

# Perth Grammar School



S4 Pathways Prospectus  
2017-2018

Pride

Respect

Ambition

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## Headteacher's letter

Dear Parent / Carer,

As learners come to the end of the Broad General Education, progress is reviewed and choices are made for the Senior Phase. This phase leads to formal qualifications and it is important that pupils choose subjects in which they are interested and which will result in the best qualifications. The rationale that drives our Senior Phase is built around ensuring positive destinations for all learners.

This directory provides information to support the courses we offer in the Senior Phase. Choosing a suitable route which best suits the learner is a matter which parents and pupils would wish to discuss at home and the information in this booklet is designed to assist you with the decision making process.

I hope that you find the school's arrangements to provide general information and individual advice supportive in assisting the course choice process.

Yours sincerely



Fiona Robertson  
Headteacher

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## Senior Phase Rationale

Building on the seven principles of Breadth, Progression, Depth, Challenge & Enjoyment, Personalisation & Choice and Coherence and Relevance outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the following key principles:

### **Inclusion**

The curriculum is designed to offer equality of opportunity by offering an appropriate entry point for all pupils in all curriculum areas.

### **Transition**

Our curriculum is designed to allow us to work effectively with partners to ensure effective transition from the Broad General Education into the senior phase and on to positive, sustainable post-school destinations.

### **Flexibility**

There will be flexibility and sustainability in the curriculum to meet the needs of all learners. The column structure will ensure this is possible

### **Additional Opportunities**

The curriculum will open up additional opportunities for personal achievement. For example Open University units; National Progression Awards; Leadership Awards; appropriate work shadowing / experience etc. will be offered. Where appropriate, personal achievement will be supported through accreditation.

### **Engagement and enjoyment**

Engagement and enjoyment are key elements in successful learning and will be essential elements in course design.

### **Progression**

The senior phase of the curriculum will offer progression for all pupils from the end of S3, irrespective of their levels of attainment. Within the senior phase, suites of courses will be developed to ensure progression within each subject.

### **Raising attainment**

The need to raise attainment for all pupils is an essential feature of our curriculum design. Our curriculum is designed to maximise the opportunities for pupils to achieve the best range of National Qualifications at the highest level to suit their needs.

### **21<sup>st</sup> Century Skills**

The curriculum in the senior phase will promote the development of skills and attributes which will equip pupils to embrace the opportunities and challenges of the 21<sup>st</sup> Century with optimism and resilience.

### **Challenge**

The senior curriculum will support and challenge all learners. There will be high expectations of attainment of all pupils linked to their potential.

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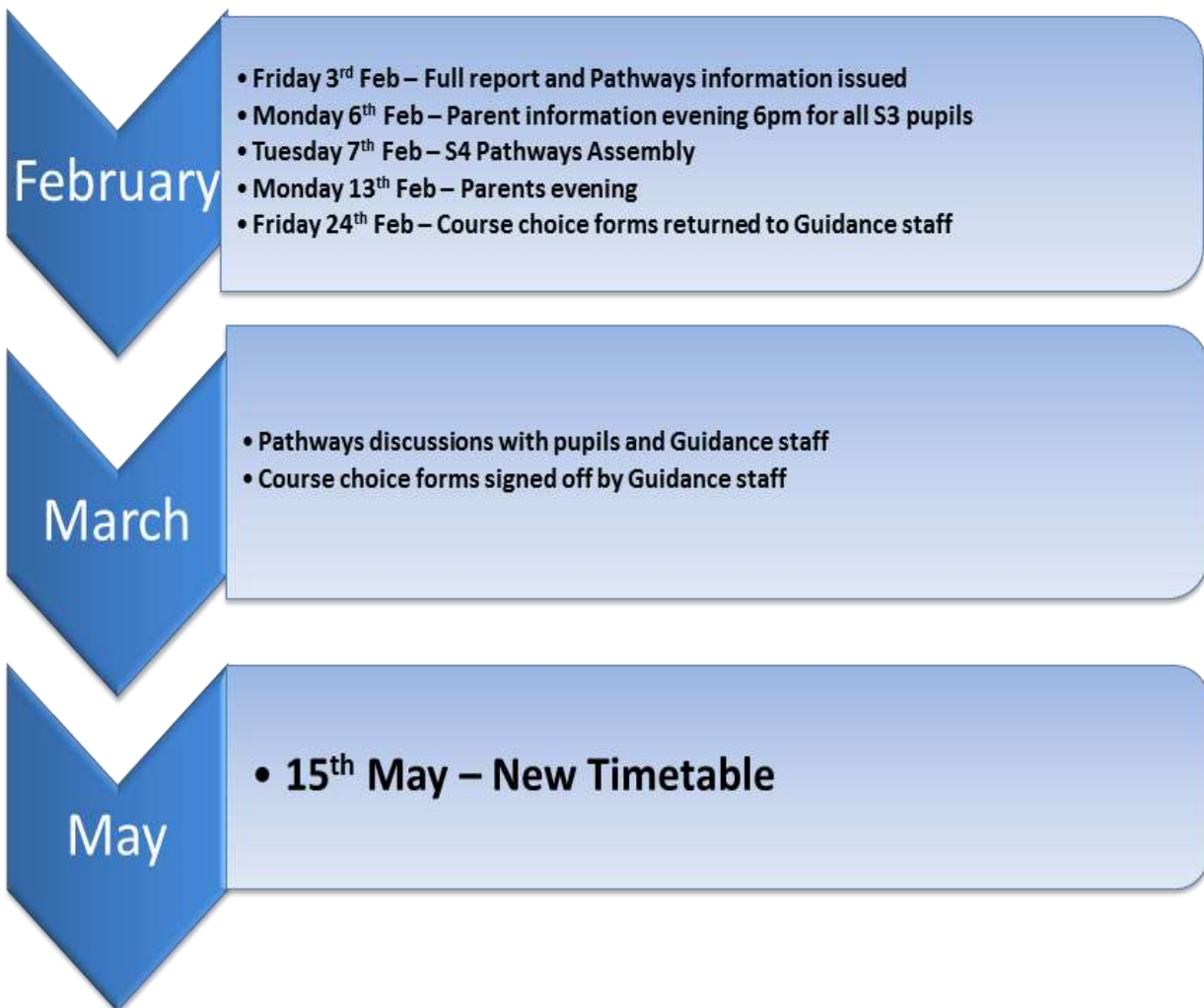


