Kinlochbervie High School
S4-6 Senior Curriculum
INTRODUCTION

This booklet has been produced by the staff of the school to help parents and pupils to understand the choices which pupils in S3-S5 will be making over the next month. It contains information about the subjects on offer and gives general advice about making subject choices. Pupils in Kinlochbervie High School are fortunate in having a wider range of subjects to choose from than in most schools. Pupils are not forced to select from set columns but have a free choice of subjects with appropriate careers guidance.

Since subject choice is an important but worrying time for both pupils and parents, we have arranged an option choice programme to help. Pupils are currently looking at future choices during PD. As part of this process there will be an opportunity for parents to discuss specific subjects with staff and also to discuss options in general with pupil support staff, careers advisers and the Head Teacher at parents’ evening on **Wednesday 29th March**.

I hope that our programme of advice on options will prove useful to you. If, however, you have any questions on any matter related to this process, please do not hesitate to contact me at the school on 521 447.

G Smart
Acting Head Teacher
In S4, S5 and S6, students are able to take a mix of subjects at different levels. All curricular areas are open to pupils of all abilities.

The courses which are being offered for session 2017-2018 are described in this booklet. The ability of the school to offer some courses depends on the availability of staff and to some extent on the number of pupils opting for the subject. Consequently, it may not always be possible to offer all pupils their preferred choices. It is likely however that our staffing for 2017-18 will allow us to offer as wide a range of choices as possible.

National 5, Higher and Advanced Higher Courses

These courses are made up of a mixture of coursework and Course assessment. The Course assessment consists of a question paper (exam) and/or coursework (assignments, portfolios, practical activities etc.). To achieve the qualification, learners need to pass the Course assessment and all coursework.

For the Course assessment, SQA will externally mark all question papers (exams) and the majority of coursework, however; in some subjects, coursework will be marked internally by the school or college as it is in the existing National Courses. Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.

National Examinations

These courses at National 2 to 4 are all made up of units which are assessed internally and must be passed to gain an overall award.

Teaching staff will assist students by advising them of the appropriate levels of study for next session. It is vital that every student should consult her/his subject teachers before making her/his provisional choices. Pupils will have the opportunity of an interview with pupil support staff and careers staff, who can advise on courses suited to the pupil's ability and interests. Final choices should then be decided in consultation with parents/carers and Pupil Support Staff.

In our opinion the most important consideration for pupils at this time is that they are able to follow a balanced curriculum, i.e. a range of subjects which will prepare them for the needs of adult life while keeping their options open as to any possible career choice they may be considering. We believe that subject choices should reflect reasonable aims, but should not be dominated by them: a balanced choice keeps options open and allows children to adapt to changed circumstances (or preferences) as they grow older.

The option choice form must be returned to the school by Friday 31st March completed in accordance with the instructions and signed by the parent/carer.
S4 - S6 in Kinlochbervie High School

School Leaving Dates

The statutory school leaving dates in Scotland are as follows:

If you are 16 between 1 March and 30 September, you may leave school at the end of May.

If you are 16 between 1 October and the last day of February, you may leave at Christmas.

The school provides courses for all ability levels. In a few cases however some students may wish, with guidance, to consider whether it might be better to leave and try for a job or some other form of education or training, such as Modern Apprenticeships, Training for Work or Get Ready for Work courses. It is possible for pupils who are not eligible to leave school until December to take up a full time college based course from the prior August.

The Options Available In School

Fourth and Fifth Years

Pupils going in to S4 must choose six subjects.
Pupils going in to S5 must choose five subjects.

Highers are the main entrance qualifications for courses at University and College and also for entry to many professions. The Higher Grade course is a demanding and intensive course and pupils need to be prepared to put in the effort both in class and at home to achieve at this level. National 5 at A or B and real application are necessary if a pupil is to have a realistic chance of success at Higher Grade.

National courses provide students with the opportunity of studying at a less demanding level than Higher Grade. Successful completion of National 5 may allow a pupil to attempt Higher during the following session.

National 3 and National 4 courses allow students to study a subject without having to sit a final examination. Assessment takes place throughout the year, and credit for units passed is recorded on a pupil’s SQA National Certificate.

Sixth Year

If you decide to return for a Sixth Year, you will be expected to study at least five subjects from the menu of Advanced Highers, Highers and National 3/4/5 courses. In exceptional cases – for example, when a student wishes to take a particularly demanding group of courses such as two Advanced Highers and one Higher - Pupil support staff may agree that a student should take only four subjects.

Open Learning – there are some opportunities for pupils to follow course offered by open learning supported by staff in school. These are funded by Highland Council; it is likely that Administration, Computing, Gaelic and Psychology will be on offer at Higher Level.
HIGHER EDUCATION OPEN DAYS 2016

The open day programme is designed primarily for those who intend to apply in October 2017 to January 2018 for entry to University in September/October 2018. Generally, an open day includes displays, demonstrations and information sessions. When the school receives details of dates, they are e-mailed to pupils and put on the school notice board. The school is planning to arrange a trip to the central belt to enable students to attend a selection of these days.

We would encourage all pupils to go on-line to the University web site for full details of the open days and a planner of events. Preparation prior to the open day means that pupils can make the most of their visit.

Careers Adviser

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

Working with school staff Skills Development Scotland (SDS) can help young people get ready for this exciting stage in their lives and prepare for their future.

SDS provides a range of support to help students to develop career management skills and to make well-informed decisions about their career pathways.

Career management skills are part of the school curriculum. In addition, group sessions, face-to-face coaching where appropriate, are supported by My World of Work web service -

www.myworldofwork.co.uk

This website provides information on different careers, how to build and customize CVs, search for jobs, source funding for learning, apply for further or higher education and many other tools.

Careers Advisers will help students who need some tailored support to explore the training and skills necessary for the job or career which is right for them.

Students can speak to the Careers Adviser, by making an appointment through Mr Smart. Parents are very welcome to attend these interviews. Many pupils have already consulted with the Careers Adviser and further opportunities will take place this year during the day on Wednesday 29th March. The Careers Advisers also attend the Parents Evenings the same day.
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*Course descriptors for subjects can be found in order as listed above.*

*If there are no descriptors for a course / level, please see Mr Smart for information in the first instance.*
Business Management

Business Management is available at National 4, 5, Higher and Advanced Higher levels.

Why study Business Management?
Anyone who wants to know more about how a business operates and the skills and resources that are required to run a business.

It is one of the most useful subjects for anyone considering applying for an Accountancy or Business degree or hoping to run their own business.

National 4 Business
Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The course is designed to develop learners’ understanding of the way in which businesses operate in the current dynamic, changing and economic environments, and to encourage enterprising attitudes.

Course Content: Three units

1) Business in Action (National 4)
Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today’s society.

Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers’ needs.

Learners will explore functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

2) Influences on Business (National 4)
Learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making.

Learners will investigate stakeholders’ influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

3) Added Value Unit: Business Assignment (National 4)
Learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment.
**National 4 requirements**
Successfully achieved the level 3 outcomes in the majority of subjects in S3

**Course assessment National 4.**
Three internal assessments (one for each unit). Unit assessment (or ‘evidence of learning’) could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan etc.
There is no external assessment for National 4 Business.

**Homework**
Approximately one formal piece of homework every 2 weeks

**Progression**
N5 Business  
N5 Accounting

**National 5 Business Management**
N5 Business Management develops pupils’ knowledge of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business related information to the various stakeholders of an organisation. Developing these skills will enable learners to succeed in life with determination and the ability to think logically.

**Course Content:** Three units:

1) **Understanding Business (National 5)**
   - Give an account of the key objectives and activities of business organisations
   Apply knowledge and understanding of factors that impact on the activities of business organisations

2) **Management of People and Finance (National 5)**
   - Apply knowledge and understanding of how the management of people contributes to the success of an organisation
   Apply knowledge and understanding of how the management of finance contributes to the success of an organisation

3) **Management of Marketing and Operations.**
   - Apply knowledge and understanding of how the marketing function contributes to the success of an organisation
   Apply knowledge and understanding of how the operations function contributes to the success of an organisation
**National 5 Requirements**
Successfully achieved National 4 Business or successfully completing the level 4 outcomes.

**Course Assessment**

**External Assessment**
An examination which is worth 70 marks and coursework which consists of an assignment worth 30 marks. For the coursework candidates will be required to research and produce a report on a small business of their choice.

**Internal Assessment**
The individual units are assessed internally by means of tasks or written questions.

* A specimen question paper is available on the SQA website.

**Homework**
Approximately one formal piece of homework every 2 weeks

**Progression**
Success at National 5 allows for progression to the Higher course.

**Higher Business Management**

The Higher Business Management Course provides learners with the skills, knowledge and understanding needed to understand contemporary business. The Course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

**Course Content:** Three units:

1) **Understanding Business (Higher)**
   - Analyse the features, objectives and internal structures of large business organisations
   - Analyse the environment in which large organisations operate

2) **Management of People & Finance (Higher)**
   - Apply knowledge and understanding of how the management of people can meet the objectives of large organisations
   - Analyse how the management of finance contributes to the effectiveness of large organisations
3) Management of Marketing & Operations (Higher)

- Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations
- Apply knowledge and understanding of how the operations function contributes to the success of large organisations

Further details for the course are available on the SQA Business Management website - Specifications

Higher Requirements
National 5 Business Management or National 5 English

Course Assessment

External Assessment
An examination which is worth 70 marks and coursework which consists of an assignment worth 30 marks. For the coursework candidates will be required to research and produce a report on a large business/organisation of their choice and make recommendations.

Internal Assessment
The individual units are assessed internally by means of tasks or written questions.

