huge range of skills and experiences to help you in a lot of different jobs. Geography can lead to working in tourism, town planning, teaching, civil engineering, transport, surveying, civil service, forestry, agriculture, environmental sciences and housing as well as many other career opportunities.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: Technologies

Course Name: Higher Graphic Communication



Description of Course:

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

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It 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
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Recommended Entry:

Pupils wishing to take Higher Graphic Communication should have passed (or are working towards) National 5 Graphic Communication at Grade B or above. Pupils who have not met these requirements will only be allowed on the course at the discretion of the Faculty Head.

My learning:

What will I be learning?

The Higher Graphic Communication course covers a variety of skills and knowledge relating to;

2D Graphic Communication

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

3D and Pictorial Graphic Communication

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

How will I be assessed?

Question Paper

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

The question paper will give learners an opportunity to use their graphic communication skills, knowledge and understanding demonstrate the skills listed above for each unit.

Assignment (practical task)

Pupils will be expected to complete the following elements:

- Analysis and research
- Preliminary graphics
- Production drawings and CAD models
- Promotional documents or publication
- Evidence will be in the form of a graphic communication assignment folio

How will I learn?

Throughout this course you will have the opportunity to work independently on a variety of tasks. There will be many opportunities for active learning in the form of computer-based tasks using CAD software. Much of the knowledge and skills you will acquire will be learnt through projects you will complete throughout the year which cover knowledge and skills from each topic.

How will I know how I am progressing?

You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to progress further. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward?

This course qualification can be used as entry to a wide range of college / university courses. You may also be able to study Advanced Higher Graphics as part of the City Campus programme.

What are the possible career opportunities from this course?

The skills you learn in this course are useful in many career areas including Architect, Interior Designer, Engineer, Surveyor, Drafter, Graphic Designer, Animator, Web Designer. However the skills you learn in Graphic Communication can open doors to many different careers, some of which don't even exist yet.

What will my homework commitment be?

You will be expected to complete any unfinished coursework in your own time which will help you develop your skill. You may also be asked to complete exam style questions testing your knowledge and understanding. Many of these tasks will make use of the Google Classroom.

Faculty: Technologies

Course Name: N5/4 Graphic Communication



Description of Course:

The course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions. The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

Candidates develop:

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society

My learning:

What will I be learning? (*Units are only assessed at a National 4 level*)

The course develops skills in two main areas. Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

2D graphic communication

Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

3D and pictorial graphic communication

Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

How will I learn?

Throughout this course you will have the opportunity to work independently on a variety of tasks. There will be many opportunities for active learning in the form of computer-based

tasks using CAD software. Much of the knowledge and skills you will acquire will be learned through projects you will complete throughout the year which cover knowledge and skills from each topic.

How will I know how I am progressing?

You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to progress further. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward?

If completing N4 you can continue to N5 or if you have successfully completed N5 then you can go onto study Higher graphic communication.

What are the possible career opportunities from this course?

The skills you learn in this course are useful in many career areas including Architect, Interior Designer, Engineer, Surveyor, Drafter, Graphic Designer, Animator, Web Designer. However the skills you learn in Graphic Communication can open doors to many different careers, some of which don't even exist yet.

What will my homework commitment be?

You will be expected to complete any unfinished coursework in your own time which will help you develop your skill. You may also be asked to complete exam style questions testing your knowledge and understanding. Many of these tasks will make use of the Google Classroom.

Department: Science

Course: N5 Skills for Work: Health Sector



Course description:

This Course is for S5 and S6 pupils only.

It is designed as an introduction to working in the health sector and the emphasis is on developing the skills and attitudes valued by employers.

Pupils will investigate the wide range of job roles and career opportunities in the health sector as well as developing research and self-evaluation skills.

There are five units:

Working in the Scottish Health Sector

This unit introduces learners to the range of services provided by the health sector locally.

Pupils will develop their knowledge and understanding of the world of work, including job interviews, focusing on the skills and attitudes most valued by employers. They will reflect on and evaluate their own employability skills.

Life Sciences Industry and the Health Sector

This unit looks at the contribution of the life sciences industry in the diagnosis and treatment of illness. Pupils will investigate the safety of pharmaceutical products, learn about risk assessment and the responsibilities of employers and employees in the life sciences industry.

Improving Health and Wellbeing

This unit is designed to introduce pupils to the options available to deal with current health and lifestyle issues. It looks at the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, pupils will give advice in relation to the promotion of health.

Physiology of the Cardiovascular System

This unit will look at the structure and function of the cardiovascular system and use this knowledge to investigate the effect of a specific disorder on the cardiovascular system. Pupils will take physiological measurements at different activity levels and learn about current first aid procedures used to provide emergency life support.

Working in Non-Clinical Roles

This unit introduces pupils to the range and diversity of careers in non-clinical roles in the health sector. They will undertake an investigation into the roles and responsibilities of non-clinical roles and look at the career opportunities available. Pupils will also take part in practical activities to demonstrate customer care skills in a non-clinical role.

Recommended Entry

- N4 or N5 Biology.
- Assessment involves research tasks to produce a variety of oral/written evidence and pupils are recommended to be undertaking or have achieved National 4 English.

Assessment

To gain the Course award pupils must produce a folio of work to demonstrate that they have achieved the required standard across a range of knowledge and skills. This will contain a range of evidence to include research activities, case studies, observed practical skills, posters, group or individual presentations and oral or written reports.

My Learning

What will be different in the senior phase?

In the Skills for Work courses you will study a range of vocational topics and develop the knowledge and skills needed for work in the Health Sector or a Laboratory.

How will I learn?

You will be required to work independently and also in groups, developing your understanding through research tasks, discussion, practical work and presentations. Emphasis is on the skills and attitudes valued by employers – a positive attitude, adaptability, problem solving, self-evaluation and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as completing research tasks or written reports.

How will I know how I am progressing?

You will receive verbal and written feedback on your class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

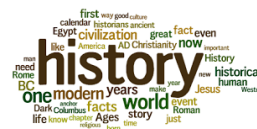
How can I take this course forward?

This course gives an excellent basis for a wide range of further study options and career choices.

It can be used to gain entry to further education courses in related areas or to provide a sound basis for direct entry into science related employment with companies involved in oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals, food technology and environmental monitoring.

Faculty: Social Subjects

Course Name: Higher History



Description of course:

Britain 1851-1951

In this unit you will study how and why democracy grew in Britain throughout the 19th and 20th centuries. You will then consider how women gained the vote, why the Liberal Government introduced social reforms and how effective these were. Finally, you will investigate how effective the post-World War Two social reforms introduced by the Labour Government were. In this unit, you will be consider each issue by writing an essay.

USA 1918-1968

In this unit you will consider what the USA was like in the 20th century. For example, you will examine attitudes towards immigrants in the 1920s as well as how the black population fought for and gained civil rights. You will also consider economic issues such as the Wall Street Crash, the Great Depression and the New Deal. Again, in this unit you will be expected to consider each issue through an essay.

Migration and Empire 1830-1939

This unit is a study of why Scottish people left their homeland in the 19th and 20th centuries, as well as why people wanted to move to Scotland. You will consider why Scots left, the experiences immigrants had in Scotland, the impact of Scottish people abroad, especially within the British Empire, as well as how the British Empire impacted Scotland. In this unit, you will be expected to examine both primary and secondary sources and be able to comment critically on them.