## Information for pupils and parents

In S4, young people will study 6 subjects and in most cases those subjects chosen should be the strongest 6 subjects studied in S3, showing progression in learning. In some cases, and in discussion with Guidance staff or the Head of House, there may be some exceptions to this. This is particularly the case where a course at Perth College may be suitable.

The viability of courses will depend on uptake, staffing and accommodation and we reserve the right not to run any course where there is limited demand. In these circumstances, pupils will be asked to make another choice.

### Course Choice Process



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# Careers Information

## Skills Development Scotland

**Skills Development Scotland** (SDS) provides a universal service to all pupils in the senior phase through the delivery and promotion of **My World of Work** and **Career Management Skills** during Personal and Social Education lessons.

[My World of Work](#) is an excellent web service offering lots of valuable information and tools to help you get a job and develop your career. You can read feature articles on a wide range of topics including choosing a career, learning and training, [applying for jobs](#) and [making a career change](#). The *My World of Work toolkit* can assist you with every step of your career journey from [researching careers](#) to [building your first CV](#). The [My Strengths](#) section of the website can help you to discover your strengths and how they fit in with your career goals. Search for learning and training opportunities with [course choices](#) and of course, find job vacancies online using job search.

Pupils can also request an individual careers interview in school by talking to their guidance teacher who will refer them to the Careers Coach. Interviews take place during school hours and parents/carers are welcome to attend by arrangement by contacting Kathryn Aviss, Careers Coach via email: [Kathryn.aviss@sds.co.uk](mailto:Kathryn.aviss@sds.co.uk)

*You can also call the Skills Development Contact Centre for advice on 0845 8 502 502.*

## Skills Development Scotland can offer advice about the following:

### Training

Some local and national employers may recruit school leavers via the **Modern Apprenticeship Training Programmes**. They enable you to study for recognised qualifications such as Scottish Vocational Qualifications, endorsed by the lead body for the industry. Modern Apprenticeships are available at four different levels, all mapped to the Scottish Credit and Qualifications Framework – so employers can see exactly what you have achieved. Some Apprenticeship qualifications can be at the same level as a degree. They are accredited by the Scottish Qualifications Authority (SQA) too, so you can be sure the skills, training and knowledge you are getting are relevant and up to date.

The **Employability Fund** programme can offer unemployed school leavers an opportunity to gain relevant work experience within a workshop, or employer-based environment. The Careers Coach can advise you of local opportunities.

### Employment

There are many different types of jobs open to school leavers. Some jobs will require you to undertake training, so be prepared for additional study after leaving school. This could involve on-the-job training and/or further study in day or evening classes for off-the-job training. You can also contact employers directly by telephone or by letter, use personal contacts, e.g. family and friends, and check national and local newspapers. For both employment and training most employers will require young people to complete an application form or a CV and possibly sit a selection test and be called for an interview.

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## Course Entry Requirements

The table below details entry requirements for courses at different levels. Most pupils will sit courses at National 4 or National 5. Some will sit National 3 courses if they have not yet achieved the Third Level of the BGE.

Level	Entry Requirements
<b>National 4 courses</b>	<i>Third Level (BGE) or National 3 in the same subject or an equivalent.</i>
<b>National 5 courses</b>	<i>Fourth Level (BGE) or National 4 in the same subject or equivalent. National 5 is considerably more challenging than National 4 and some candidates may require 2 years to achieve this level.</i>

**This table gives a broad indication of appropriate entry levels. There may be some variation from subject to subject.**

## Assessment Arrangements

Recent national guidelines from the SQA, mean that internal unit assessments are no longer required at National 5 level. However subjects can still be studied as a 'units-only' qualification. Over the next 2 years, unit assessments will also be phased out for Higher and Advanced Higher courses. Further changes to assessment arrangements are still being decided and will vary from subject to subject. Pupils and parents will be kept informed about these changes as they become clearer.

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## Curriculum Area

# English

### Courses included in this section

- ✓ English
- ✓ Media



## English - National 5

### Course Description

The National 5 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will develop their ability to communicate their thoughts and feelings and respond to those of other people and to use different media effectively for learning and communication. Building on the four capacities, the course encourages learners to communicate, be critical thinkers, develop cultural awareness and be creative. The course is graded A-D. Pupils may progress to Higher English if they achieve a pass at grade A or B in National 5.

The course will involve the study of two units:

#### 1. Analysis and Evaluation

In this unit learners will study a selection of detailed texts from literature, language and media, including Scottish texts. They will study different genres of text: drama, poetry and prose. Listening and reading skills will be used to provide evidence of understanding, analysis and evaluation of both oral and written forms. They will develop social and interpersonal skills which are essential for life and work.

#### 2. Creation and Production

In this unit learners will have the opportunity to develop talking and writing skills in a variety of contexts. They will create and produce detailed texts in both written and oral forms, applying their knowledge and understanding of language. Learners will be required to demonstrate technical accuracy in written texts.