Past papers are available on the SQA website.

Homework
Approximately one formal piece of homework every 2 weeks.

Progression
Success at Higher allows for progression to the Advanced Higher course.

Advanced Higher Business Management

The Advanced Higher Business Management Course prepares learners to play an active part in Scotland’s vibrant and innovative business culture by equipping them with an understanding of the national and global nature of business. Learners develop analytical and research skills by investigating real organisations in a range of contexts. They gain a perspective that gives them the ability to research, analyse and interpret the actions and decisions taken by such organisations, and to explain how these actions and decisions might affect businesses and their economic success.

Course Content: Three mandatory units:

1) The External Business Environment (Advanced Higher)
- Analyse effects of external influences on organisations operating at a multi-national and global level
- Analyse and evaluate the impact of external factors and consider effectiveness of various actions
2) The Internal Business Environment (Advanced Higher)
- Analyse both traditional and contemporary management theories used by organisations to maximise efficiency
- Analyse and evaluate theories relating to internal factors that influence the success of teams

3) Evaluating Business Information (Advanced Higher)
Analyze and evaluate business information by carrying out a research project on a topic from the course.

Advanced Higher Requirements
Higher Business Management or Higher English

Course Assessment

External Assessment
An examination which is worth 80 marks and coursework which consists of an assignment worth 40 marks. For the coursework candidates will be required to research and produce a report on a multinational organisation of their choice. The report will include an in-depth analysis and interpretation of research findings and a recommendation based on the analysis.

Internal Assessment
The individual units are assessed internally by means of tasks or written questions.

Past Papers are available on the SQA website.

Homework
Approximately one formal piece of homework every 2 weeks. Weekly revision of topics covered by reading over notes and creating memory aids such as mind maps.

Progression
Success at Advanced Higher allows for progression to a degree course.

Possible career routes
Banking & Insurance  Human Resources/Personnel
Marketing & Advertising  Retail/Fashion Management  Sales Executives
Restaurant/Hospitality Manager  Events Management  Local Government  Procurement/Buying  Manufacturing  Transport  Distribution & Logistics
Business Education Teacher

Further details for the course are available on the SQA Business Management website- Specifications
Hospitality - Practical Cookery

Healthy, tasty food is crucial to our wellbeing. Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers, including working in hotels and restaurants, the health sector and the food industry.

The units covered in N3, N4 and N5 Practical Cookery courses will be the same:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

Assessment

**Assessment at National 3** will be done internally on a unit by unit, pass or fail basis. Due to the practical nature of the course, evidence of unit outcomes will be collected largely through the practical activities.

**Assessment at National 4** is again internal on a unit by unit, pass or fail basis. In addition to the N3 unit assessments pupils must also complete an added value unit. The added value unit; preparing and serving a two-course meal according to given recipes, both safely and hygienically, will be internally assessed.

**The assessment for National 5** is a combination of a practical activity and a question paper and it involves external assessment. The practical activity: planning, producing and serving a three-course meal from the given recipes both safely and hygienically, will be assessed in three parts. The first stage will be sent to SQA for external marking and stages two and three will be internally marked. The practical activity is worth 75% of the final mark.

A question paper, worth 25% of the final mark, will be externally assessed by SQA.
Art & Design


The Art & Design course at every level consists of 2 practical units: the Expressive Activity and the Design Activity, with supporting Critical Studies.

- **Expressive Activity** - Pupils identify a theme or stimulus of personal interest within areas such as Still Life, Portraiture, Figurative Composition or Natural Environment. They investigate and record the visual qualities of their chosen subject by producing expressive studies in a variety of media and techniques. Compositional ideas are then explored and developed in 2D or 3D before refining and producing a final outcome. Work is annotated with evaluative comment and planning for further development whilst being mounted up for presentation.

- **Design Activity** - In response to a particular design problem or need, the pupil will negotiate and finalise a specific design brief in areas such as Product, Graphics, Textile, Architecture or Jewellery design. The pupil will investigate and consider a range of possible approaches and a number of possible solutions, showing inventiveness and flexibility of thought. From possibilities considered, a solution will be selected and made in finished or prototype form. Informed evaluation of both the developmental process and the solution - including consideration of modifications and/or alternatives - will be included.

Figurative study by Alison MacPherson              Still Life by Billy Corbett              Portraiture by Rhuaridh Forbes

Graphics by Murray MacKay  Product Design/ light by Billy Corbett  Textile design by Chelsey Ross
Critical studies support the practical units by researching and analysing selected works of relevant artists and designers. Critical analysis of the works include identifying techniques and sources of inspiration, descriptions of media handling, and expressing facts and justified personal opinions.

Assessment - All courses use continual assessment throughout the year. Teacher feedback, self and peer assessment techniques are used. Learners must pass all units to gain the qualification.

Unit assessment could take a variety of 2D, 3D, or photographic forms and may include sketchbooks, posters, and group discussions.

National 4 includes an Added Value unit which asks learners to produce a 'final solution' or piece of work for both the Expressive and Design units.

Units are assessed internally - see below for details on National 5 and Higher which also includes external assessment components.*

*National 5 and Higher are externally assessed by the SQA for the Portfolio and Question Paper.

Portfolio: presented work showing development ideas and critical reflection leading to one final piece of expressive artwork and one final design solution.

Question Paper: candidates respond to a set question for Expressive Arts and also Design Studies, they then select 2 further questions which may be related to their areas of study in their practical units.

National 5: 1 hour 10 minutes, 4 questions, 40 marks.
Higher: 2 hours, 4 questions, 60 marks.

Skills and Opportunities for Learners

Learners will be able to:

- experience a range of practical media handling skills and techniques in both expressive and design contexts
- exercise imagination and creativity
- use problem solving, critical thinking and reflective practice skills
- producing analytical drawings and investigative studies
- plan, produce and present creative art and design work
- investigate and analyse how artists/designers use materials/techniques
- apply this knowledge to his/her own creative practice
- gain confidence in creative practice and in creative self-expression
- have space for personalisation and choice: in both the expressive and the design units and in the Portfolio
- enjoy the arts
Courses for S6 - past pupils have completed the below courses which resulted in acceptances at art College or University to study animation, textiles / fashion and fine art.

**Advanced Higher** in Art & Design offers a natural progression from Higher and this option is open to any student who has achieved a Higher pass in Art & Design and at least a National 5 pass in English. The AH course consists of a combination of two units - a mandatory 'major' unit of 80 hours study (2 credits) from Design or Expressive and an optional 'minor' unit of 40 hours (1 credit). Both units must be on a related theme or area of study to suit the student's personal skills and interests. This course requires a minimum of 7 periods of study weekly plus work in students' own time on sketchbooks, research and folio work. There are no formal exams for Advanced Higher; work produced is collated into a folio which is sent for external assessment by the SQA.

A studio-like space can be provided within the Art Dept.

**Portfolio Preparation** - This option is usually open to any S6 pupil who has already taken Higher Art & Design and wishes to submit a portfolio of work for entry to degree courses at Art College or university, or to NC or HND courses at Further Education College.

While the art dept. can always offer help, it should be noted that portfolio preparation is a very specialised and competitive area. It is therefore strongly recommended that pupils should take advantage of any locally available workshops and courses in order to get further input and advice. (Please ask for information on courses available in Ullapool). Portfolio preparation in school would have to be negotiated on an individual basis and would involve the pupil working for at least 8 periods in the art room on personal study and research.

A studio-like space can be provided within the Art Dept.

Portfolio requirements must be identified early in the session as it takes at least 3 terms work to produce the appropriate body of evidence for college/university. It also requires a high level of motivation and commitment to the subject.
Kinlochbervie High School’s Music Department offers Music Courses at five levels – National 3, National 4, National 5, Higher and Advanced Higher. Emphasis is placed on practical activities and there is considerable scope for personalisation and choice through the activities of composing, understanding, performing and evaluating music in both individual and group situations. The course is an exciting but challenging one and learners should be aware that a high level of commitment will be required to get the best results. Commitment to attending extra rehearsals at particular times during the course for the performance element of the course is required.

**Entry Requirements**

- **National 5** – Pupils must be able to play 2 instruments at minimum Grade 3 level (there is no maximum).
- **Higher Music** – A or B pass at National 5 Music (pupils achieving a C pass in National 5 may ask to be considered individually). Pupils must be able to play 2 instruments at minimum Grade 4 level (there is no maximum).
- **Advanced Higher** – Minimum B pass in Higher Music (pupils achieving a C pass in Higher may ask to be considered individually). Pupils must be able to play instruments at minimum Grade 5 level (there is no maximum).

The three mandatory units in Music are:

**Performing Skills:**

Pupils, with guidance, will experience performing on two different instruments or one instrument and voice and will develop their performing skills on these two instruments through performing music from a wide range of styles and cultures, using performance directions, musical notation and/or playing by ear. Pupils are encouraged and supported to take part in a variety of performances within the classroom, the whole school and the community. Live performance is an important part of the music course and by taking part in musical performances, pupils experience the satisfaction and pride in performing in public allowing confidence to grow.

**Composing Skills:**

Pupils will learn to compose in a variety of different styles, creating their own music or arranging and improvising music using a wide range of instruments/voices and different computer technologies. Pupils will become familiar with the musical elements of melody, rhythm, harmony, timbre and structure.