Assignment

You will also complete an assignment in which you will choose an area of the course to research further. This will be prepared in class time but will be written in timed exam conditions.

My learning

Recommended Entry

While entry is at the discretion of the Principal Teacher, students would normally be expected to have attained a 'good pass' (A or B) at National 5 History or another social subject or a Higher in another social subject. Pupils should also have a good National pass or Higher Pass in English.

What will be different in S5/6?

You will take on increased responsibility for your own learning. You are required to write essays in Higher History.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

How can I take this course forward into S5/6?

If you achieve a good pass in this subject, you could take Advanced Higher History or a Higher in another social subject.

What are the possible career opportunities from this course?

History can lead to a future in public administration, business management, law, museum work, teaching, journalism or many other subjects.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: Social Subjects

Course Name: N5/4 History



Description of course:

Scottish Unit

You will study **one unit** that has a Scottish focus, which will either be:

Scotland and the Great War 1910-1928

In this unit, you will study what life was like for Scots on the Western Front. You will also consider how World War One changed life in Scotland by examining how it affected Scottish society, economy and politics. In this unit, you will continue to work with historical sources and develop an ability to critically comment on them.

British Unit

You will study **one unit** that has a British focus. In this instance the unit will be:

The Atlantic Slave Trade 1770-1807

In this unit, you will study how the slave trade operated and what enslaved people experienced from Africa to the Caribbean. You will also consider how the slave trade impacted on Britain's economy. You will then move on to examining how and why the slave trade was eventually abolished by Britain. In this unit, you will develop skills that will allow you to comment on historical sources.

European and World Unit

You will study **one unit** that has a European or World focus, which will either be:

Hitler and Nazi Germany 1919-1939

In this unit, you will study how and why Hitler came to power in Germany in 1933. You will then move on to consider how he gained - and maintained - control of the German people up until 1939. You will continue to work with and comment on historical sources.

My learning

Recommended Entry

Pupils in S4, 5 and 6 classes can choose National 4 and 5 History. Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies, ideally History) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

What will be different in the senior phase?

You will study more in depth, be responsible for your own learning more, and work on extending written responses.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

How can I take this course forward into S5/6?

Provided you achieve a good pass in this subject at National 4 or National 5, you could take National 5 or Higher History the following year.

What are the possible career opportunities from this course?

History can lead to a future in public administration, business management, law, museum work, teaching, journalism or many other subjects.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: Health & Wellbeing - Home Economics

Course Name: N5/4 Practical Cookery



Description of Course:

The Practical Cookery Course is made up of 3 units:

Cookery Skills Techniques and Processes

The course, which combines practical and written work will allow you to develop proficiency in a range of cookery skills, food preparation techniques and cookery processes when following recipes. You will learn how to select and use ingredients to produce and garnish or decorate dishes. Through emphasis on safety and hygiene you will gain an understanding of the need to follow safe and hygienic practices in many cookery contexts.

Understanding and Using Ingredients

Your knowledge and understanding of ingredients, and their characteristics, will be developed. You will learn about the importance of sustainability and responsible sourcing of ingredients. You will develop an awareness of current dietary advice, relating to ingredients.

Organisational Skills for Cooking

You will develop planning, organisational and time management skills in hospitality-related contexts by following recipes; and by planning, producing, and costing dishes. You will extend your ability to carry out evaluation of foods and prepared dishes.

My Learning

What will be different in S4 – 6?

You will further develop your practical cooking skills and processes through more practical lessons in S4. For National 5, there is more of a focus on the accuracy of the skills you are carrying out. You will also develop your planning, organisational and time management skills by following recipes to produce meals within a set time scale.

How will I learn?

- Practical cooking lessons (at least 2 per week)
- Theory lessons incorporating cooperative and independent learning to investigate topics such as characteristics of ingredients, current dietary advice and food sustainability.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis. You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to improve and progress further. You will be actively encouraged to set and evaluate your own targets.

Course Assessment - National 5

Practical Activity - 82 marks (62%)

You will have 150 minutes to prepare, cook and serve a 3 course meal for 4 people.

Assignment - 18 marks (13%)

The assignment booklet is the written preparation for the practical activity. You will write a time plan, equipment list and service details.

Question Paper - 30 marks (25%)

You will have 1 hour to complete the question paper. The questions will be based on the content of the whole course.

Both the assignment and question paper will be set and externally marked by the SQA.

The practical activity will be marked by your class teacher and externally verified by the SQA.

National 4 pupils will complete unit assessments and an Added Value Unit Assignment.

How can I take this course forward into S5/S6?

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

Practical Cookery can be offered at National 4 and 5 levels. You can progress further with Professional Cookery (SCQF Level 4) at College.

What are the possible career opportunities from this course?

The Food industry is one of the largest sectors in Scotland. With increasing demand for new products and healthier alternatives, it is an exciting and innovative sector to work in. Some careers directly linked to the subject include:

Chef, Baker, Food and Beverage service, Hospitality Management, Cake Design/Decorating, Food product developer, Food Stylist.

What will my Home Learning commitment be?

There will be homework tasks to consolidate learning. The majority of the work will be practical where skills can be improved by practise at home.

Faculty: Health & Wellbeing - Home Economics

Course Name: Higher/N5/N4 Health and Food Technology



Description of Course:

The Health and Food Technology course is made up of 3 units:

Food for Health

- Develop your knowledge and understanding of the relationship between food, health and nutrition.
- Increase your understanding of dietary needs for different ages.
- Develop your practical skills in preparing food products that meet individual needs.

Food Product Development

- Expand your knowledge and understanding of the properties of ingredients in food, and how they are used in developing new food products.
- Increase your understanding of the stages involved in developing food products.
- Make food products to meet a given brief.
- Develop and apply your knowledge of safe and hygienic food practices and techniques.

Contemporary Food Issues

- Explore factors which may affect food choices and learn more about contemporary food issues.
- Consider technological developments in food, and organisations which protect consumer interests.
- Investigate how food labelling helps us to make informed food choices.

Course Assessment

The course assessment has two components totalling 120 marks:

Component 1: question paper – worth 60 marks

Component 2: assignment – worth 60 marks.

For the assignment, you will work to a brief to develop a food product and will complete your work using a candidate workbook which you will be provided with. The assignment will be set and externally marked by the Scottish Qualification Authority (SQA).

My Learning

Entry Requirements

Entry to the course is at the discretion of the Principal Teacher. Ideally, you will have studied Home Economics in S3. Assessments involve tasks where you will be producing a variety of written evidence so therefore Pupils are also recommended to be undertaking or have achieved National 5 English.

A good pass (A or B) at National 5 level would be required for entry to Higher Health and Food Technology.

What is different about Health and Food Technology?

Unlike National 5 Practical Cookery, Health and Food Technology is not a predominantly practical subject. A lot of your learning will still take place in a practical context and you will still have practical lessons, however the focus will be less about the skills you are using and more about the ingredients we are using, their functional qualities and how they link to health.

How will I learn?