### Internal Assessment

Internal assessments are no longer required at National 5 level, however can be studied as part of a literacy qualification or as a units only qualification.

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

These are internally assessed and resulted with a pass or fail.

### External Assessment

Folio: The written folio accounts for 30% of the final grade. Pupils are required to produce two pieces of writing of approximately 1000 words each, one broadly discursive, the other broadly creative.

Exam: There are two papers: *Reading for Understanding, Analysis and Evaluation* and *Critical Reading*. These account for 70% of the final grade.

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## English and Literacy - National 4

### Course Description

The National 4 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will have the opportunity to develop understanding of how language works, and to use language to communicate ideas and information.

On successful completion of National 4 English, some learners may progress to National 5, while for others National 4 Media will be a more suitable option. Core Skills Communication may also be available.

The course will involve the study of four units:

#### 1. Analysis and Evaluation

In this unit learners will be able to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate a variety of texts.

#### 2. Creation and Production

In this unit learners will have the opportunity to develop talking and writing skills in familiar contexts. They will develop the skills needed to create and produce straightforward texts in both written and oral forms.

#### 3. Literacy

The purpose of this unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. They will develop the ability to understand straightforward ideas and information presented orally and in writing, in addition to communicating ideas and information with technical accuracy.

#### 4. Added Value Unit

This unit provides learners with the opportunity to apply their language skills to investigate and report on a topic of their own choice. This assignment will allow the learner personalisation and choice, along with the ability to demonstrate challenge and application.

### Internal Assessment

- Units 1 and 2 both consist of two assessment outcomes:
  - Unit 1: Listening and Reading                      Unit 2: Talking and Writing
- Unit 3: Literacy – this can be taught in combination with units 1 and 2 and the outcomes are the same.
- Unit 4: Added Value – an assignment on the chosen topic.

These are internally assessed and resulted with a pass or fail. National 4 courses are not graded.

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## English and Literacy - National 3

### Course Description

The National 3 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will have the opportunity to develop understanding of how language works, and to use language to communicate ideas and information.

On successful completion of National 3 English, some learners may progress to National 4, while for others National 3 or 4 Media will be a more suitable option. Core Skills Communication may also be available.

The course will involve the study of three units:

#### 1. Understanding Language

In this unit learners will be able to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate simple texts.

#### 2. Producing Language

In this unit learners will have the opportunity to develop talking and writing skills in familiar contexts. They will develop the skills needed to create and produce simple texts in both written and oral forms.

#### 3. Literacy

The purpose of this unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. They will develop the ability to understand simple ideas and information presented orally and in writing, in addition to communicating ideas and information with technical accuracy.

### Internal Assessment

- Units 1 and 2 both consist of two assessment outcomes:
  - Unit 1: Listening and Reading
  - Unit 2: Talking and Writing
- Unit 3: Literacy – this can be taught in combination with units 1 and 2 and the outcomes are the same.

These are internally assessed and resulted with a pass or fail. National 3 courses are not graded.

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## Media - National 5

### Course Description

This course offers the learner opportunities to analyse and create media texts. The learner will gain knowledge of the main features of media content, the institutional and audience contexts of media and its role within society. The learner will develop skills to plan, research, create and evaluate their own productions. The learner will develop an appreciation of the opportunities and challenges that occur in the media industry. The course will provide the learner with opportunities to develop both theoretical knowledge of the media (with an emphasis on film) and the ability to create their own short films.

### The Work of the Course

There are two Units within this award.

#### Analysing Media Content

In this Unit the learner will develop the skills to analyse media content and Contexts. This provides the learner with the opportunity to develop knowledge and understanding of the Key aspects of Media literacy central to the detailed analysis of media context and content.

This will be mainly acquired through the medium of film. The learner will analyse fiction and non-fiction feature films, trailers, adverts, etc.

#### Creating Media Content

In this Unit the learner will develop the skills to create media content and evaluate the production process. This provides the learner with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.

This will be achieved through the medium of film. The learner will plan, research, create and evaluate a production based on an agreed brief.

#### Internal Assessment

To gain the award for the course the learner must pass all of the Units as well as the Course assessment.

#### External Course Assessment

The learner will complete

- Assignment- an assignment that focuses on creating media content (production) - 50% of overall grade. (approx. word count 1000- 1500words)
- Exam- a question paper that focuses on analysis of the Key Aspects of Media content and contexts and the Role of the Media- 50% of overall grade.

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## Media Studies - National 4

### Course Description

This course offers the learner opportunities to begin to analyse and create media texts. The learner will gain knowledge about the purpose, audience and context of media and its role within society. The learner will develop skills to plan, research, create and evaluate their own productions. The course will provide the learner with opportunities to develop skills in the analysis of the media (with an emphasis on film) and the ability to create their own short films.

### The Work of the Course

There are two Units within this award:

#### Analysing Media Content

The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to analyse media content. This Unit provides learners with the opportunity to develop knowledge of the key aspects of media literacy central to the straightforward analysis of media content.

This will be done through the medium on film. The learner will analyse fiction and non-fiction feature films, trailers etc.

#### Creating Media Content

The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to create straightforward media content and to comment on production processes. Learners develop knowledge of the key aspects of media literacy central to creating straightforward media content. This will be done through film or advertising. The learner will plan, create and evaluate a production based on an agreed brief.

### Internal Assessment

To gain the award for the course the learner must pass all of the Units. This will include:

- Carrying out straightforward analysis of media content (such as film or TV)
- Creating straightforward media content (such as a short film)
- Carrying out an assignment which shows they can analyse and create straightforward media content (in the medium of film).