**Understanding Music:**

Pupils, through listening, will develop knowledge and understanding of music through a wide range of music concepts and basic music literacy. Pupils will explore music across a wide range of styles and genres including Scottish, Jazz, World Music, Modern, Pop, Soul, Classical and will also consider the social and cultural aspects that influences these styles of music. Furthermore, pupils will be able to engage in discussions, make informed decisions and express their own opinions.
Assessment

Internal:
Performing Skills, Composing Skills and Understanding Music are all continually monitored and assessed throughout the year:

♪ Pupils will take part in on-going classroom assessments for each unit – both oral/written responses and practical assessments must be passed in order to complete the course.
♪ Performances throughout the year and their compositional work will be continually monitored using Teacher Observational Checklists.
♪ Pupils will be responsible for keeping an up-to-date log book on their individual progress.
♪ Pupils understanding of music will be evaluated through the use of questioning techniques, discussion and classroom listening tests.
♪ Regular individual teacher and pupil meetings will provide meaningful feedback and target/goal setting opportunities.
♪ Pupils will be responsible for maintaining a high standard portfolio of audio/video recorded performances, compositions and listening activities completed within the classroom.

Throughout the year pupils will be encouraged to become confident in peer assessment, self-assessment, devising their own targets and taking responsibility for their own musical learning.

External (for National 5 only):
♪ Understanding Music (40%) - written listening paper sat in May exam period approx. duration 1 hour.
♪ Performing Skills (60%) - final performance assessed by a visiting SQA examiner between Feb – April. Pupils will have to prepare and perform a programme of music of both their instruments/voice:
♪ Composing Skills (15%) - a selection of your own compositions will be sent to the SQA as a portfolio like the writing you might do in English, French or Spanish. This is a new part of the National 5 assessment.

External (Higher and Advanced Higher only):
♪ Understanding Music (40%) - written listening paper in May exam period approx. duration 1 hour.
♪ Performing Skills (60%) - final performance assessed by a visiting SQA examiner between Feb – April. Pupils will have to prepare and perform a programme of music of both their instruments/voice:

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
<th>Total Time</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>National 3</td>
<td>Total of 8 minutes</td>
<td></td>
<td>8 MINUTES</td>
<td>60%</td>
</tr>
<tr>
<td>National 4</td>
<td>Total of 8 minutes</td>
<td></td>
<td>8 MINUTES</td>
<td>60%</td>
</tr>
<tr>
<td>National 5</td>
<td>Total of 8 minutes</td>
<td></td>
<td>8 MINUTES</td>
<td>60%</td>
</tr>
<tr>
<td>Higher</td>
<td>Total of 12 minutes (at least 4 minutes on each instrument)</td>
<td>12 MINUTES</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Advanced Higher</td>
<td>15 MINUTES</td>
<td>10 MINUTES</td>
<td>25 MINUTES</td>
<td>60%</td>
</tr>
</tbody>
</table>

♪ Nat 3 - 5: minimum of 2 minutes on at least one of two chosen instruments
Performing Skills on One Instrument or Voice Unit

For pupils who would like to specifically concentrate and develop their skills on ONE particular Instrument or Voice this Unit has been particularly designed to do so. This Unit is covered through all levels from National 3 - Advanced Higher and pupils will be awarded with a Completed Unit within Music Performing. This unit not only allows pupils time to develop their performing skills on their ONE chosen Instrument or Voice but also allows pupils self-motivation and confidence to grow too.

National Progression Awards (NPAs)

These qualifications are only suitable for S5 and 6 pupils who have specialist interest in areas of music which would not be covered in the usual music classroom. They are mainly self-taught with the support of music staff and are a great way to develop the type of skills you might need at college or university. If you are really interested speak to your teacher to see what advice they can give. Some of the subjects offered are:

♫ NPA Music Business (Level 6)
♫ NPA Musical Theatre (Level 6)
♫ NPA Sound Production (Level 6)

Homework

Pupils are required to practise their instruments and consolidate listening concepts out with class time on a regular basis, allowing them to become responsible for their own learning.

Pupils will also be given music literacy, concept and analysis/research homework on a regularly weekly or fortnightly basis. Most composition work will be completed within class time, but sometimes tasks begun in class will need to be developed and completed at home.

How you can help?

Your support in doing the following will help your child become more skilled and successful in Music:

♫ Encourage your child to practise regularly (we recommend 30 - 60 minutes a day across both instrument for 5 out of 7 days).
♫ Encourage your child to perform for you as often as possible.
♫ Encourage your child to listen to a variety of different styles of music by going to concerts or listening to broadcasts on the radio, television or internet.
♫ Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in their other subjects too.
♫ Encourage your child to make regular use of the NQ Music Website and Learn Listening Online Website which has valuable resources and online quizzes to help with the Understanding Music element of the Music courses.
Why choose Music?

Music is all around you - on TV, Radio, computer games, Apps for your computer or iPhone, in shops: you probably listen to music on you iPod, CD player or iPhone; you may already make your own music or play a musical instrument. Studying music will not only broaden your musical experiences and knowledge but will also improve your confidence and performing skills on at least one/two musical instruments; and will also prepare you for work or further education by giving you the opportunity to work independently and take responsibility for your own learning.

Personal Qualities Developed in Music

<table>
<thead>
<tr>
<th>Skills developed</th>
<th>Personal qualities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing musical performing skills</td>
<td>Self-management</td>
</tr>
<tr>
<td>Increased knowledge of musical concepts &amp; literacy</td>
<td>Confidence</td>
</tr>
<tr>
<td>Learners ability to reflect on their own musical development</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Applying compositional techniques</td>
<td>Decision making</td>
</tr>
</tbody>
</table>

Skills Achieved Through Music

<table>
<thead>
<tr>
<th>Skills for Learning</th>
<th>Skills for Work</th>
<th>Skills for Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-management</td>
<td>Performance</td>
<td>Working with others</td>
</tr>
<tr>
<td>Target setting</td>
<td>Meeting Targets</td>
<td>Developing self confidence</td>
</tr>
<tr>
<td>Using a range of resources</td>
<td>Analysing</td>
<td>Expressing ideas/emotions</td>
</tr>
<tr>
<td>Preparation</td>
<td>Evaluating</td>
<td>Presenting</td>
</tr>
</tbody>
</table>

Progression

National 3 - National 5 offer excellent preparation and development for the more advanced Music courses such as Higher and Advanced Higher where a higher standard of performing, composing and understanding of music is needed to succeed.

Pupil’s individual progress will depend on their attainment within the music course. Some pupils may start National Levels at National 3, whereas others may start at National 4 or National 5 level. Each pupil will follow the course which allows them to achieve the best that they possibly can.

Further education in Music could develop to a University degree, HND or HNC College music courses and also other degree and higher education course which consider Higher Music as a general entry qualification.

The Music Department and the team of instrumental teachers look forward to welcoming hard working and dedicated pupils into these exciting courses.
PHYSICAL EDUCATION: National 4

Course Aims

The main purpose of the Course is to develop and demonstrate movement and performance skills. The central theme of the course is to learn ways to improve individual performances through monitoring and reflection.

The main aims are to enable the learner to:

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

Recommended Entry

Entry to this course is at the discretion of the centre. The course is suitable for learners who have an enthusiasm for developing their fitness and performance skills in different physical activities, and who enjoy learning in practical contexts. Pupils must be involved in extra-curricular sport regularly to ensure their fitness, skills and background knowledge is at an appropriate level to pass the course. Pupils should be also be sitting or have already passed National 4 English and Maths as literacy and numeracy are essential parts of the coursework they will be completing throughout the year.

Course Details

Mandatory Units:

Performance Skills - Passes in 2 practical activities throughout the year
Factors Impacting on Performance - A written assessment to be completed throughout the year
Added value - A one-off performance in a competitive/demanding situation in one activity.

To achieve National 4 learners must pass all 3 units which are internally assessed and externally verified by SQA.

Progression

Progression can generally be made on to National 5 or Higher PE but this decision will depend on the progress of the pupil throughout National 4 and in discussion with the class teacher about what the most suitable progression is.
PHYSICAL EDUCATION: National 5

Course Aims

The main purpose of the Course is to improve and demonstrate movement and performance skills in physical activities by learning ways in which to do so.

The main aims are to enable the learner to:

- develop the ability to perform a range of movement and performance skills in straightforward and challenging contexts
- develop and demonstrate knowledge of factors impacting on performance
- develop ways to enhance personal performance
- monitor, record and reflect on performance development

Recommended Entry

Entry is at the discretion of the centre. Pupils must be actively involved in extra-curricular sport to ensure their fitness, skills and knowledge is at an appropriate level. Pupils could progress from National 4 PE. They should also be sitting or have passed National 5 English and Maths as literacy and numeracy are vital elements of the National 5 PE course. Written and practical work is of equal weighing and will be completed throughout the year in class and at home.

Course Details

Units
Performance Skills
Factors Impacting on Performance

Course Assessment
Performance: 2 sports each marked out of 30: 60 marks worth 50%

Portfolio - completed in class and graded by SQA: 60 marks marks worth 50%

To gain a National 5 award the learner must pass both Course assessments. The combined marks from the course assessments will determine which grade a pupil receives (A-D)

Progression

Progression can follow to Higher PE but this decision will be made on an individual basis in discussion with the teacher based on each pupil's ability and prior achievements in the subject.
PHYSICAL EDUCATION: HIGHER

Purpose

This course will give learners the opportunity to develop and enhance movement and performance skills and to develop and apply knowledge and understanding to the analysis and evaluation of performance in physical activities.

The main aims of the Course are to enable the learner to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness

Recommended Entry

Entry is at the discretion of the centre. Pupils must be actively involved in extra-curricular sport to ensure their fitness, skills and knowledge is at an appropriate level. Pupils could progress from National 4/5 PE depending on prior achievement. They should also be sitting or have passed Higher English as there are significant literacy elements to the course. Written and practical work is of equal weighing and will be completed throughout the year in class and at home.