- You will have approximately 1 practical lesson per week.
- You will learn through cooperative and independent tasks to investigate the relationships between health, food and nutrition.
- You will develop and adapt recipes to suit the needs of different groups of people e.g athletes, infants, elderly.
- You will carry out investigations into the issues surrounding consumers' food choices.
- You will develop and create products to meet the needs of a given brief.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis. You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to improve and progress further. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward into S5/S6?

Provided you achieve a good pass in this subject at National 4 or National 5, you could take National 5 or Higher Health and Food Technology the following year.

What are the possible career opportunities from this course?

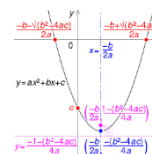
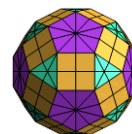
The Food industry is one of the largest sectors in Scotland. With increasing demand for new products and healthier alternatives, it is an exciting and innovative sector to work in. Some careers areas that can be linked to the subject include:

Food Science, Food Product development, Dietetics and nutrition, Sports and nutrition, Medicine and nutrition, Nursing and Midwifery, Social work, Education, Agriculture, Environmental Health

What will my Home Learning commitment be?

- You will be given areas of research to carry out relating to food and nutrition.
- You should take an interest in and reading about food and consumer related issues within the media.
- You should be finding opportunities to explore new and different foods outside of the lessons, including practising your cooking skills.
- Students will be expected to attend additional lunchtime sessions if needed to complete unfinished work.

Faculty: Mathematics and Numeracy



Course Name: Advanced Higher/Higher/N5/N4/N3 Mathematics & Applications of Mathematics

Description of Course:

Students will cover the necessary numerical, geometric, statistical, algebraic and mathematical skills required to cope with everyday life. Students will learn how to apply their numerical skills and information handling skills to real world problems. Students will also enhance their mathematical ideas and strategies that can be applied to planning and organising aspects of their personal life, the workplace and the wider world.

My learning

What will be different in S4, S5 and S6?

You will increase your mathematical and numerical skills and knowledge and formalise the processes that you use.

How will I learn?

Students will develop their Mathematical understanding and reasoning skills through a mixture of independent learning, group work, cooperative learning, investigative approaches and use of IT.

How will I know I am progressing?

Students will be given a target to achieve and will be aware of their progress through self-evaluation, peer evaluation and from feedback from teachers. There will be formal assessments peppered throughout the session and students will be given advice on what steps to take to meet their targets.

How can I take this course forward into S5/6?

There are a variety of routes than can be taken as a student progresses from S4. Students will be advised on the appropriate course based on their progress and achievement in S4.

What are the possible career opportunities from this course?

Numeracy and Mathematics qualifications are important for all careers: they show an aptitude for logical and rational thinking and demonstrate problem solving skills. These qualifications are invaluable for careers in Finance, Engineering, Architecture, Computing and many others. CBI Scotland has stated that the vast majority of the companies that make up its members look at a candidates Maths qualification before anything else.

What will my Home Learning commitment be?

All students are expected to keep up to date with the work set. This may mean completing work at home. In addition, approximately one to two hours of homework will be given each

week and students are expected to ensure it is completed promptly and completed to a high standard.

Faculty: Social Subjects

Course Name: Advanced Higher Modern Studies



Description of course:

The aim of Modern Studies is to develop knowledge and understanding of the modern world we live in and the issues that arise in it. The course is split into four main units of work, with two out of the three content units being taught:

Understanding the criminal justice system

You will study Individual human rights and liberty in relation to criminal justice, the Judicial framework and current criminal justice issues.

Understanding criminal behaviour

You will study the nature and extent of criminal behaviour, theories of criminal behaviour and the social and economic effects of criminal behaviour.

Responses by society to crime.

You will study theories and explanations of responses to crime and current responses to crime

Research methods

You will study research methodology and moral and ethical issues associated with research.

Dissertation: Producing a 5000 word piece of work, based on a topic that interests you.

My learning

Entry Requirements

You will need an A or B in Higher Modern Studies but in some cases, and at the discretion of the Principal Teacher, a C may be acceptable. There will be a considerable amount of individual work, which will require a high degree of self-motivation and effort.

What will be different in S5/6?

You will take on increased responsibility for your own learning. There will be a considerable amount of individual work, which will require a high degree of self-motivation and effort. The course involves you in a considerable amount of individual reading and personal research using resources in the department, the school library and the Library at the University of Aberdeen. In addition the creation and use of primary sources such as interviews, questionnaires and attitude surveys will be encouraged. Teaching will be done mainly through a system of tutorials and group discussions.

How will I learn?

I will learn through independent research, reading and class discussion. Lessons may take the form of a tutorial, where pupils are required to carry out work in advance and come to class prepared to discuss reading.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

What are the possible career opportunities from this course?

Modern Studies can lead to a future in law, working for a charity, journalism, economics, politics, banking or many other subjects.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others. At advanced higher level, you are expected to carry out your own reading and research.

Faculty: Social Subjects

Course Name: Higher Modern Studies



Description of course:

The aim of Modern Studies is to develop knowledge and understanding of the modern world we live in and the issues that arise in it. The course is split into four main units of work:

- **Democracy in Scotland the UK**

You will study the UK political system in depth, including role of the Government in holding the Prime Minister to account. You will look at the ability of voting systems to provide fair representation. You will also study influences on voting, such as the Media. You will also look at alternative systems of governance for Scotland, such as becoming an independent country. You will also gain an in-depth understanding of the implications of the UK's decision to leave the EU.

- **Social Inequality in the UK**

You will study social issues which impact on day to day life of people living in the UK. You will focus on issues such as poverty and health in the UK. The course also looks at barriers people face in life and what the Government has put in place to combat these issues.

- **International issues**

This unit will focus on a world power: the USA. You will study topics including the checks and balances of the US political system, the international influence of the USA, immigration and social inequality.

Assignment: planning and undertaking a research topic of your choice.

My learning

Recommended Entry

While entry is at the discretion of the Principal Teacher, students would normally be expected to have attained a 'good pass' (A or B) at National 5 in Modern Studies or another social subject or a Higher in another social subject. Pupils should also have a good National pass or Higher Pass in English.

What will be different in S5/6?

You will take on increased responsibility for your own learning. You are required to write essays in Higher Modern Studies.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

How can I take this course forward into S5/6?

If you achieve a good pass in this subject, you could take Advanced Higher Modern Studies or a Higher in another social subject.

What are the possible career opportunities from this course?

Modern Studies can lead to a future in law, working for a charity, journalism, economics, politics, banking or many other subjects.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: Social Subjects

Course Name: N5/4 Modern Studies



Description of course:

The aim of Modern Studies is to develop knowledge and understanding of the modern world we live in and the issues that arise in it. The course is split into four main units of work:

- **Democracy in the UK**

You will build up your knowledge and understanding of the UK political system and how it works. You will study ways in which people can participate in politics, the House of Lords, the role of the Prime Minister and the influence pressure groups and the media have on decision making in the UK.

- **Crime and the Law**

You will study the types and causes of crime in Scotland. You will look at the role of the police in tackling crime. You will develop a detailed understanding of the justice system, including the courts and the prison system.

- **International issues**

This unit will focus on a world power: the USA. You will study topics including the US political system and social inequalities in the USA.

Added value unit/assignment: planning and undertaking a research topic of your choice.

National 4 – You will complete an added value unit internally marked by your teacher.

National 5 – You will complete an assignment which will be sent to the SQA to be marked and make up 20% of your final grade.