This course is suited to pupils who have successfully completed National 4 English and are looking for another literacy-rich subject at the same level or pupils who have an interest in studying Media and enjoy the technical aspects of producing media texts.

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**Curriculum Area**

# **Modern Languages**

**Courses included in this section**

- ✓ **French**
- ✓ **Modern Languages for Life and Work**
- ✓ **Spanish**



## French - National 5

### Course Description

The purpose of the National 5 French Course is to develop learner's knowledge and understanding of detailed language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas, to apply their knowledge of French, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a Higher in French.

### The work of the course

There are two units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

### Internal Assessment

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

These are internally assessed and resulted with a pass or fail.

### External Assessment

There is an external exam which accounts for 70% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is also a Final Talking Performance which is completed under exam conditions and accounts for 30% of the Course mark.

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## French - National 4

### Course Description

The purpose of the National 4 French Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas, to apply their knowledge of French, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a National 5 in French.

### The work of the course

There are three units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### C: Added Value Unit

In the Added Value Unit, learners will apply their language skills by investigating a chosen topic on a familiar context in French.

### Internal Assessment

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. In addition, for the Added Value Unit, learners are required to read two texts on a chosen topic, and then create a related short presentation in French. The assessments are internally assessed and will be resulted with either a pass or a fail.

### External Assessment

There is no external exam for this award. The qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

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## French - National 3

### Course Description

The purpose of the National 3 French Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas and to apply basic knowledge of French. Successful completion of this course can lead to the learner progressing to a National 4 in French.

### The work of the course

There are two units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

### Internal Assessment

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. The assessments are internally assessed and will be resulted with either a pass or a fail.

### External Assessment

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

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## **Modern Languages for Life and Work (French/Spanish/German) – National 3/4**

### **Course Description**

With Hospitality and Travel and Tourism booming in Scotland, this course provides pupils with relevant skills which can be transferred directly to the modern day workplace.

The purpose of this course is to provide learners with the opportunity to develop language skills in combination with employability skills.

**Level 3 – talking and listening assessed only**

**Level 4 – talking, listening and reading assessed**

**NO WRITING ASSESSMENTS**

### **The work of the course**

There are three Units in this course. They are:

#### **A: Modern Languages for Work Purposes Unit – IN FRENCH AND / OR SPANISH AND / OR GERMAN IF STAFFING ALLOWS**

The purpose of this Unit is to provide learners with the opportunity to develop basic skills in writing, talking, listening and reading needed to communicate in the world of work

#### **B: Building Own Employability Skills Unit – UNDERTAKEN ENTIRELY IN ENGLISH**

The purpose of this Unit is to provide learners with the opportunity to acquire the employability skills needed in order to gain employment.

#### **C: Modern Languages for Life Unit – IN FRENCH AND / OR SPANISH AND / OR GERMAN IF STAFFING ALLOWS**

The purpose of this Unit is to develop basic skills in writing, talking, listening and reading in practical and relevant contexts using the language studied. Learners explore the culture and everyday life in countries where the modern language is used.

**This course provides progression for our European Culture pupils in S3 and for anyone who feels a more vocational and transactional approach to language learning would be more appropriate.**

**Progression – this course once completed at level 3 and level 4 would progress to National 4 Modern Language in S5 and then potentially National 5 Modern Language in S6.**

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## Spanish - National 5

### Course Description

The purpose of the National 5 Spanish Course is to develop learner's knowledge and understanding of detailed language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas, to apply their knowledge of Spanish, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a Higher in Spanish.

### The work of the course

There are two units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

### Internal Assessment

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

These are internally assessed and resulted with a pass or fail.

### External Assessment

There is an external exam which accounts for 70% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is also a Final Talking Performance which is completed under exam conditions and accounts for 30% of the Course mark.

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## Spanish - National 4

### Course Description

The purpose of the National 4 Spanish Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas, to apply their knowledge of Spanish, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a National 5 in Spanish.

### The work of the course

There are three units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### C: Added Value Unit

In the Added Value Unit, learners will apply their language skills by investigating a chosen topic on a familiar context in Spanish.

### Internal Assessment

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. In addition, for the Added Value Unit, learners are required to read two texts on a chosen topic, and then create a related short presentation in Spanish. The assessments are internally assessed and will be resulted with either a pass or a fail.

### External Assessment

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

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## Spanish - National 3

### Course Description

The purpose of the National 3 Spanish Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas and to apply basic knowledge of Spanish. Successful completion of this course can lead to the learner progressing to a National 4 in Spanish.

### The work of the course

There are two units in this course. They are:

#### A: Understanding Language

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

#### B: Using Language

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

### Internal Assessment

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. The assessments are internally assessed and will be resulted with either a pass or a fail.

### External Assessment

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

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**Curriculum Area**

# **Mathematics**

**Courses included in this section**

- ✓ **Lifeskills Maths**
- ✓ **Maths**



## Lifeskills Mathematics - National 5

### Course Description

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire and be able to apply mathematical operational skills directly relevant to life and work, and to appreciate the role of mathematical ideas in the world. In addition, learners will develop mathematical reasoning skills. They will learn how to draw conclusions, make and justify decisions.

This Course or its Units may provide progression to:

- ◆ other qualifications in mathematics or related areas
- ◆ further study, employment or training

There are 3 Units in this course. They are:

#### a) Managing Finance and Statistics

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

#### b) Geometry and Measures

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

#### c) Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those 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 solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions

### Assessment

To gain the award of the Course the learner must pass the Course assessment. The Course assessment is externally marked and will provide the basis for grading attainment in the Course award.