Course Details

Units

Performance Skills - Passes in 2 different sports/activities
Factors Impacting on Performance - A written assessment task in class

Both units are internally assessed.

Course Assessment

A one-off competitive performance in one sport with written elements - internally assessed - worth 60%
Exam - 4 questions lasting 1hr 30 minutes - graded by SQA - worth 40%

To gain a Higher award the learner must pass both Units as well as both Course assessments. The combined marks from the course assessments will determine the final grade (A-D)

Progression: Progression could be made onto HNC/HND/Degree courses in physical education/sport or onto employment in the physical education/fitness/health/dance industries.
English: National 4

Purpose

The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

*listen, talk, read and write, as appropriate to purpose, audience and context

*understand and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media

*create and produce texts, as appropriate to purpose, audience and context

*plan and research, integrating and applying skills as appropriate

*apply knowledge of language

Course Details

Four mandatory units

English: Analysis and Evaluation-listening and reading, analysing and evaluating

English: Creation and Production-talking and writing, technical accuracy in written texts

Literacy: reading, writing, listening and talking skills for learning, life and work

Added Value Unit: application of language skills to investigating and reporting on a chosen topic.

To achieve National 4 English, learners must pass all of the required units. These are not graded but are Pass/Fail.

All units are internally assessed to SQA standards.
English: National 5

Purpose

The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use the language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to:

* listen, talk, read and write, as appropriate to purpose, audience and context.
* understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
* create and produce texts as appropriate to purpose, audience and context
* apply knowledge and understanding of language

Entry

The Course provides opportunities for learners to build on prior learning experienced in a broad general education or in English qualifications at a lower SCQF level.

National 5 offers learners the opportunity to develop detailed language skills in the contexts of literature, language and media.

The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA Courses in English and related fields.
Mandatory Skills

These include knowledge of language, grammar, syntax, conventions of written language and critical terminology.

Structure

English: Analysis and Evaluation (National 5)

Listening and reading skills, understanding, analysis and evaluation. Texts studied must include Scottish texts.

English: Creation and Production (National 5)

Talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Assessment

To gain the award of the Course the learner must pass an external examination, as well as a mandatory internal assessment.

From 2017/18, a ‘Spoken Language (combined speaking and listening)’ component will be introduced with will be internally assessed as ‘achieved’ or ‘not achieved’. This new component will be based on existing standards, and not contribute to the overall weightings of the course assessment.

External examination will take the form of a portfolio of writing, and a question paper on reading. This will include an unseen passage, with questions, and critical essays. Learners will answer at least one question on a Scottish text.

The Course Assessment is graded A-D and is externally marked by the SQA.

The total marks are assigned as follows-

30% for Folio (30 marks)

30% for Reading (30 marks)

40% for Critical Analysis, two essays- including one essay on a Scottish text from a specified list. (40 marks)

[Note: Learners no longer sit four mandatory units (Reading, Writing, Listening and Talking) as in Higher English; the Course Assessment will be strengthened and this, combined with the Spoken Language component, will ensure all four literacy components will be assessed.]
English: Higher

Purpose

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose, audience in the contexts of literature, language and media,
- create and produce texts, as appropriate to audience, purpose and context
- apply knowledge and understanding of language

Students will pursue study of units to gain qualifications for further study within and beyond the framework, for employment or for personal satisfaction. In this way, students will develop skills which are applicable in a wide range of personal, social, vocational and educational contexts.

Recommended Entry

Students are expected to have successfully completed National 5.

Course Details

Analysis and Evaluation- assessed through completion of internally assessed units and final SQA examination.

This takes the form of:
- Paper 1, 'Reading for Analysis, Evaluation and Summarising'. (30 marks)
- Paper 2, 'Critical Reading' in two parts, a critical essay on a previously studied text and a question paper on a previously studied prescribed Scottish text. (40 marks)

Creation and Production- assessed through completion of internally assessed units and an externally assessed folio of creative writing to include both broadly functional and broadly imaginative essays. (30 marks)

Homework

Homework will be on a regular basis and will cover all the skills. Students may expect two or three pieces of written homework per week plus independent reading/study.

Progression

- Advanced Higher English (or units at Advanced Higher)
- HNC, HND and degree courses in Arts & Social Sciences
- Employment in careers related to Arts & Social Sciences.
English: Advanced Higher

Purpose

The main purpose of the Course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

Recommended Entry

Higher English B Grade.

Course Details

The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units.

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

English: Analysis and Evaluation of Literary Texts (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

Progression

University degree courses in any subject.
College courses in any subject; HNC, HND in Arts and Social Sciences. Some colleges may give exemptions in their first year courses for students with an Advanced Higher.
Employment in careers related to Arts and Social Sciences.
Professional writing.
French/Spanish: National 4

Purpose

This course offers learners opportunities to develop a wide range of language skills:

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language in a practical and real life context
- the development of cultural awareness
- develop literacy skills and reflect on how this relates to English
- using different media effectively for learning and communication
- using straightforward language to communicate ideas and information
- develop dictionary skills

Course Details:

The National 4 course consists of 3 units:

1. **Understanding Language**: Developing language skills through reading and listening
2. **Using Language**: Developing language skills through talking and writing.
3. **Added Value Unit**: Learners complete a unit of work on a chosen topic which involves using all 4 language skills: Reading, Writing, Talking & Listening.

Within these units, learners will cover a range of topics from the following four contexts:

**Society**: Family & Friends, Lifestyle- Sport, Health, Media- TV, Cinema, Music, Languages - Use of languages, benefits of learning a foreign language, Citizenship- Environment, Recycling, Fairtrade

**Learning**: Opinions about school/education, School in France/Spain, future plans, describing a school day, school rules, facilities

**Employability**: Jobs- advantages/disadvantages of different jobs, pocket money, talking about personality and qualifications, future job possibilities, preparing a job application

**Culture**: Celebrations in another country, Impressions & aspects of other countries.

Assessment

To achieve the overall award at National 4, learners must pass an internal assessment in all four skill areas: Reading, Writing, Talking & Listening. Learners must also complete the Added Value Unit Assignment, which requires them to investigate and report on a chosen topic with an oral presentation and questions. All assessments are graded Pass/Fail internally to SQA standards.

Homework

Homework will be given each week, this may be vocabulary revision or completion of a written task. It is essential that learners spend time at home revising vocabulary regularly as this is a crucial part of language development.

Progression: A successful pass at National 4 allows for progression to National 5
Purpose

These courses offer learners the opportunity to develop and extend a wide range of language skills. In particular, the courses aim to enable learners to develop the ability to:

- read, listen, talk and write in French/Spanish at the appropriate level
- understand and use French/Spanish as appropriate to purpose, audience and context
- apply knowledge and understanding of the French/German language

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

Course Structure

This course is made up of two mandatory Units and provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language.

The structure of the units enables learners to focus on the skills required to understand and use a modern language and to integrate reading, listening, talking and writing skills across the units. Each unit also offers opportunities for learners to focus on particular skills.

Unit 1: Modern Languages: Understanding Language (National 5)

The purpose of this unit is to provide learners with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Unit 2: Modern Languages: Using Language (National 5)

The purpose of this unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Course Content

Within the units mentioned above, learners will cover a wide range of topics from the following four contexts:

Society: Family and Friends, Lifestyles, Media, Global Languages, Citizenship

Learning: Comparing education systems, Likes and dislikes in school, Preparing for exams, Pressures in school

Employability: Achievements and Ambitions, Career plans, Part time jobs, Qualities for future jobs, Work & CVs

Culture: Importance of customs/traditions in other countries, learning about aspects of France/Spain, Comparisons between life in UK and other countries, Foreign Literature/Media,
Skills Developed:
Throughout the course, pupils will develop a range of skills including:

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language in a realistic environment
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed and more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation e.g. defining the purpose of a text
- dictionary skills

Assessment
To successfully achieve a National 5 award, learners must complete internal assessments and a final exam.

The Performance Speaking Assignment is worth 25% of the final grade and is completed and assessed internally to meet SQA standards and requirements. This requires learners to prepare a presentation on a chosen topic and then take part in a conversation in French/Spanish which will cover a variety of topics. As this assessment is completed internally, pupils will be appropriately supported in both the planning and preparation of the assessment.

Learners will complete a writing assignment where they will be required to create and submit one piece of writing which will be externally marked by SQA. The writing assignment will be worth 20 marks and will contribute to 12.5% of the course assessment.

In addition to the internal assessment, pupils have a final exam to complete, for which there are two papers.

Paper 1: Reading (25%) & Writing (12.5%)

Paper 2: Listening (25%)

Homework
Homework will be given on a weekly basis. It will require pupils to complete a task/s developing their reading, writing, listening or talking skills. On top of this, it is essential that pupils spend time at home revising vocabulary regularly as this is a vital part of progression.

Entry & Progression
Success at National 5 allows for progression to the Higher course.
Aim

The new Higher course offers learners the opportunity to develop and extend a wide range of language and communication skills. In particular, the course aims to enable learners to develop the ability to:

- read, listen, speak and write in French at an advanced level
- understand and use French, as appropriate to purpose, audience and context
- apply knowledge and understanding of the French language

Course details

The course material comprises Higher French course notes, Élan 1, Higher Still French Course (Highland version) and Scholar, specially written for pupils studying for the new Scottish Higher French exam. This will be supplemented by a wide variety of other material, including work online and at home. There will also be an emphasis on the culture of France and learners will have the opportunity to study French films, literature and music.

This Course is made up of two mandatory Units providing learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use a modern language. The two units, taken together, include the four language skills of reading, listening, talking and writing.