My learning

Recommended Entry

Pupils in S4, 5 and 6 classes can choose National 4 and 5 Modern Studies. Students would be expected to have completed a Social Studies Course (Geography, History or Modern Studies, ideally Modern Studies) in S3. If interested pupils are unsure about their achievements, they should discuss this with the Principal Teacher.

What will be different in the senior phase?

You will study more in depth, be responsible for your own learning more, and work on extending written responses.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

Your progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis.

How can I take this course forward into S5/6?

Provided you achieve a good pass in this subject, you could take Higher Modern Studies.

What are the possible career opportunities from this course?

Modern Studies can lead to a future in law, working for a charity, journalism, economics, politics, banking or many other subjects.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: **Expressive Arts**

Course Name: **Advanced Higher/Higher Music**



Description of course:

Music is a practical, hands on subject that develops your imagination and creativity. It helps you to develop important skills such as: playing a musical instrument, communication, creative thinking, using your voice, composing and arranging music. You will also learn about different genres of music and develop your knowledge and understanding of a range of music concepts and literacy.

My learning:

What will be different in S5/6?

- There will be four lessons a week.
- You will focus on two instruments/voice of your choice and learn a range of music on each instrument.
- You will learn to create original music using compositional methods and develop your music literacy skills.
- You will learn about different musical styles and the basics of reading and writing music.
- You will complete SQA units and participate in formal SQA assessments

How will I learn?

- You will be practising individually and performing music in a group.
- Active learning will take place in all lessons
- You will complete self and peer evaluations for next steps.

How will I know I am progressing?

- You can sing/play different styles of music confidently.
- You can identify features in music and can comment constructively on the work of others.
- You can use technology to compose
- You will discuss with your teacher your achievements and steps for improvement.
- You will set yourself targets.

How can I take this course forward?

- Advanced Higher music is offered in S6

What are the possible career opportunities from this course?

- Music teacher, performer or composer. It would also help to get into Theatre/TV, sound engineering and music production.

What will my home learning commitment be?

- If possible, practising your instruments at home. If this is not possible, the department is available at lunch and after school for extra practice. You will also need to revise all musical concepts covered in class.

Faculty: Expressive Arts

Course Name: Music N5/4



Description of course:

Music is a practical, hands on subject that develops your imagination and creativity. It helps you to develop important skills such as: playing a musical instrument, communication, creative thinking, using your voice, composing and arranging music. You will also learn about different genres of music and develop your knowledge and understanding of a range of music concepts and literacy.

My learning:

What will be different in S4?

- There will be four lessons a week.
- You will focus on two instruments/voice of your choice and learn a range of music on each instrument.
- You will learn to create original music using compositional methods and develop your music literacy skills.
- You will learn about different musical styles and the basics of reading and writing music.
- You will complete SQA units and participate in formal SQA assessments

How will I learn?

- You will be practising individually and performing music in a group.
- Active learning will take place in all lessons
- You will complete self and peer evaluations for next steps.

How will I know I am progressing?

- You can sing/play different styles of music confidently.
- You can identify features in music and can comment constructively on the work of others.
- You can use technology to compose
- You will discuss with your teacher your achievements and steps for improvement.
- You will set yourself targets.

How can I take this course forward?

- Higher Music is offered in S5/S6

What are the possible career opportunities from this course?

- Music teacher, performer or composer. It would also help to get into Theatre/TV, sound engineering and music production.

What will my home learning commitment be?

- If possible, practising your instruments at home. If this is not possible, the department is available at lunch and after school for extra practice. You will also need to revise all musical concepts covered in class.

Department: Expressive Arts

Course Name: Higher Photography



Description of Course:

When undertaking the Higher Photography course learners will develop technical and creative skills in using photographic media, techniques and processes. Through written and discussion work will communicate personal thoughts, feelings and ideas using photography, and develop knowledge and understanding of a range of photography practice. Learners will develop skills in problem solving, critical thinking and reflective practices. They will research and study photographers who inspire them and analyse the impact of social and cultural influences on photographers and their work. During the course learners will become critically self-reflective, autonomous learners.

Course Entry Requirements

Candidates who have achieved a pass at National 5 English will be considered for the course.

My Learning:

What will be different in S5/6?

- Learners will attend 4 one hour sessions per week.
- Learners will complete SQA units and build a folio of work which will be used in formal SQA assessment.

After completing and passing unit work, learners move onto SQA marked folio work in October. Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate.

Personal Photography Folio	Course Assessment
Pupils will plan, develop, produce and present personal creative photographic work using a range of photographic media, techniques and processes. They will plan and execute each photo shoot, annotate, analyse and develop their folio over 12 photographic sessions.	Research and Investigation- 25 marks Development and Production- 60 marks Evaluation- 15 marks 100 marks in total

How will I learn?

Learners will develop their understanding of the fundamental technical and compositions skill processes of using a digital SLR camera, lenses and other technical camera equipment.

Through written work, discussion and co-operative learning opportunities, their will develop their analytical, written and evaluative skills.

Learners will become confident in the 'after effect' process of photography, using Photoshop as a tool in enhancing their photographic imagery.

Professional photographers will be invited to give talks and run workshops with learners, sharing their knowledge and understanding of creative photography.

How will I know how I am progressing?

Learners work is regularly reviewed and assessed throughout the year. Feedback is given in oral, note and formal assessment format.

Learners will be self-reflective and encouraged to set themselves targets and next steps in their learning in line with the school tracking and monitoring system.

Learners will be encouraged to peer assess the work of others in class, as well as that of professional photographers in order to gain a more well-rounded grasp of process and style.

What are the possible career opportunities from this course?

Studying photography will enhance learner's creative, social and cultural understanding as well as develop their specialist technical knowledge. Jobs directly related to career opportunities in photography are- press photographer, forensic photographer, graphic designer, freelance photographer, commercial/industrial photographer, magazine features editor, television camera operator, advertising art director, film/video editor, visual merchandiser, stylist, photographic technician, photojournalist, editorial photographer, curator.

Colleges and universities across the city and Scotland offer progression courses in Photography which learners can undertake to develop their skills base further and progress into professional careers.

What will my home learning commitment be?

Learners will be expected to complete most folio photo shoots out-with school time. Most course work, however will be completed in class time. As Higher Photography has no formal written exam, additional time out-with school is expected to be used for folio shoots, research and developing knowledge and understanding of camera functions.

Faculty: Physical Education

Course Name: Higher PE



Description of Course

This course gives candidates the opportunity to develop and enhance their movement and performance skills from National 5. They develop a heightened knowledge and understanding of key concepts within Physical Education and apply these to the analysis and evaluation of performance. Candidates develop employability skills such as: planning, problem solving, analysis, use of technology, teamwork, resource management, communication and much more through the medium of sport.

The course promotes awareness of mental, emotional, social and physical wellbeing and development. Candidates perform in a range of contexts, and develop the ability to reflect on their own performances and those of others.

- Question Paper – 2 ½ hour exam paper allows the pupils to demonstrate their knowledge of the factors that may impact on performance whilst analysing and evaluating the performance developmental process. (50% of final course award)

Homework

Homework will be issued on a weekly basis. These will be mainly written tasks but there will be occasions when other tasks may be required. There are strict deadlines for homework and these deadlines are essential to progress in Higher Physical Education.