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## Lifeskills Mathematics - National 4

### Course Description

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work. In addition, learners will develop mathematical reasoning skills and will gain experience in problem solving and in using mathematics to draw conclusions and make informed decisions.

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

- ◆ National 5 Lifeskills Mathematics Course
- ◆ Numeracy (National 5) Unit

### The work of the course

There are 3 Units in this course. They are:

#### a) Managing Finance and Statistics

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.

#### b) Geometry and Measures

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.

#### c) Numeracy

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.

### Assessment

To achieve the National 4 Lifeskills Mathematics Course award, learners must pass all of the 3 Units and the course assessment. The Units and course assessment are internally marked and will be resulted with either a pass or fail.

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## Lifeskills Mathematics - National 3

### Course Description

This Course enables learners to acquire mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop thinking skills and will gain experience in making informed decisions.

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

- ◆ National 4 Lifeskills Mathematics Course
- ◆ Numeracy (National 4) Unit

### The work of the course

There are 3 Units in this course. They are:

#### a) Manage Money and Data

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.

#### b) Space and Measures

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.

#### c) Numeracy

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 Lifeskills Mathematics Course award learners must pass all of the 3 Units. The Units are internally marked and will be resulted with either a pass or fail.

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## Mathematics – National 5

### Course Description

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

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

- ◆ Higher Mathematics

There are 3 Units in this course. They are:

#### a) Mathematics: Expressions and Formulae

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.

#### b) Mathematics: Relationships

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.

#### c) Mathematics: Applications

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

To gain the award of the Course the learner must pass the Course assessment. The Course assessment is externally marked and will provide the basis for grading attainment in the Course award.

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## Mathematics - National 4

### Course Description

This Course will develop skills for further learning, as well as skills for life and work. Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

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

- ◆ National 5 Mathematics Course
- ◆ Numeracy (National 5) Unit

### The work of the course

There are 3 Units in this course. They are:

#### a) Mathematics: Expressions and Formulae

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.

#### b) Mathematics: Relationships

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.

#### c) Numeracy

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.

### Assessment

To achieve the National 4 Mathematics Course award, learners must pass all of the 3 Units and the Course assessment. The Units and Course assessment are internally marked and will be resulted with either a pass or fail.

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**Curriculum Area**

# **Social Subjects**

**Courses included in this section**

- ✓ **Geography**
- ✓ **History**
- ✓ **Modern Studies**
- ✓ **People & Society**
- ✓ **Religious, Moral and Philosophical Studies**



## Geography - National 5

### Course Description

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

### The work of the course

The course will involve the study of 3 Units:

#### Geography: Physical Environments

In this Unit, learners will develop geographical skills and techniques in the context of physical environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastal landscapes; and rivers and valleys.

#### Geography: Human Environments

In this Unit, learners will develop geographical skills and techniques in the context of human environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### Geography: Global Issues

In this Unit, learners will develop skills in the use of numerical and graphical information in the context of global issues. Learners will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. Learners will study major global issues and the strategies adopted to manage these.

### External Assessment

There have been recent changes to the National course assessment however, candidates will be expected to sit an externally assessed exam and complete an assignment which will be externally marked and contribute to their overall award.

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## Geography - National 4

### Course Description

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. Geography opens up for learners the physical environment around them, and the ways in which people interact with this environment.

### The work of the course

The course will involve the study of 3 Units and the Added Value Unit:

#### Geography: Physical Environments

In this Unit, the focus will be on the development of geographic skills and techniques in the context of physical environments. Learners will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastlines of erosion and deposition; and rivers and their valleys.

#### Geography: Human Environments

In this Unit, the focus will be on the development of geographic skills and techniques in the context of human environments. Learners will develop knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### Geography: Global Issues

In this Unit, the focus will be on the use of numerical and graphical information in the context of global issues. Learners will develop knowledge and understanding of significant global geographical issues. Key topics will include climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health. Learners will study major global issues and the strategies adopted to manage these.

#### Added Value Unit

In this Unit, learners will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. They will research their issue and communicate their findings.

#### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

#### External Assessment

There is no external assessment for this course.

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## History - National 5

### Course Description

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### The work of the course

The course will involve the study of 3 Units and an Assignment:

#### Historical Study: Scottish

In this Unit, learners will develop techniques to evaluate a range of historical sources. Events and themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### Historical Study: British

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Events and themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### Historical Study: European and World

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Events and themes of European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

### External Assessment

There have been recent changes to the National course assessment however, candidates will be expected to sit an externally assessed exam and complete an assignment which will be externally marked and contribute to their overall award.

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## History - National 4

### Course Description

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. History contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. This sense of heritage and historical understanding will, in turn, assist them in functioning as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

### The work of the course

The course will involve the study of 3 Units and an Added Value Unit:

#### Historical Study: Scottish

In this Unit, learners will develop techniques to use, interpret and evaluate a limited range of primary and secondary sources in ways which take into account their usefulness and purpose. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Historical Study: British

In this Unit, learners will develop techniques to describe, explain and present information about the content and context of important historical themes and events. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Historical Study: European and World

In this Unit, learners will develop techniques to compare differing historical viewpoints taking into account their content and context. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of European or World history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Added Value Unit: History Project

In this Unit, learners will exercise choice in selecting a topic and context for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings.

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

### External Assessment

There is no external assessment for this course.

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## Modern Studies - National 5

### Course Description

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

Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

### The work of the course

This course will involve the study of 3 units and an assignment:

#### Modern Studies: Democracy in Scotland and the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will apply a knowledge and understanding of democracy in Scotland and the United Kingdom.

#### Modern Studies: Social Issues in the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will apply knowledge and understanding of social issues within the United Kingdom and Scotland.