The structure of the units enables learners to focus on the skills required to understand and use a modern language, and to integrate reading, listening, talking and writing skills across the units. Each unit also offers opportunities for learners to focus on particular skills.

Unit 1: Modern Languages: Understanding Language (Higher)

The purpose of this unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Unit 2: Modern Languages: Using Language (Higher)

The purpose of this unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Skills which learners will develop

Learners will be able to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language
Opportunities for Learners

Learners will be able to:
• develop detailed and complex language skills in the meaningful real-life contexts of society, learning, employability, and culture
• develop skills in reading, listening, talking and writing
• understand how language works
• use different media effectively for learning and communication
• use language to communicate ideas and information effectively

Assessment

Learners are required to pass both the Understanding Language and Using Language Units. Both units will be assessed internally as pass or fail by the school and are quality assured by the SQA.

Learners will also complete a Course Assessment. This is a two-part Speaking Performance with a presentation and conversation. The Performance is marked internally to SQA standards.

To achieve the overall award pupils must pass all of the units along with the Course Assessment.

In addition to the Internal Assessments, to successfully achieve the Higher award, learners will have to complete an external exam, which includes two papers

Paper 1 Reading and Directed Writing

Section 1 Reading: Questions in English about a written text in the modern language
Section 2 Writing: One written text in the modern language in response to questions on a prepared topic

Paper 2 Listening and Writing

Section 1 Listening: One monologue and one conversation, with questions in English
Section 2 Writing: One piece of writing in the modern language, on a topic relating to the Listening Section

Progression

Pupils gaining a Higher pass at A or B could progress to Advanced Higher.
Why study a language?

Where can languages take you?

Whichever career you hope to pursue you will need to be a confident and able communicator. Knowing a foreign language will help! The new National 4/5 courses in French and Spanish will give you a much deeper insight into another culture and the opportunity to improve your own understanding of a foreign language.

There are many university courses now available which combine languages with other fields of study e.g. languages with engineering, computing, sciences, law, business and music. Languages are viewed as a desirable, even essential skill by many employers. Having one or more foreign language makes the possibility of working abroad much more accessible and increases job prospects at home.

Skills developed through learning a language

The skills developed through learning another language are invaluable; along with developing your knowledge of a second language you develop a better understanding of English.

- Being able to communicate in more than one language will allow you to seize opportunities all over the world both in terms of employment and also personally and socially.
- Employers value language skills for their potential to open up new markets and the ability to communicate with customers and clients. You do not necessarily have to be fluent in a foreign language as many employers are looking for people with conversational skills.
- Learning a language is not just about being able to speak it, but also learning about other cultures and different attitudes and values. By understanding cultural differences you will become more aware of your own culture, and more appreciative of diversity.
- You will interact better with people from different backgrounds and will adjust to new environments more easily.
- The ability to communicate in another language develops a number of, skills and attitudes which are critical for your success at university and beyond. You will develop your critical thinking, ability to compare and contrast, analyse and assess information and improve your observational skills. You will also become more aware of your own language, helping you to become a more effective communicator.
Mathematics: National 3 Life Skills Mathematics

Purpose

This course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life.

Recommended Entry

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

National 2 Life Skills Mathematics Course

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Course Details

The Course includes the freestanding Unit in Numeracy at SCQF level 3. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Life Skills Mathematics: Manage Money and Data (National 3)
The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Life Skills Mathematics: Shape, Space and Measures (National 3)
The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Numeracy (National 3)
The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

Assessment

To achieve the National 3 Life Skills Mathematics Course, learners must pass all of the required Units.
Life Skills Mathematics: Manage Money and Data (National 3)
Learners who complete the Unit will be able to:
manage money in basic real-life contexts
manage data in basic real-life contexts

Life Skills Mathematics: Shape, Space and Measures (National 3)
Learners who complete the Unit will be able to:
use shape and space in basic real-life contexts
use measures in basic real-life contexts

Numeracy (National 3)
Learners who complete the Unit will be able to:
use numerical skills to solve simple, real-life problems involving money/time/measurement
interpret graphical data and situations involving probability to solve simple, real-life problems involving money/time/measurement

Progression
This Course or its Units may provide progression to:
other qualifications in mathematics or related areas
further study, employment and/or training
Mathematics: National 4 Life Skills Mathematics

Purpose
The purpose of the National 4 Life Skills Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners’ skills in mathematical reasoning relevant to learning, life and work.

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

Recommended Entry
The Course would be suitable for learners who have experienced breadth and depth of learning across the Mathematics experiences and outcomes, or who have attained the National 3 Life Skills Mathematics Course or have an equivalent qualification or experience.

Course Details

This course has 4 units:

**Life Skills Mathematics: Managing Finance and Statistics (National 4)**
The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes using skills in budgeting as well as skills in organising and presenting data, to explain solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

**Life Skills Mathematics: Geometry and Measures (National 4)**
The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. The Outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical reasoning.
Numeracy (National 4)
The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Added Value Unit: Life Skills Mathematics Test (National 4)
The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Life Skills Mathematics Course through successful completion of a test which will allow the learner to demonstrate breadth and application. Breadth and application will be demonstrated through the use of mathematical ideas and strategies that can be applied to organising and planning straightforward aspects in personal life, the workplace and the wider world. This will include the application and integration of financial, measurement, geometric and statistical skills in real-life contexts involving reasoning. Numerical skills underpin all aspects of the Unit and the ability to use these without the aid of a calculator will also be assessed.

Assessment and Certification
To achieve the National 4 Life Skills Mathematics Course, learners must pass all of the required Units, including the Added Value Unit.

Life Skills Mathematics: Managing Finance and Statistics (National 4)
Learners who complete the Unit will be able to:
use reasoning skills and financial skills linked to straightforward real-life contexts
use reasoning skills and statistical skills linked to straightforward real-life contexts

Life Skills Mathematics: Geometry and Measures (National 4)
Learners who complete the Unit will be able to:
use reasoning skills and measurement skills linked to straightforward real-life contexts
use reasoning skills and geometric skills linked to straightforward real-life contexts

Numeracy (National 4)
Learners who complete the Unit will be able to:
use numerical skills to solve straightforward, real-life problems involving money/time/measurement
interpret graphical data and situations involving probability to solve straightforward real-life problems involving money/time/measurement
Added Value Unit

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In National 4 Life Skills Mathematics Course, the Added Value Unit will focus on
  breadth
  application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed through a test, which will offer opportunities to demonstrate the breadth of knowledge and skills acquired from across the component Units of the Course in new real-life situations. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the test.

Progression

On successful completion of this Course, the learner could progress to:
National 5 Life Skills Mathematics Course
Numeracy (National 5) Unit
Core Skills Numeracy Unit (SCQF level 5)
Mathematics: National 4 Mathematics

Purpose

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner’s skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Recommended Entry

The Course would be suitable for learners who have experienced breadth and depth of learning across mathematics experiences and outcomes, or who have attained the National 3 Life Skills Mathematics Course, or have equivalent qualification or experience.

Course Details

This course has 4 units:

Mathematics: Expressions and Formulae (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

Mathematics: Relationships (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy (National 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.
Mathematics Test (National 4)
This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable
the learner to provide evidence of added value for the National 4 Mathematics Course through the successful
completion of a test which will allow the learner to demonstrate breadth and challenge.
Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strate-
gies linked to straightforward mathematical expressions, formulae and relationships. This will include the appli-
cation of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all as-
pects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

Assessment and Certification
To achieve the National 4 Mathematics Course, learners must pass all of the required Units, including the Add-
ed Value Unit.
The assessment of the Units in this Course will be as follows:

Mathematics: Expressions and Formulae (National 4)
Learners who complete the Unit will be able to:
use mathematical operational skills linked to expressions and formulae
use mathematical reasoning skills linked to expressions and formulae

Mathematics: Relationships (National 4)
Learners who complete the Unit will be able to:
use mathematical operational skills linked to relationships
use mathematical reasoning skills linked to relationships

Numeracy (National 4)
Learners who complete the Unit will be able to:
use numerical skills to solve straightforward, real-life problems involving money/time/measurement
interpret graphical data and situations involving probability to solve straightforward real-life problems involv-
ing money/time/measurement

Added Value Unit
Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will
be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the
Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or
application.
In the National 4 Mathematics Course, the Added Value Unit will focus on:
• breadth
• challenge
The learner will draw on and apply the skills they have learned across the other three Units. This will be as-
sessed through a test, which will offer opportunities to demonstrate the breadth of knowledge and skills ac-
quired from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims,
skills in using a calculator will be developed and a calculator will be permitted in part of the test.

Progression
On successful completion of this Course, the learner could progress to:
National 5 Mathematics
National 5 Life Skills Mathematics
Numeracy (National 5) Unit
Mathematics has applications in many subject areas, and skills developed in this Course could support
progression in this and other curriculum areas. These skills can also support progression into Skills for Work
Courses, National Progression Awards, National Certificate Group Awards, and employment.
Mathematics: National 5 Mathematics

Purpose
Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

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

Recommended Entry
This would be a suitable Course for all learners who have experienced breadth and depth of learning across Mathematics experiences and outcomes, or who have attained the National 4 Mathematics Course, or who have equivalent qualification or experience. It would be suitable for learners who can respond to challenging situations and who can apply what they have learned in new and unfamiliar situations.

Course Details
This course has 3 units:

Mathematics: Expressions and Formulae (National 5)
The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Mathematics: Relationships (National 5)
The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Mathematics: Applications (National 5)
The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.
Assessment and Certification

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment which is an external exam and will be graded A–D

The assessment of the Units in this Course will be as follows.