How will I learn?

- Through practical activity and classroom based tasks, either individually or in groups.
- By self and peer evaluations.
- By using ICT to gather and analyse information on your performances.

How will I know I am progressing?

- You can perform to an increasingly high practical standard when compared to the Higher PE assessment criteria.
- You can identify your strengths, areas for development and set personal targets for development
- You will regularly discuss your achievements and next steps with your teacher
- You will have an increased understanding of the cycle of analysis and its purposes.
- You will be able to independently design, implement and evaluate a personal development plan within a range of activities.

What are the possible career opportunities from this course?

PE Teacher, Sports Coach, Sports Scientist, Sports Development Officer, Physiotherapist or Sports Nutritionist. Physical Education can also provide access to a range of employment opportunities in the sport, leisure and fitness industries.

Faculty: Physical Education

Course Name: National 5/4 PE



Description of Course

The National 4/5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to improve and perform effectively in a range of physical activities. Candidates will also develop a knowledge and understanding of key concepts within Physical Education and apply these to the analysis and evaluation of performance within the cycle of analysis.

National 4/5 Physical Education is an ideal platform to develop thinking and interpersonal skills alongside course content. The skills, knowledge and understanding that candidates acquire by successfully completing this course are transferable to learning, to life and to the world of work.

The course will consist of a variety of activities which will act as a context for learning. Activities may include:

- Swimming (Mandatory)
- Basketball
- Badminton
- Volleyball
- Handball
- Gymnastics
- Table Tennis
- Football
- Ultimate Frisbee

Homework will be issued on a weekly basis. These will be mainly written tasks but there will be occasions when other tasks may be required. There are strict deadlines for homework and these deadlines are essential to progress in National 4/5 Physical Education.

How will I learn?

- Through practical activity and classroom based tasks, either individually or in groups.
- By self and peer evaluations.
- By using ICT to gather and analyse information on your performances.

How will I know I am progressing?

- You can perform to an increasingly high practical standard when compared to the National PE assessment criteria.
- You can identify your strengths, areas for development and set personal targets for development
- You will regularly discuss your achievements and next steps with your teacher
- You will have an increased understanding of the cycle of analysis and its purposes.
- You will be able to independently design, implement and evaluate a personal development plan within a range of activities.

How can I take this forward into S5?

- Higher PE is offered in S5/S6

What are the possible career opportunities from this course?

PE Teacher, Sports Coach, Sports Scientist, Sports Development Officer, Physiotherapist or Sports Nutritionist. Physical Education can also provide access to a range of employment opportunities in the sport, leisure and fitness industries.

Faculty: Physical Education



Course Name: SQA LEADERSHIP AWARD PROGRAMME (SCQF 5/6)

Description of Course

This Award helps learners understand the meaning of leadership. Pupils learn about the variety of different leadership styles, skills and qualities. A number of leaders are compared in an attempt to discover what makes an effective leader. The knowledge gained from this task helps pupils consider their own potential for leadership. Learners move on to using their leadership abilities in an activity of their choosing. This Award gives learners the chance to explore the relationship between leadership and teamwork. School wide opportunities are promoted which allow individuals to build their self-confidence and self-esteem.

Recommended Entry Requirements

- Four National 5 Qualifications including English

Assessment

Assessment is all carried out internally and can take the form of: written records, recordings of interviews, emails, blogs, assessor record of learner responses, review sheets, diaries, log books, evaluations sheets, electronic presentations, electronic journals, photographs, and videos, etc.

There are two Units in this course:

1. Leadership: An Introduction
2. Leadership in Practice.

Homework

Homework will be regular and may take the form of research, or the planning of a future activity. Pupils may also be involved in leadership activities out with the normal school day or using additional study periods.

Career Information

In general, the award will: build confidence in learners and in their own leadership abilities; help learners to develop leadership skills and the values necessary for working with others; help learners to see the impact they can have on others and on the success of an activity; encourage reflective learning; improve self-esteem and the self-awareness of learners in relation to the contribution they can make to society.

What are the possible career opportunities from this course?

Business management, Sports Leadership, Sports Coaching, Teaching, Project Management

Faculty: **Physical Education**



Course Name: **PERFORMANCE and SPORTS DEVELOPMENT LEVEL 6**

Description of Course

This course comprises of 2 units:

- Performance Skills - pupils must achieve a pass in 2 separate activities for all assessment standards.
- NPA Sports Development: Sports: Activity and Participation Opportunities in the Community and Sports: Investigate Activity Development Opportunities in an Organisation

Pupils will develop their knowledge and understanding of current practices and thinking philosophies of Sports Development and its impact on communities and sport in general. They will also develop their knowledge and understanding and skills in planning, implementing and evaluating aspects of Sports Development.

Recommended Entry Requirements

- National 5 pass in Physical Education at grade B. Discussion with Principal Teacher
- Achieved a National 5 pass in English at grade A or B.
- Full participation in Senior Core PE and in agreement with the Principal Teacher.

Assessment

- Performance – pupils will be internally assessed on their ability to perform in two activities in a challenging environment.
- Investigative project which is internally assessed.

How can I take this forward into S6?

- Pupils can progress onto Higher PE; study HND Coaching and Delivering Sport; HND Fitness Health and Exercise; NC Sport and Fitness at NESCOL.

How will I learn?

- Through practical activity, either individually or in groups
- By self and peer evaluations
- By using ICT to gather information on your performances and activity opportunities within the community.

How will I know I am progressing?

- You can perform practically in a range of activities
- You can identify your strengths and areas for development
- You will regularly discuss your achievements and next steps with your teacher

What are the possible career opportunities from this course?

- PE Teacher, Sports Coach, Sports Science, Sports Development Officer. Physical Education can also contribute to health and wellbeing and a healthy lifestyle, and can provide access to a range of opportunities in the sport, leisure and fitness industries.

Faculty: Science



Course: Advanced Higher Physics

Description of Course

The Advanced Higher course builds on the knowledge and skills developed in Higher Physics, using mathematical knowledge and skills to analyse and solve problems in real-life contexts. It reinforces and extends pupil knowledge and understanding of the concepts of physics and also develops skills in investigative practical work.

The course consists of three units:

Mechanics:

Kinematics and relativistic motion, angular motion, rotational dynamics, simple harmonic motion, wave particle duality.

Electrical Phenomena:

Electrical fields, electromagnetism, motion in a magnetic field, self inductance, forces of nature.

Wave Phenomena: [half unit]

Waves, interference, polarisation.

Practical Investigation: [half unit]

Help is given in the selection and carrying out of the investigation. However the investigation itself requires a great deal of independent study and application of initiative.

Recommended Entry

- Higher Physics, preferably at A or B
- AND
- Higher Mathematics.

Assessment

To gain the Course award pupils must pass an externally marked written exam. They must also complete an extended research assignment/practical investigation and submit an investigation report for external assessment.

My Learning

What will be different in the senior phase?

You will study a range of Physics topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research.

Emphasis is on the practical applications of physics and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

Pupils who are successful at National 5 Physics can progress to Higher Physics.

Pupils who are successful at Higher Physics can progress to Advanced Higher Physics.

How can I take this course forward?