#### Modern Studies: International Issues

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Learners will apply knowledge and understanding of international issues.

### External Assessment

There have been recent changes to the National course assessment however, candidates will be expected to sit an externally assessed exam and complete an assignment which will be externally marked and contribute to their overall award.

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## Modern Studies - National 4

### Course Description

Modern Studies develops in learners a greater understanding of the contemporary world and their place in it. Through the skills and content of the Modern Studies Course, learners will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship.

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

### The work of the course:

This Course has four mandatory Units, including the Added Value Unit:

#### Democracy in Scotland and the United Kingdom

In this Unit, the focus will be on the use of straightforward sources of information in order to detect and explain bias and exaggeration. Learners will develop a knowledge and understanding of the UK political structure including the place of Scotland within this structure. Learners will then have a choice of contexts for study which will be drawn from **either** the Scottish political system **or** the UK political system.

#### Social Issues in the United Kingdom

In this Unit, the focus will be on the use of straightforward sources of information in order to make and justify decisions. Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on **either** social inequality **or** crime and the law.

#### International Issues

In this Unit, the focus will be on the use of straightforward sources of information in order to draw and justify conclusions. Learners have a choice of contexts for study. Contexts for study can be **either** a socio/economic and political study of another contemporary society **or** an international issue.

#### Added Value Unit: Modern Studies Project

In this Unit, learners will choose an issue for personal study drawn from political, social or international contexts. They will research their chosen issue and communicate their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the knowledge, understanding and skills acquired in the other three Units of the Course.

#### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

#### External Assessment

There is no external assessment for this course.

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## **People and Society: National 3 and 4**

This is a skills based course which builds on the interests of the students. It incorporates 3 units and an Added Value Unit. All are internally assessed. The National 3 course is identical but without the Added Value Unit.

### **Investigating Skills (National 4)**

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **Comparing and Contrasting (National 4)**

In this Unit, learners will develop straightforward skills of using information to compare and contrast. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **People and Society: Making Decisions (National 4)**

In this Unit, learners will develop straightforward skills of using information to make decisions. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **Added Value Unit: People and Society: Assignment (National 4)**

In this Unit, learners will choose an issue for personal study relating to at least one key idea of the Course. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

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## Religious Moral and Philosophical Studies - National 5

### Course Description

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### Work of the course:

This course has three mandatory units and an assignment:

#### World Religion

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### Morality and Belief

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

#### Religious and Philosophical Questions

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### External Assessment

There have been recent changes to the National course assessment however, candidates will be expected to sit an externally assessed exam and complete an assignment which will be externally marked and contribute to their overall award.

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## Religious Moral and Philosophical Studies - National 4

### Course Description

The Religious, Moral and Philosophical Studies Course will build on the religious and moral education. The Course allows learners to develop values and beliefs, learn to express these, and act in accordance with an informed conscience when making moral decisions. It encourages learners to develop an understanding and respect for different faiths, beliefs and values, and to put their values or beliefs into action in ways which benefit others in local, national and global communities.

### Work of the Course

The Course consists of four Units:

#### World Religion

In this Unit, learners will develop techniques to interpret and understand the context of key texts and sources drawn from the world religion selected for study. They will study one religion from a choice of the six major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism). The Unit will develop knowledge and understanding of some of the religion's beliefs. It will involve study of some of the values, practices and traditions of the religion selected for study.

#### Morality and Belief

In this Unit, learners will develop techniques to enquire into, evaluate and present reasoned views about religious and non-religious responses to moral issues. They will develop knowledge and understanding of at least one contemporary moral issue from a choice. Religious and non-religious viewpoints will be explored.

#### Contemporary Religious Debates

In this Unit, learners will develop techniques to describe and analyse at least one significant religious belief from a choice, and responses to this belief from science or philosophy. They will develop knowledge and understanding of the area. The range of contexts for study will be flexible to allow for personalisation and choice.

#### Added Value Unit: Religious, Moral and Philosophical Studies: Project

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course.

#### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

#### External Assessment

There is no external assessment for this course.

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## Curriculum Area

# Health & Wellbeing

### Courses included in this section

- ✓ Health & Food Technology
- ✓ Hospitality; Practical Cookery
- ✓ Fashion & Textiles
- ✓ Physical Education



## Health and Food Technology – National 5

### Course Description

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The Course has five broad and inter-related aims that enable learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

This Course would be ideal if you have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to those who enjoy learning through practical activity and have the ability to work and research independently.

Progression from National 5 will be Higher.

### The work of the course

There are 3 units in this course. They are:

#### 1. Food for Health,

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.

#### 2. Food Product Development

Learners will develop an understanding of the stages involved in developing a food product.

#### 3. Contemporary Food Issues

In this Unit, learners will investigate a range of contemporary food issues.

### External Assessment

The learner will be assessed by an assignment (50% of the marks) and a question paper (50% of the marks) the assignment will require application of skills, knowledge and understanding from across the Units. The question paper will integrate knowledge and understanding from across the Units.

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## Health and Food Technology – National 4

### Course Description

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The Course has five broad and inter-related aims that enable learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

This Course would be ideal if you have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to those who enjoy learning through practical activity and have the ability to work and research independently.

Pupils will have to have achieved N5 to study Higher.

### The work of the course

There are 3 units in this course. They are:

**1. Food for Health,**

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.

**2. Food Product Development**

Learners will develop an understanding of the stages involved in developing a food product.

**3. Contemporary Food Issues**

In this Unit, learners will investigate a range of contemporary food issues.

### Internal Assessment

The learner will be assessed by an assignment will require application of knowledge and skills from across the Units. The assignment will be sufficiently open and flexible to allow for personalisation and choice. This added value unit will result in a pass or a fail.