Mathematics: Expressions and Formulae (National 5)
Learners who complete this Unit will be able to:
  - use mathematical operational skills linked to expressions and formulae
  - use mathematical reasoning skills linked to expressions and formulae

Mathematics: Relationships (National 5)
Learners who complete this Unit will be able to:
  - use mathematical operational skills linked to relationships
  - use mathematical reasoning skills linked to relationships

Mathematics: Applications (National 5)
Learners who complete this Unit will be able to:
  - use mathematical operational skills linked to applications
  - use mathematical reasoning skills linked to applications

Added Value:
In this Course, added value will focus on:
  - breadth
  - challenge
  - application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within a question paper, requiring application of the breadth of knowledge and skills acquired from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

Progression

On successful completion of this Course, the learner could progress to:
  Higher Mathematics

Elements of this Course can contribute to the Numeracy Unit available at SCQF level 5. Mathematics has applications in many subject areas, and skills developed in this Course support progression in this and other curriculum areas. These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards, and employment.
Mathematics: Higher

Purpose

The aim of this course is to extend students' mathematical learning in the areas of Algebra, Geometry and Trigonometry and to introduce students to elementary Calculus. Mathematics 1, 2 and 3 are progressive units.

Recommended Entry

Students should have attained a good pass at National 5.

Course Details

The course is divided into three units of equal length.

Mathematics: Expressions and Functions (Higher)

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

Learners who complete this Unit will be able to:

1 Use mathematical operational skills linked to relationships and calculus
2 Use mathematical reasoning skills linked to relationships and calculus

Mathematics: Relationships and Calculus (Higher)

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry and also skills in mathematical reasoning and modelling.

Learners who complete this Unit will be able to:

1 Use mathematical operational skills linked to expressions and functions
2 Use mathematical reasoning skills linked to expressions and functions

Mathematics: Applications (Higher)

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Learners who complete this Unit will be able to:

1 Use mathematical operational skills linked to applications
2 Use mathematical reasoning skills linked to applications
Assessment and Certification

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Mathematics Course, added value will focus on:
- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within a question paper, requiring demonstration of the breadth of knowledge and skills acquired from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

Students sit the end of course Higher Mathematics examination that has four levels of pass, graded A-D.

Progression

Students who achieve Higher Mathematics may progress to:
Advanced Higher Mathematics.

A wide range of employment and training opportunities.

It is required by many University degrees. Less obvious subjects include Forensic Chemistry, Environmental Health, Management Science, Pharmacy, Sports and Exercise Science and Product Design.
Mathematics: Advanced Higher

Purpose

The course introduces many new topics such as Complex Numbers and Matrices while further developing others, for example Series and Formal Proof.

Recommended Entry

The course is extremely demanding both in workload and intellectual capability. Students require a high level of motivation and self-discipline to complete the course. Students should be able to demonstrate this commitment and ability with a Higher pass at grade A.

Course Details

It is divided into three units of equal length

Mathematics 1
Algebraic skills, Differentiation, Integration, Properties of Functions and Systems of Linear Equations.

Mathematics 2
Further Differentiation and Integration, Complex Numbers, Sequences and Series, Number Theory and Proof.

Mathematics 3
Vectors, Matrices and further work on Sequences, Series, Ordinary Differential Equations, Number Theory and Proof.

Assessment and Certification

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

To achieve success in the Course, learners must show that they can apply knowledge and skills acquired across the Course to unseen situations.

Examination

The purpose of the question paper is to assess mathematical skills. A calculator may be used.

The question paper will consist of a series of short and extended response questions (some of which may be set in contexts) that require the application of skills developed in the Course. Learners will be expected to communicate responses clearly and to justify solutions. The paper will have 100 marks.

The question paper will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 3 hours.
Progression

Students who achieve Advanced Higher Mathematics may progress to:
A degree in Mathematics, Engineering, the Sciences, Actuarial studies, Econometrics, Operational Research and many others.

The skills demonstrated are recognized and appreciated in a wide variety of careers and further study even when not specifically requested.
Biology

Levels of study: National 3, National 4, National 5

The Biology Course:

There will be three course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

**Cell Biology** - this unit examines how cells can be used to help society and the environment. Pupils will discuss the ethics behind new technologies used to provide medicines and diagnose health problems. As pupils progress their study through to N5 level they will gain a deeper understanding of how animal/plant cells work to keep us alive and the role of DNA in making us unique.

**Multicellular Organisms** - this unit explores how cells work together and specialise to make different organisms. Pupils will learn how their body systems work together to keep us healthy and how it responds to change.

**Life On Earth** - this unit takes pupils on a journey around the world to investigate different environments and how plants/animals adapt to survive and live together. As pupils progress through to national 5 level they learn about variation and the work of Charles Darwin.
Assessment

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment.

The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Where can Biology Take me?

Lab Technician
Marine Biology
Vet Nursing / Vet Medicine / Animal Care
Nursing / Midwifery / Speech therapist / Dietician / Education Psychology
Food Technology / Food tester
Microbiology / Brewing Industry
Journalist / Writer
Lawyer / Patent Attorney / Solicitor
Agriculture / Crop Research /
Environmental Science / Environmental Health Officer
Sport Science / Physiotherapy
Human Biology

Levels of Study: Higher

The Biology Course:

There will be one course level offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

- **Human Cells** - In this Unit, pupils will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the Unit covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

- **Physiology & Health** - In this Unit, pupils will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante and postnatal screening; the structure and function of arterioles, capillaries and veins; the structure and function of the heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes. By studying these systems, pupils will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, antenatal care and post-natal screening. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

- **Neurobiology & Communication** - In this Unit, pupils will develop knowledge and understanding through the key areas of divisions of the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem solving skills in context.

- **Immunology & Public Health** - In this Unit, pupils will develop knowledge and understanding through the key areas of non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens. Analytical thinking and problem solving skills will be developed contextually within these topics. This Unit details the immune system's role through allergic and defence responses. The Unit emphasises the control of infectious diseases and the principles of active immunisation and vaccination.

Internal assessment includes 4 unit assessments.
External assessment consists of a 100 mark question paper and a 20 mark assignment.
**Chemistry**

**Levels of Study: National 3, National 4, National 5, Higher**

The Chemistry Course:

There will be four course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

The N3- Higher Chemistry courses all follow the same 3 base units:

- **Chemical Changes & Structure** - this unit introduces the basics of chemistry. As pupils progress their study through to Higher level they will gain a deeper understanding of the matter that makes the world around them and how to manipulate chemical reactions to benefit society.

- **Nature’s Chemistry** - this unit explores the chemical reactions that happen around us in our daily lives. Throughout the levels pupils build their knowledge of reactions involving fuels and food! A very practical hands-on unit that pupils enjoy!

- **Chemistry in Society** - this unit investigates how humans exploit the World’s natural resources to meet society's needs. Pupils will explore how metals, fertilisers and nuclear materials are processed for use.

Higher Chemistry has an additional half unit in Researching Chemistry which presents pupils the opportunity to carry out a practical investigation and research project.
**Assessment**

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment. The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at Higher involves the same external assessment as National 5 (100 mark exam and 20 mark assignment) and additional internally marked unit assessments for the 4 units.

**Where Can Chemistry Take Me?**

Lab technician  
Pharmacist  
Forensic Scientist  
Nursing / Midwifery / speech therapist / dietician / educational psychology  
Food technology / taste tester  
Journalist / writer  
Agriculture / crop research  
Environmental scientist / environmental health officer  
Toxicologist
Environmental Science

Levels of Study: National 3, National 4, National 5, Higher

There will be four course levels offered jointly by the Science & Social Subjects Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupil's recommended level of study will be provided via pupil reports.

The N3- Higher Environmental Science courses all follow the same 3 units:

- **Living Environment** - This unit explores different ecosystems, biodiversity and interdependence. Pupils get the chance to develop their biological/geographical fieldwork skills.

- **Earth's Resources** - This unit gives an overview of Earth's systems and their interactions - the geosphere, the biosphere, the hydrosphere and the atmosphere.

- **Sustainability** - This unit introduces how food, waste, water and energy are managed locally, globally and by the government.

*Please note it is not recommended to take N3-N5 Biology at the same time as N3-N5 Environmental Science due to the similarity in course content in the first unit.*
Assessments

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings – this is internally marked.

Assessment at National 5 involves external assessment. The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at Higher involves the same external assessment as National 5 and additional internally marked unit assessments for the 4 units.

Where Can Environmental Science Take Me?

- Geophysicist
- Radiation Protection Officer
- Recycling Officer
- Land management / Game Keeper / Crofter / Fish farm
- Meteorologist
- Journalist / writer
- Nature Conservationist
- Energy Engineer
- Environmental Protection Office
Physics
Levels of Study: National 3, National 4, National 5, Higher

There will be four course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupil’s recommended level of study will be provided via pupil reports.

The N3- Higher Physics courses all follow the same 3 base units:

- **Electricity & Energy** - This unit explores different stores of energy and how energy is transferred.

- **Waves & Radiation** - This unit explores electromagnetic waves and nuclear radiation.

- **Dynamics & Space** - (Our Dynamic Universe at Higher) This unit explores the relationship involving forces in transport and the study of the universe.

*Higher Physics has an additional half unit in Researching Physics which presents pupils the opportunity to carry out a practical investigation and research project.*
Assessment

Assessment at **National 3** will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at **National 4** is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings – this is internally marked.

Assessment at **National 5** involves external assessment. The external assessment involves an exam and an assignment. The 135 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at **Higher** involves the same external assessment as National 5 and additional internally marked unit assessments for the 4 units.