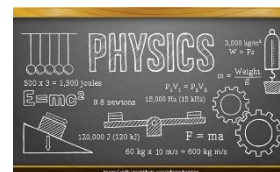
The Physics courses give an excellent basis for a wide range of further study options and career choices.

Success at Advanced Higher Physics can be used to gain entry to further and higher education courses in areas associated with the physical sciences. These include Physics, Science, Mathematics, Computing, Engineering, Technology or other related fields.

The study of Physics can open doors to a wide range of careers. This includes work in a research laboratory, the design of computer games, monitoring the environment, exploration of new techniques for renewable energy, invention of life-saving medical equipment, making the latest cars the safest ever, modelling financial markets.

Faculty: Science

Course: Higher Physics



Description of Course

This course reinforces and extends the knowledge and understanding of the concepts of physics and develops related problem solving skills and practical abilities acquired at National 5 by providing a deeper insight into the structure of the subject. It also develops learners' curiosity, interest and enthusiasm for physics in a range of contexts.

The course units are:

Our Dynamic Universe

Content outline: vectors, equations of motion, Newton's second law, momentum and impulse, gravitation, special relativity and the expanding universe.

Electricity and Electronics

Content outline: electric fields and resistors in circuits, alternating current and voltage, capacitance, analogue electronics.

Particles and Waves

Content outline: standard model, forces on charged particles, nuclear reactions, photoelectric effect, interference and diffraction, refraction, spectra.

Recommended Entry

- National 5 Physics. preferably at A or B
OR
- Higher Biology or Higher Chemistry at A-C
AND
- National 5 Maths preferably at A or B. Data handling forms a significant part of the course.

Assessment

To gain the Course award pupils must pass an externally marked written exam and complete an investigation/research assignment.

My Learning

What will be different in the senior phase?

You will study a range of Physics topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research.

Emphasis is on the practical applications of physics and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

Assessment

To gain the Course award pupils must pass an externally marked written exam and complete an investigation/research assignment.

My Learning**What will be different in the senior phase?**

You will study a range of Physics topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research.

Emphasis is on the practical applications of physics and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression**How can I take this course forward?**

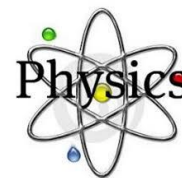
Pupils successful at Higher Physics can progress to Advanced Higher Physics.

The Physics courses give an excellent basis for a wide range of further study options and career choices. An award in Higher Physics can be used to gain entry to further and higher education courses in areas associated with the physical sciences. These include Physics, Science, Mathematics, Computing, Engineering, Technology or other related fields.

The study of Physics can also open doors to a wide range of careers. This includes work in a research laboratory, the design of computer games, monitoring the environment, exploration of new techniques for renewable energy, invention of life-saving medical equipment, making the latest cars the safest ever, modelling financial markets.

Faculty: Science

Course: N5/4 Physics



Description of Course

This course follows on from the Physics studied throughout the BGE, particularly S3 Physics. Data handling forms a significant part of the course along with a research assignment[s].

The course covers the following topics:

Dynamics and Space

In this area the topics covered are speed and acceleration and the relationships between forces, motion and energy. The Space topic looks at satellites and cosmology.

Electricity and Energy

In this area, the topics covered are the generation of electricity, practical electrical and electronic circuits and electrical power. It also covers heat and gas laws and the kinetic model.

Waves and Radiation

In this area, the topics covered are: wave characteristics, sound, the electromagnetic spectrum and nuclear radiation.

Recommended Entry

- Pupils should have completed the S3 Physics course. Results of the S1-3 unit assessments and the S3 exam will be used to ensure that pupils are allocated places in the course at the appropriate level.
- Pupils are also recommended to be undertaking or have achieved National 5 Maths and National 5 English.

Assessment

To gain a Course award at:

National 5 - pupils must pass an externally marked written exam and complete a practical research assignment which is also marked externally. The final award is graded A-D.

N.B. Pupils will not be able to switch from N5 to N4 level during the course due to the differences in course content and assessments.

National 4 - pupils must pass the unit assessments, complete three practical reports and three research tasks. These are all marked internally and there is no final exam. National 4 awards are graded Pass or Fail.

My Learning

What will be different in the senior phase?

You will study a range of Physics topics in more depth and develop skills in practical work and research.

How will I learn?

You will be required to work independently and in groups, developing your understanding through discussion and research.

Emphasis is on the practical applications of physics and the transferrable skills that are part of any science course - problem solving, analysis, critical thinking, numeracy and practical skills.

What will my Home Learning commitment be?

Home learning forms an important part of the course and you will regularly be given homework tasks such as past paper questions, research tasks, written reports etc.

How will I know how I am progressing?

You will receive verbal and written feedback on class and homework as well as tracking and monitoring reports and assessments. These will help you to identify next steps with your teacher

Progression

How can I take this course forward?

Pupils who are successful at National 4 Physics can progress to National 5 Physics
Pupils successful at National 5 Physics can progress to Higher Physics.

The Physics courses give an excellent basis for a wide range of further study options and career choices. They can be used to gain entry to further and higher education courses in areas associated with the physical sciences. These include Physics, Science, Mathematics, Computing, Engineering, Technology or other related fields.

The study of Physics can open doors to a wide range of careers. This includes work in a research laboratory, the design of computer games, monitoring the environment, exploration of new techniques for renewable energy, invention of life-saving medical equipment, making the latest cars the safest ever, modelling financial markets.

Faculty: Religious, Moral and Philosophical Studies



Course Name: Advanced Higher, Higher, N5/4 RMPS

Description of Course:

This course aims to develop a wide range of important and transferable skills including investigating and expressing detailed, reasoned and well-structured views about religious moral and philosophical topics or issues; interpreting and explaining sources related to world religions; enquiring into and evaluating contemporary moral questions and responses; and critically analysing religious and philosophical questions and responses.

It is split into 3 different units:

National 4 and 5	Higher
World Religion- Judaism	World Religion-Islam
Morality and Belief- Religion and Justice	Morality and Belief- Medical Ethics
Religious and Philosophical Questions- The Problem of Evil and Suffering	Religious and Philosophical Questions- The Existence of God

For Advanced higher, you have the opportunity to study Philosophy of Religion and the phenomenon of Religious Experiences in depth. You will be using philosophical thinking and applying reason and logic to your arguments. You will be speculating whether the existence of the universe and the design and order within it prove there is an omnipotent Supreme Being. The argument from religious experience has the potential to be more convincing for some people. It does not rely on speculation and thinking outside the box – these are experiences that people claim to have happened and thus can provide empirical evidence that God(s) exist.

SQA have divided the units in to three sections:

Philosophy of Religion	Religious Experience
The Cosmological Argument	Understandings of religious experience
The Teleological Argument	Faith perspectives
Atheism	Alternative accounts of religious experience

Assignment

You will also need to complete an assignment at National 5 and Higher or an Added Value Unit at National 4 level. This will go towards 20-25% of your overall grade.

Dissertation

For Advanced Higher you will have a 50 marks dissertation to complete. The aim is to develop independent research skills in the context of complex religious, moral or philosophical issues. It is worth over one third of your final mark. The length 3000-4000

words (excluding footnotes, appendices and bibliography) you need to carry out research on a question or issue of your choosing and show you can use a range of sources.

What will be different in the senior phase?