### External Assessment

N/A

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## Hospitality - Practical Cookery – National 5

### Course Description

This subject is ideal for those who enjoy cooking and want to develop their cooking skills. It is also great for those who have an interest in the Hospitality Industry and are interested in any type of career within the food industry. Learners will become familiar with a range of cookery skills, food preparation techniques and cookery processes and understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability. Learners must understand the impact of the choice of ingredients on health and wellbeing. Learners will have to plan and produce meals and present them appropriately while developing an understanding of the importance of food safety and hygiene. This Course or its Units may provide progression to other qualifications in Hospitality or related area, further study, employment or training

### The work of the course

There are 3 units in this course. They are:

#### 1. Cookery Skills, Processes and Techniques,

This unit provides evidence of cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes while working safely and hygienically.

#### Understanding and Using Ingredients

2. This unit will allow learners to apply their understanding of a range of ingredients and select appropriate ingredients and use them in the preparation of dishes while working safely and hygienically.

#### 3. Organisational Skills for Cooking.

This unit allows learners to plan a two-course meal follow recipes and implement a time plan to produce this two-course meal.

### Internal Assessment

The learner will be given opportunities to engage in practical activities drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately. The practical activity is awarded 100 marks.

### External Assessment

N/A

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## Hospitality Practical Cookery – National 4

### Course Description

This subject is ideal for those who enjoy cooking and want to develop their cooking skills. It is also great for those who have an interest in the Hospitality Industry and are interested in any type of career within the food industry. Learners will become familiar with a range of cookery skills, food preparation techniques and cookery processes and understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability. Learners must understand the impact of the choice of ingredients on health and wellbeing. Learners will have to plan and produce meals and present them appropriately while developing an understanding of the importance of food safety and hygiene. This Course or its Units may provide progression to National 5 Hospitality.

### The work of the course

There are 3 units in this course. They are:

**1. Cookery Skills, Processes and Techniques,**

This unit provides evidence of cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes while working safely and hygienically.

**2. Understanding and Using Ingredients**

This unit will allow learners to apply their understanding of a range of ingredients and select appropriate ingredients and use them in the preparation of dishes while working safely and hygienically.

**3. Organisational Skills for Cooking.**

This unit allows learners to plan a two-course meal follow recipes and implement a time plan to produce this two-course meal.

### Internal Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills and to apply them in the production of a meal to a given specification. Learners will prepare and cook a two course meal for a given number of people within a given timescale and present it appropriately. This added value unit will result in a pass or a fail.

### External Assessment

N/A

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## **Fashion & Textiles – National 5**

### **Course Description**

SQA's Fashion and Textile Technology qualifications provide practical and experiential opportunities to apply skills relevant to, and develop knowledge and understanding of, the fashion and textile industry. The Course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. Learners will plan and make detailed fashion/textile items and gain knowledge of textile properties and characteristics. Progression from National 5 will be Higher.

### **The work of the course**

There are 3 units in this course. They are:

#### **Textile Technologies**

This Unit provides learners with the opportunity to develop detailed knowledge and skills related to textile technologies. Learners will have the opportunity to make detailed fashion/textile items.

#### **Fashion/Textile Item Development**

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends.

#### **Fashion and Textile Choices**

They will make and evaluate detailed fashion/textile items, with a focus on factors that affect fashion and textile choice. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

### **Internal Assessment**

The learner will undertake a practical activity to integrate, extend and apply the skills and techniques from across the Units to produce a completed fashion/textile item, to an appropriate degree of accuracy. Learners will work to a given brief with limited support. Learners will demonstrate knowledge and understanding by evaluating their work. The task will be sufficiently open and flexible to allow for personalisation and choice. The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

### **External Assessment**

N/A

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## Physical Education/ PE Aesthetics - National 5

### Course Description

National 4/5 Physical Education is a performance based course. It focuses on the sporting strengths of each individual and how they can use training to improve in four main areas. These are: Mental, Social, Emotional and Physical. Candidates will increase their knowledge of these four factors through practical based sessions and develop theoretical knowledge within them. Activities followed will be tailored around the individuals and make-up of the class.

**PE Aesthetics** will be the same course as above but will be based around Gymnastics and Trampoline. There will be an opportunity to cover other sports but the majority of the course will be on those two activities.

### The work of the course

There are 3 aspects to this course. They are:

#### Performance Skills

- Pupils must meet the criteria at N5 level in two practical activities. This is done in class. Pupils will have a degree of choice for these activities and will complete a log book as they progress through for one of these activities.

#### UNIT 2 - Portfolio

- Pupils must identify a factor impacting on performance e.g. confidence, motivation, physical differences and types of fitness. They will then record the development of these factors and discuss how they trained to improve them in certain activities. They will do so by carrying out practical training sessions that they have designed. This is worth 40 marks (40% of the overall grade) and is marked externally by the SQA.

#### UNIT 3 - Single Performance (pupils will choose the activity based on their strengths)

This performance is worth 60 marks or 60% of the overall grade. It involves a one off performance where pupils will be in a challenging context. Marks will be awarded for written evidence of preparation for the performance, the performance itself and a written evaluation of the performance. A performance could range from a swim in a gala to a judo match with the emphasis being on how an athlete should prepare for and carry out a performance in a pressure situation.

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## Physical Education/ PE Aesthetics - National 4

### Course Description

National 4/5 Physical Education is a performance based course. It focuses on the sporting strengths of each individual and how they can use training to improve in four main areas. These are: Mental, Social, Emotional and Physical. Candidates will increase their knowledge of these four factors through practical based sessions and develop theoretical knowledge within them. Activities followed will be tailored around the individuals and make-up of the class.