Where Can Physics Take Me

- Geophysicist
- Radiation Protection Officer
- Pilot
- ICT/ Systems developer/ Computer programmer
- Meteorologist
- Journalist / writer
- Armed Forces
- Energy Engineer
- Radiographer
Progression Routes In Science

The following schematic shows what curriculum levels and progression routes are available in science as pupils move from BGE to the senior phase. During the senior phase most pupils will likely follow a N4 or N5 course, although some may benefit from following life skills, skills for work, N2 or N3 courses.

It is recommended that learners have achieved a pass at N5 English and Maths before attempting a Higher Science.
Level 7

Level 6

Level 5

Level 4

Level 3

CIE Level 3 E&Os - Majority of pupils in Mixed ability classes. Common course with differentiation and extension.

S1

Complete CIE level 3 E&Os. Coverage of some level 4 E&Os.

S2


S3

Env Science - begin work on areas of N3/4

S4

Complete National 5 unit assessment. Pupils presented for National 5 external exam Chem/Phys/Bio

N5

Chem/Phys/Bio

Adv Higher Chem/Phys/Bio

Higher Chem/Phys/Bio/Human

S5/6

Pupils identified at N4 level at prelim complete unit assessments & Added value.

Complete N3/4 Env Science - unit assessments.
The Geography Course:

There will be three course levels offered by the Social Studies Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment; information on a pupil’s recommended level of study will be provided via pupil reports.

The main aim of Geography is to help pupils develop an understanding of aspects of the contemporary world, through use of the concepts and techniques of geographical analysis. With growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography promotes positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Through the successful completion of this Course learners will develop a range of important and transferrable skills including: using, interpreting, evaluating and analysing a range of geographical information; using a range of maps and other data; researching skills and fieldwork skills.

The contexts for N3, N4 and N5 Geography courses will be the same:

**Physical Environments**

The following will be studied:

Coastal environments (Dorset case study)
Glaciated environments (Cairngorms case study)
Weather systems

**Human Environments**

Population
Development
Rural environments (USA and India case studies)
Urban environments (Glasgow and Rio De Janeiro case studies)
Global Issues
Two of the following will be studied:
Climate Change
Development and Health (Malaria & HIV/AIDS case studies)
Environmental Hazards
Trade and Globalisation

ASSESSMENT

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out fieldwork and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment.

The external assessment involves an exam and an assignment. The 80 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total mark. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out fieldwork on their chosen topic and communicate the
**Geography: Higher (CfE)**

The new Higher Geography National Courses reflects CfE values, purposes and principles. This course adds breadth and depth to the understanding of physical and human environments and their interrelationships developed previously. It also extends evaluative skills and the range of geographical methods and techniques.

**Recommended Entry**

Students would normally be expected to have attained a National 5 in Geography, or a Higher in another social subject.

**Course Details**

The Course has three mandatory Units and an externally assessed assignment (Added Value unit). The following topics are studied:

**Geography: Physical Environments**

Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: OS mapwork, atmosphere, hydrosphere, lithosphere and biosphere.

**Geography: Human Environments**

Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. Key topics include: population, rural land use change and management, urban change and management.

**Geography: Global Issues**

Learners will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in their management. Key topics include: development and health, global climate change, trade, aid and geopolitics.

**Geography: Advanced Higher**

This course may be offered for pupils who have attained the skills, knowledge and understanding required for Higher Geography.

An emphasis in the Advanced Higher Course is placed on the acquisition of a wide range of high order skills necessary in the research, evaluation and presentation of geographical information.
The History Course:

There will be three course levels offered by the Social Studies Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment; information on a pupil’s recommended level of study will be provided via pupil reports.

Throughout the course pupils will develop their abilities to understand and analyse issues & events, to put forward their ideas in a clear manner, to support their opinions with evidence and organizing material in a logical and coherent way. The analytical and critical reasoning skills gained through studying past people and events open up opportunities in a number of careers where the ability to select, manage and organise information are required. In addition, history provides the pupils the basis to become independent thinkers in a world which is constantly changing and where there might be more than one truth.

The contexts for N3, N4 and N5 History courses will be the same:

**The Scottish Unit**

One of the following will be studied:

- The Wars of Independence, 1286-1328
- Migration and Empire, 1830-1939
- The Era of the Great War, 1900-1928

**The British Unit**

One of the following will be studied:

- The Atlantic Slave Trade, 1770-1807
- Changing Britain, 1760-1914
- The Making of Modern Britain, 1880-1951
The European and World Unit
Two of the following will be studied:
Red Flag: Lenin and the Russian Revolution, 1894-1921
Mussolini & Fascist Italy 1919 - 1939
Free at Last? Civil Rights in the USA, 1918-1968
The Cold War 1945-89

ASSESSMENT

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment.

The external assessment involves an exam and an assignment. The 80 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total mark. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out research on their chosen topic and communicate the findings but this is externally marked by the SQA.

Where can history take me?

Librianship
Museum studies
Teaching
Legal Profession
Journalism
Accounting
Politics
History: Higher (CfE)

Higher History will help pupils to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. It will build upon previous skills and is appropriate for those who wish to develop an understanding of history or who are seeking to progress and specialise in further historical study.

Recommended Entry

Students would normally be expected to have attained a National 5 or Intermediate 2 in History, or a Higher in another social subject.

Course Details

The Course has three mandatory Units and an externally assessed assignment (Added Value unit). One topic under each of the following categories will be studied.

The Scottish Unit
One of the following will be studied:
The Wars of Independence, 1286-1328
Migration and Empire, 1830-1939
The Era of the Great War, 1900-1928

The British Unit
One of the following will be studied:
The Atlantic Slave Trade, 1770-1807
Changing Britain, 1760-1914
The Making of Modern Britain, 1880-1951

The European and World Unit
One of the following will be studied:
Red Flag: Lenin and the Russian Revolution, 1894-1921
Mussolini & Fascist Italy 1919 - 1939
The Cold War 1945-89
Free at Last? Civil Rights in the USA, 1918-1968

History: Advanced Higher

This course may be offered for pupils who have attained the skills, knowledge and understanding required for Higher History.

The aims of the Advanced Higher History Course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources.
The Modern Studies Course:

There will be three course levels offered by the Social Studies Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment; information on pupils’ recommended level of study will be provided via pupil reports.

A knowledge and understanding of democratic ideas and political institutions is essential to maintain a stable, inclusive society. Modern Studies helps pupils to understand the value of democracy and the importance of engaging with decision makers. The course also develops young people’s understanding of the challenges facing contemporary society and the ways these may be addressed. In addition the course raises awareness of the interdependency of the modern world.

The units covered in N3, N4 and N5 are as follows:

**Democracy in Scotland and the United Kingdom**

This unit will look at how democracy and participation works in Scotland and the UK. It also looks at how a selected groups (either Trade Unions, Media or Pressure Groups) influence decision makers within Scotland.

**Social Issues in the United Kingdom**

In this unit the pupils will study either crime and law or social inequalities in the UK as a means of critically engaging with these current social issues.

**International Issues**

This unit covers an in depth study of one of the G20 countries as well as an issue affecting people globally such as terrorism or immigration.
Assessment at National 3 will be done internally on a unit by unit basis, with an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to these 3 unit assessments, pupils must also complete an Added Value Unit. The Added Value Unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment. The external assessment involves an exam and an assignment. The 80 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total mark. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out research on their chosen topic and communicate the findings but this is externally marked by the SQA.

Where can Modern Studies take me?

- Community Work
- Law
- International Aid Work
- Teaching
- Journalism
- Politics
- Charity work
Design and Manufacture: National 4/5

The Design and Manufacture course provides a broad practical introduction to design, materials and manufacturing processes, providing opportunities for you to gain skills in both designing and in communicating design proposals. You will learn to explore the properties and uses of materials and to make models and prototypes of products.

Course units

Design
This Unit covers the product design process from brief to resolved design proposals. It allows you to develop an appreciation of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. You will also develop an appreciation of design concepts and the various factors that influence the design of products.

Materials and Manufacturing
This Unit covers the product design process from design proposals to prototype or product. You will develop practical skills that are invaluable in the design/make/test process and allow you to ‘close the design loop’ by manufacturing your own design ideas. It will help you to gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

In both units, you will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

Assessment:

To gain an award, at National 4 you will have to pass the Design and Materials & Manufacturing units plus a Final Design Assignment, all of which will be internally assessed.

Successful completion of all the Units of the National 4 Design and Manufacture Course can be used to contribute to a National 3 Design and Technology Course award.

Assessment at National 5 consists of two final course assignments plus a written exam.

Assignment 1 (Design) will be worth 55 marks and will be externally assessed by SQA.

Assignment 2 (Manufacture) will be worth 45 marks and will be internally marked and subject to visiting verification by SQA.

Assignment 1 will contribute to 30% of the course assessment and assignment 2 will contribute to 25% of the course assessment.

The exam will contribute to 45% of the course assessment

Homework:

Homework will be given on a regular basis throughout the course in order to give pupils the opportunity to consolidate the work covered in school.

Progression:

National 5 / Higher Design and Manufacture.

The planning and practical skills which you develop in Design & Manufacture will prove helpful not only in a range of career options from manufacturing, engineering and construction through industrial and interior design.
Design and Manufacture: Higher

The NEW Higher Design and Manufacture course gives you a practical insight into the worlds of designing and manufacturing. You will learn how to design products effectively and communicate your design ideas, through sketching, drawing and modelling.

You’ll be able to demonstrate creativity in your designs, while also taking into account the function of the product to develop something workable in terms of usefulness and ability to make it: as during the course you will learn about material properties, why some materials are better suited for different uses, and also learn the manufacturing processes that are used in industry.

Evaluation of existing products will enable you to consider design factors that impact design; form, function and performance. An understanding of these will help develop your ability to explain and refine your design proposals and think of alternatives.