The skills you have been building in BGE RMPS will be further developed in certificate classes. You will have more time to debate, research and apply your knowledge. You will further develop your critical thinking skills as well as higher order thinking and will be able to justify your own opinions but also the opinions of other religious and non-religious groups on moral, religious and philosophical issues.

How will I learn?

- Through teacher led lessons
- Cooperative learning tasks
- Individual research
- Debate and discussion(Socratic method)
- Through media and IT
- Independent learning

How will I know I am progressing?

All your work is marked with a feedback sheet. This gives you a clear indication on the areas you need to work on, this feedback is supported by comments and from time to time it will be cross marked. There will also be regular learning conversations with my teacher.

What will my home learning look like?

You will be expected to consolidate your learning outside the lessons. You will be given course booklets for each unit. These booklets along with your teacher led lessons will form the majority of your learning. However, you will need to do work at home, such as essays and research for assignments. You will be part of a google classroom, where deadlines and additional material will be available for you. At Advanced Higher level you are expected to show more independent learning. You will still have lessons and course booklets but there will be more of an expectation to do work on your own, especially for the research for your dissertations.

How can I take this course forward into S4, S5 and S6?

There isn't an opt in option for RMPS into S3, however you will still get one period a week. We will try to build the skills required for certificate work at this time. There is therefore no requirement to have taken it in S3. It is desirable to have sat National 4/5 to study RMPS for Higher but this is not always the case. You can choose RMPS at Higher or Advanced Higher level as long as you have studied other literacy based subjects, such as History, Modern Studies or English. You can check with Miss Devlin on an individual basis if other subjects are acceptable pathways or levels of progression to Higher/ Advanced Higher RMPS.

What are the possible career opportunities from this course?

A good understanding of people, their beliefs and customs is essential to any career path which places RMPS in a unique position. Many universities see this as a desirable subject for entry into courses such as Law and Medicine as there is a strong basis in morality, debate and critical thinking. The skills and attitudes developed in RMPS are particularly applicable in Journalism, Nursing, Medicine, Law, Politics, Social work, Psychology, Teaching, Business, Travel and Diversity, Media, Human Resourcing, Counselling and Youth work. Though it can be the pathway to pretty much anything!

Faculty: Technologies

Course Name: N5/4 Practical Woodworking



Description of Course:

On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

You will use a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features including adjusting tools where necessary. You will also be able to read and interpret drawings and diagrams, measure and mark out timber sections and sheet materials in preparation for cutting and shaping tasks. You will also gain knowledge and understanding of sustainability issues in a practical woodworking context.

My learning:

What will I be learning?

Units –Only assessed for National 4

Practical Woodworking: Flat-frame Construction (National 4)

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction (National 4)

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Practical Woodworking: Machining and Finishing (National 4)

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

Those studying National 5 will work on similar projects to National 4 to build the knowledge and skills required for the assignment.

How will I learn?

Throughout this course you will have the opportunity to work independently on a variety of tasks. There will be many opportunities for active learning in the form of hands-on activities in a practical environment. Much of the knowledge and skills you will acquire will be learnt through teacher demonstrations but you will be able to improve these through further application and practice.

How will I know how I am progressing?

You will be provided with regular feedback from your teacher which will identify your current level of achievement and how to progress further. It will also be made clear how the work you produce is being assessed. You will be actively encouraged to set and evaluate your own targets.

How can I take this course forward?

If completing N4 you can continue to N5 or if you have completed N5 then you may continue onto a suitable college course..

What are the possible career opportunities from this course?

The knowledge and skills you would acquire through the woodworking course would be relevant to a broad range of professions including design, engineering, building and creative industries.

What will my homework commitment be?

It may be in the format of tasks using Google Classroom, written questions and research task which may involve you referring to websites or resources on Google classroom. As part of the course you will be logging key information relating to tools, equipment and machinery.

Faculty: Modern Languages

Course: Spanish Higher



Description of Course

Higher Spanish aims to develop further the student's communicative competence in the language – both in speaking and in writing. The course also involves further development of the student's ability to understand both spoken and written language.

The themes studied are the same as in National 5:

Employability
Society
Learning
Culture

External Assessments /120

Talking

This takes the form of a conversation between the student and the teacher. It will cover 2 contexts, chosen by the student. It will last up to ten minutes. This part of the exam is marked out of 30. Pupils are permitted prompts to assist them with this exam.

Listening

This involves 2 texts (as in National 5) played two times. A total of 20 marks are awarded.

Reading

This paper has 30 marks allocated. Students will be given 1 text written in the foreign language and must answer questions on the text in English. This part of the paper accounts for 20 marks. The extra 10 marks are for translating a small part of the text. Dictionaries are permitted for this part of the examination.

Writing

There are 2 externally assessed writing papers. One is referred to as Directed Writing where pupils have to respond to bullet points and use the past tense. It takes place after the Reading paper during the SQA diet of exams. The other Writing paper, referred to as the Assignment is completed in March . It is a discursive essay based on a topic of the student's choice. It is completed under exam conditions in class. This is then annotated by the class teacher with previously agreed abbreviations and is then re written by students and sent to SQA for external marking. A dictionary and word lists are allowed for this. Each essay is worth 20 marks.

Entry Requirements

The Higher Spanish course is open to all pupils who will potentially attain an overall A pass for National 5 Spanish. However, we would advise all pupils who attain a band 3 for National 5 Spanish and who wish to continue with Spanish beyond S4 to discuss their choice with both their Spanish teacher and their Guidance teacher. It is also open to those pupils in S6 who dropped the subject at the end of S4. We would advise however that these pupils will undoubtedly have to quickly re-adjust to language learning having been absent from the subject for a year. Many pupils who have chosen this route remark in s5/s6 that they wish they had dropped a different subject in S4 and picked it up later rather than deferring the language to a later date.

What will be different in Senior Phase?

In this course, pupils will build upon their knowledge of Spanish from National 5, continuing to develop the 4 skills of reading, listening, speaking and writing throughout the year.

How will I learn?

In class you will use the computer suites and chrome books as well as be involved in group work and pair work for speaking exercises and projects.

How will I know I am progressing?

Pupils will be given a target to achieve and will be aware of their progress through self-evaluation, peer evaluation and from feedback from teachers. Pupils will be given advice on what steps to take to meet their targets.

How can I take this course forward?

If you are successful at Higher level you may be able to continue to study Advanced Higher Spanish. This would be dependent on the grade achieved and a recommendation from the class teacher. Languages can be easily combined with courses in Law, Business Management and Travel and Tourism. Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce, Catering and Hospitality.

What are the possible career opportunities from this course?

Knowing how to speak a foreign language is widely recognised as a huge asset to your chances of employment. If you have one language it is easier to acquire a second and you can therefore be more easily trained to learn another while working. Employers in many industries are looking for people with some level of second (or third) language. Foreign language study enhances listening skills and memory. It is also widely accepted that the study of a foreign language improves the knowledge of your own language: English vocabulary skills increase and it also encourages respect for other countries and their cultures. A language qualification can help you to gain the credits required for entry into University even if languages are not the subject that you intend to pursue. Higher Spanish can be an alternative to Higher English when applying to university courses such as Medicine/ Sciences /Engineering/Music to name but a few.

What will my Home Learning commitment be?