During the course you will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use.

The aims of the Course are to enable you to develop:
- skills in evaluation and research
- idea generation techniques
- the ability to read drawings and diagrams
- skills in design and in refining design proposals
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities
- practical skills in the planning and development of models and prototypes
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Assessment
To gain an award, at Higher you will have to pass the Design and Materials & Manufacturing units, which will be internally assessed. In addition they will be graded on a Final Design Assignment set by the SQA (50% of total marks) and an externally set question paper (50% of total marks).

Suitability for the course:
Ideally you will have passed National 5 Design and Manufacture to progress into Higher; however there could be exceptions where a candidate wants to sit the course without having gone through the National 4/5 course. A good grade in English is also desirable.

Progression:
Advanced Higher Design & Manufacture
The planning and practical skills which you develop in Design & Manufacture will prove helpful not only in a range of career options from manufacturing, engineering and construction through industrial and interior design.
Graphic Communication: National 4/5

The course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Communication by Graphical means is an important element in the construction, engineering and consumer industries.

The aims of the Course are to enable you to develop:

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

Course units

2D Graphic Communication (National 4 and 5)
This Unit helps you develop your creativity and skills within a 2D graphic communication context. It will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

3D and Pictorial Graphic Communication (National 4 and 5)
This Unit helps you develop your creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

Added Value Unit (National 4)
You will draw on, extend and apply the skills and knowledge you have developed during the Course. This will be assessed through a project requiring application of skills and knowledge from the Units to produce an effective overall response to the project brief.

Added Value Unit (National 5)
In this Course, added value will focus on breadth, challenge and application. You will draw on, extend and apply the skills and knowledge you have developed during the Course. These will be assessed through a combination of a project requiring application of skills and knowledge from the Units to produce an effective overall response to the project brief and an examination.

Assessment and homework within the course
Homework will be given on a regular basis throughout the course in order to give pupils the opportunity to consolidate the work covered in school. To pass the Course, you must pass all of the required Units, including the Added Value Unit. All Units are internally assessed on a pass/fail basis within the school against the requirements specified by the SQA.

National 4 Courses are not graded and there is no end of course examination set by the SQA.

National 5 Courses are graded and learners take an end of course examination set by the SQA.

Progression

Higher Graphic Communication
A qualification in Graphic Communication is an ideal preparation for further study or employment. It is particularly useful for careers in design, engineering and architecture and careers which require the ability to interpret information from working drawings. The expertise developed in computer-aided work would be extremely useful in any area of work where the ability to use computer packages is required e.g. graphic design, advertising, publishing, technical illustration, draughtsman.
Graphic Communication: National 4/5

The course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Communication by Graphical means is an important element in the construction, engineering and consumer industries.

The aims of the Course are to enable you to develop:

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

Course units

2D Graphic Communication (National 4 and 5)
This Unit helps you develop your creativity and skills within a 2D graphic communication context. It will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

3D and Pictorial Graphic Communication (National 4 and 5)
This Unit helps you develop your creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

Added Value Unit (National 4). Course Assignment (National 5)
You will draw on, extend and apply the skills and knowledge you have developed during the Course. This will be assessed through a project requiring application of skills and knowledge from the Units to produce an effective overall response to the project brief.

Assessment National 4
To gain an award at National 4 you will have to pass both course units plus the added value unit, all of which will be internally assessed and subject to SQA verification.

Assessment at National 5 will consist of a course assignment and a final written exam.

Assessment National 5
The course assignment is externally assessed by SQA and is worth 33% of the overall course assessment.

The final exam is worth 67% of the overall course assessment.

Homework:
Homework will be given on a regular basis throughout the course in order to give pupils the opportunity to consolidate the work covered in school.

Progression
Higher Graphic Communication
A qualification in Graphic Communication is an ideal preparation for further study or employment. It is particularly useful for careers in design, engineering and architecture and careers which require the ability to interpret information from working drawings. The expertise developed in computer-aided work would be extremely useful in any area of work where the ability to use computer packages is required e.g. Engineering, Architecture, Graphic Design, Advertising, Publishing, Technical illustration, Draughtsman.
Higher Graphic Communication

The NEW Higher Graphic Communication lets you develop and produce your own graphics and enables you to read and interpret graphics produced by others, to a high level of complexity.

This is a hands-on course which enables you to show your own creativity in design as well as teaching you internationally recognised standards in drawings. You will produce, and develop your abilities, in a range of graphic types including: digitally produced graphics, utilising different software packages on the computer, sketches and technical drawings using the drawing board.

You will learn about the impact graphics communication technologies have on our environment and society. These skills will stand you in good stead for many different avenues of employment.

The aims of the Course are to enable you 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

Assessment
To gain an award, at Higher you will have to pass the 2D Graphic Communication and the 3D and Pictorial Graphic Communication units, which will be internally assessed. In addition you will be graded on a Graphic Assignment set by the SQA (50% of total marks) and an externally set question paper (50% of total marks).

Suitability for the course:
Ideally you will have passed National 5 Graphic Communication to progress into Higher; however there could be exceptions where a candidate wants to sit the course without having gone through the National 4/5 course.

Progression
Advanced Higher Graphic Communication
A qualification in Graphic Communication is an ideal preparation for further study or employment. It is particularly useful for careers in design, engineering and architecture and careers which require the ability to interpret information from working drawings. The expertise developed in computer-aided work would be extremely useful in any area of work where the ability to use computer packages is required e.g. Engineering, Architecture, Graphic Design, Advertising, Publishing, Technical illustration, Draughtsman.
National 3 Design and Technology

Purpose and aims of the Course

The Course provides a broad practical introduction to design and to technology. It provides opportunities for learners to gain basic skills in both designing and in communicating design ideas. It allows learners to explore and amend design ideas through model making and testing, in both product design and engineering contexts. The Course provides opportunities to develop and enhance practical creativity, practical problem solving skills, and an appreciation of safe working practices in a workshop or similar environment.

The aims of the Course:

- develop skills in producing and interpreting sketches, drawings and diagrams
- develop skills in practical model making and construction
- develop skills in testing and simple evaluation of models
- apply safe working practices in a workshop or similar environment
- develop knowledge of basic engineering ideas

The Course introduces learners to ideas and skills which they may then choose to take forward through further study in the technologies curriculum area.

The Course comprises three mandatory Units:

- Graphics for Design (National 3)
  In this Unit, learners will develop skills in producing drawings, sketches and diagrams to support the design process. Learners will use computer-aided and/or manual graphic communication tools and techniques.

- Designing and Modelling (National 3)
  In this Unit, learners will follow, with guidance, a simple design process. They will make a simple physical model from design drawings, and refine the design based on simple evaluation of the model. Through these activities, learners will develop awareness of sustainability and recycling.

- Constructing and Testing (National 3)
  In this Unit, learners will develop an understanding of structures and mechanisms by solving simple engineering problems. They will construct (or simulate) and test simple models to demonstrate one or more of strengthening, energy transfer or movement. Learners will draw conclusions based on the test results.

  In each of the three Units above, learners will develop and apply safe working practices in a workshop or similar environment.

  Successful completion of all the Units of either the National 4 Graphic Communication, Design and Manufacture or Engineering Science Courses can contribute towards a National 3 Design and Technology Course award.

Progression

Provides progression to National 4 Courses in Graphic Communication, Design and Manufacture (and Engineering Science).
Skills for Work - Maritime Skills - National 5

The Course provides a broad experiential introduction to maritime skills. It introduces you to a range of basic skills necessary to work safely within the maritime industry. You will explore a variety and range of career opportunities - local, national and global in the maritime sector including commercial sea-fishing, the Royal Navy, the Merchant Navy, Inland waterways and marine leisure, ports and harbours.

Course units

Seamanship: An Introduction
This unit introduces you to the operation of boats and their equipment. It will enable you to develop basic boat handling skills and an awareness of safety requirements in a maritime environment. Effective anchoring, mooring and the securing of a vessel will also be considered. You will learn from this unit the use of ropes, wires and chains.

Maritime Environment: An Introduction
In this unit you will develop an understanding of the weather and its effects on maritime activities in the United Kingdom. Charts are studied and basic navigation tasks are tackled to enable you to plot a course and calculate the distance between two points.

Small Boat Engineering
This unit introduces you to the basic engineering involved in small boats, for example: the construction of boats, the boat’s method of propulsion, the steering of the boat, the types of engine, the differences between diesel fuel oil and petrol fuel oil, the uses and differences of hydraulic oil and lubricating oil and the routine care and maintenance of engine and auxiliaries on a boat.

Health and Safety in the Maritime Sector
This unit will equip you with a basic understanding of health and safety issues, the safety procedures required for both working on board a boat and in the maritime environment in general. You will be introduced to the process of carrying out an assessment of risk and learn how risks can be minimised through safe working practice. Practical survival in the water will be practiced and basic fire safety considered. You will also be introduced to the knowledge and skills of basic first aid necessary to deal effectively with casualties who are injured or who suffer a sudden illness, prior to being placed in the care of medically qualified personnel.

Employability and Careers in the Maritime Sector
In this Unit, the sub-sectors and the career opportunities in the Maritime sector are investigated. You will review your performance in specified employability skills and evaluate your own strengths and weaknesses throughout the course.

Assessment
To gain an award in Maritime Skills pupils must successfully complete all course units. Assessment for individual units and the overall course is on a pass/fail basis. The Course will be assessed with a combination of written evidence and/or oral and performance evidence. The evidence will be produced at appropriate points throughout the Course and gathered in a folio of evidence.

Progression
Further training provided by the maritime sector.