You will have homework every week. Learning a language is like learning to play an instrument or becoming very good at sports. It requires practice and a good memory. The homework involves essay practice and vocabulary learning regularly.

Faculty: Modern Languages

Course: Spanish National 5/4



Description of Course

Both courses have the common elements of:

- Listening/Talking
- Reading / Writing

The 4 contexts studied are:

- SOCIETY
- CULTURE
- LEARNING
- EMPLOYABILITY

National 4 has 3 mandatory Units

Understanding Language

Using Language

AV Unit This involves 2 reading texts and a short presentation with follow up questions.

National 5 Assessment	Reading/ Writing (job application)	50 marks
	Listening	20 marks
	Writing assignment	20 marks
	Talk assessment	30 marks

Total 120 marks

Entry Requirements

National 4

- Recommendation from class teacher based on aptitude for languages in BGE
- Pupils must have studied SPANISH in S3.
- Pupils must be at least CONSOLIDATING at Third Level

National 5

- Recommendation from class teacher based on proven ability and aptitude for Understanding Language and Using Language.
- Pupils must have studied SPANISH in S3
- Pupils must be operating at least SECURE at Third Level.

What will be different in Senior Phase?

In this course, pupils will continue to build upon their knowledge of Spanish from the BGE, continuing to develop the 4 skills of reading, listening, speaking and writing throughout the year. There will be a lot more self- study and memorisation of verbs and phrases.

How will I learn?

In class you will use the computer suites and chrome books as well as be involved in group work and pair work for speaking exercises and projects.

How will I know I am progressing?

Pupils will be given a target to achieve and will be aware of their progress through self-evaluation, peer evaluation and from feedback from teachers. Pupils will be given advice on what steps to take to meet their targets.

How can I take this course forward?

If you are successful at National 5 level you may be able to continue to study Higher Spanish and if successful at National 4 Level, you may have the opportunity to study at National 5 level. This would be dependent on the grade achieved and a recommendation from the class teacher. Languages can be easily combined with courses in Law, Business Management and Travel and Tourism. Languages are also invaluable for careers in Primary and Secondary teaching, Oil and Energy industry, Commerce, Catering and Hospitality.

What are the possible career opportunities from this course?

Knowing how to speak a foreign language is widely recognised as a huge asset to your chances of employment. Employers in many industries are looking for people with some level of second (or third) language. Foreign language study enhances listening skills and memory. It is also widely accepted that the study of a foreign language improves the knowledge of your own language: English vocabulary skills increase and it also enhances knowledge of other countries and their cultures.

What will my Home Learning commitment be?

You will have homework every week. Learning a language is like learning to play an instrument or becoming very good at sports. It requires regular practice and a good memory. The homework is often set online so that you can self-check and do listening exercises.

Faculty: Social Subjects

Course Name: Skills for Work Travel and Tourism (National 4/5)



Description of course:

Travel and Tourism: Employability

You will develop skills to become effective job seekers and employees in the travel and tourism industry. You will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. You will gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry. You will be able to investigate different careers from across the travel and tourism industry and demonstrate your employability skills and plan for employment in a particular travel and tourism job.

Travel and Tourism: Customer Service

You will develop the skills and knowledge to allow you to meet the needs of customers. You will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

You will be able to establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry. You will also be able to deal with a customer issue in a travel and tourism environment.

Travel and Tourism: Scotland

You will develop your knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. You will carry out an investigation of travel and tourism in Scotland and meet customer holiday needs.

Travel and Tourism: UK and Worldwide

You will develop your knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. You will be able to carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

My learning

Recommended Entry

Pupils in S4, 5 and 6 classes can choose SfW Travel and Tourism. This course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of the travel and tourism industry and their place in it as well as learners who wish to progress to training or further study or employment.

What will be different in the senior phase?

You will study more in depth, be responsible for your own learning more, and work on extending written responses. This Skills for Work course is also designed to provide learners

with opportunities for developing Core Skills and skills for learning, skills for life and skills for work, with a strong focus on enhancing skills and attitudes for employability.

How will I learn?

I will learn through independent work, paired activities and cooperative learning.

How will I know how I am progressing?

You progress will be tracked and discussed with your teacher. Your classwork and homework will be recorded, monitored and discussed on a regular basis. There is no exam in this course as units are assessed internally.

How can I take this course forward into S5/6?

A pass at National 5 level is the highest you can go with this qualification .However, it could lead you to a National 5 course in another social subject the following year.

What are the possible career opportunities from this course?

This course will allow you to gain an awareness and the capability to become an effective employee in the travel and tourism Industry and also gain a broader range of transferrable skills that a wide range of employers look for.

What is expected of me if I take this course?

I understand that by signing up for a Social Subject course I am agreeing to take responsibility for my own learning and meeting any deadlines set by my teacher. I also agree to always be respectful and not to disrupt the learning of others.

Faculty: Technologies

Course: N5 NPA Web Design

Description of Course

The NPA in Web Design at SCQF level 5 introduces learners to the technical skills required to create websites and graphics, including adding interactivity to websites. There is also a focus on the importance of the website development process.

What will I learn?

The **National 5** course has three units:

Website Design and Development

The unit covers planning, design, implementation, testing and evaluation of web pages and websites. The knowledge covered includes knowledge of contemporary web design techniques and formal testing methods that can be performed on web pages and websites. The unit also develops practical skills in the process of developing websites.

Although the focus is on practical skills, learners will also acquire essential underpinning knowledge. On completion of this unit, the learner will be able to use formal techniques to plan, design, develop, test and evaluate web pages and websites.

Website Graphics

This Unit is designed to develop knowledge and understanding of the main technical aspects of using graphics and digital images in websites. Learners will develop practical skills in creating graphics and optimising graphics and digital images for use on websites. Learners will also develop practical skills in the creation of simple web pages that incorporate text and optimised graphics.

Interactive Multimedia

In this Unit learners will gain knowledge and experience of linking client-side scripting (Javascript) files to a website. The advantages and disadvantages of a client-side scripting language are explored, as well as the associated usability issues.

Although the focus is on practical skills, learners will also acquire essential underpinning knowledge and will develop skills in writing code to make use of the features provided by a client-side library. On completion of this unit, learners will be competent in implementing client-side scripting to add interactivity to a website.

How will I learn?

This NPA provides opportunities to develop programming and practical skills using applications. Learners will also develop a range of Core Skills.

Assessment of this award will be a combination of practical and knowledge assessments under closed-book and/or open-book assessment conditions.

How will I know I am progressing?

You will be provided with regular informal feedback on your work from your teacher, and formal feedback on Google Classroom. You will also receive regular data update reports on your current working grade and you will be actively encouraged to set and evaluate your own targets.

How can I take these courses forward?

This level 5 award could provide progression to:

- NC Computing with Digital Media SCQF level 6
- NPA in Digital Media Animation SCQF level 5
- NPA in Cyber Security SCQF level 5
- National 5 or Higher Computing Science

What are the possible career opportunities from this course?

You will be able to utilise the acquired computing related knowledge, understanding and skills at home, in the wider community and ultimately in employment. Computing qualifications lead directly into a diverse range of careers including software engineers, web designer or games developer.

What will my homework commitment be?

It may be in the format of assignments using Google Classroom, written questions or research tasks.