**PE Aesthetics** will be the same course as above but will be based around Gymnastics and Trampolining. There will be an opportunity to cover other sports but the majority of the course will be on those two activities.

### The work of the course

There are 3 aspects to this course. They are:

#### Performance

- Choose (with teacher support) at least 2 activities within which to develop performance.
- Evaluate individual performance through reflection and monitoring.

#### Factors Impacting Performance

- Investigate and understand factors impacting performance.
- Implement this knowledge to improve performance as an individual and as a team.
- Record the processes in an assessment booklet.

#### Final Performance

Towards the end of the course pupils will identify a further activity for personal development. They will use the knowledge they have gained to prepare and carry out a performance of their own.

### Internal Assessment

All aspects are internally assessed.

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**Curriculum Area**

# **Expressive Arts**

**Courses included in this section**

- ✓ **Art & Design**
- ✓ **Music**
- ✓ **Drama**



## Art and Design – National 5

### Course Description

This Art & Design course provides opportunities for the learner to develop aesthetic understanding, visual awareness and knowledge and appreciation. It encourages pupils to use a range of media and technology. To understand, appreciate and respond to their world in an artistic way. The course promotes creative thinking, encourages independent thought, initiative, problem solving and the development of personal opinions.

This course is designed to give opportunities for self-expression and to work creatively with a variety of materials in a satisfying and enjoyable way. It provides an insight into the world of the visual arts and helps to develop many skills such as research, problem solving and the development of technique in drawing and painting.

### The work of the course

#### Expressive

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of sources and stimuli; creative development of lines of thought; resolution of ideas and interpretation into finished art works of variety and high quality, where materials and processes are handled confidently. The pupil will produce an Expressive portfolio consisting of three A2 sheets of paper, 1 sheet of investigative studies which will form the basis of the unit, 1 sheet containing the development of two compositional ideas from one line of enquiry and 1 sheet containing the final outcome and evaluation. The unit work will be assessed in house with the portfolio sent to the SQA for marking.

#### Design

The Design Unit is a practical course based on identifying a design problem; considering a range of design issues; researching and developing a range of approaches and possibilities; formulating and communicating through visual means an appropriate design solution. The pupil will produce a Design portfolio consisting of three A2 sheets of paper, 1 sheet of investigative studies which will form the basis of the unit, 1 sheet of developmental ideas and 1 sheet containing the final idea in either two-dimensional or 3-dimensional form. There will also be an evaluation form to complete. These sheets will be sent to the SQA for marking.

### Art and Design Studies

Art and Design Studies is a written study which is closely linked to the pupil's practical work. Pupils will research the life, influences and work of the appropriate Artists and Designers. This supports the units and adds depth, knowledge and understanding and gives insight into the working methods and the influences on the chosen artists and designers. This work will be continually assessed throughout the year with an externally marked written examination, marked by the SQA.

### Internal Assessment

National 5 units will be internally assessed

### External Assessment

National 5 assessment will consist of a portfolio of work in Expressive and Design. Each portfolio will be marked out of 80 with the written examination marked out of 40.

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## Art and Design - National 4

### Course Description

This Art & Design course provides opportunities for the learner to develop aesthetic understanding, visual awareness and knowledge and appreciation. It encourages pupils to use a range of media and technology. To understand, appreciate and respond to their world in an artistic way. The course promotes creative thinking, encourages independent thought, initiative, problem solving and the development of personal opinions.

This course is designed to give opportunities for self-expression and to work creatively with a variety of materials in a satisfying and enjoyable way. It provides an insight into the world of the visual arts and helps to develop many skills such as research, problem solving and the development of technique in drawing and painting.

### The work of the course

#### Expressive

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of sources and stimuli; creative development of lines of thought; resolution of ideas and interpretation into finished art works of variety and high quality, where materials and processes are handled confidently. The pupil will produce an Expressive portfolio consisting of three A2 sheets of paper, 1 sheet of investigative studies which will form the basis of the unit, 1 sheet containing the development of two compositional ideas from one line of enquiry and 1 sheet containing the final outcome, this part will be the added value unit.

#### Design

The Design Unit is a practical course based on identifying a design problem; considering a range of design issues; researching and developing a range of approaches and possibilities; formulating and communicating through visual means an appropriate design solution. The pupil will produce a Design portfolio consisting of three A2 sheets of paper, 1 sheet of investigative studies which will form the basis of the unit, 1 sheet of developmental ideas and 1 sheet containing the final idea in either two-dimensional or 3-dimensional form, this part will be the added value unit. There will also be an evaluation form to complete.

#### Art and Design Studies

Art and Design Studies is a written study which is closely linked to the pupil's practical work. Pupils will research the life, influences and work of the appropriate Artists and Designers. This supports the units and adds depth, knowledge and understanding and gives insight into the working methods and the influences on the chosen artists and designers.

#### Internal Assessment

National 4 units in Expressive and Design and the Added Value unit will be internally assessed with external verification from the SQA.

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## Art and Design - National 3

### Course Description

This Art & Design course provides opportunities for the learner to develop aesthetic understanding, visual awareness and knowledge and appreciation. It encourages pupils to use a range of media and technology. To understand, appreciate and respond to their world in an artistic way. The course promotes creative thinking, encourages independent thought, initiative, problem solving and the development of personal opinions.

This course is designed to give opportunities for self-expression and to work creatively with a variety of materials in a satisfying and enjoyable way. It provides an insight into the world of the visual arts and helps to develop many skills such as research, problem solving and the development of technique in drawing and painting.

### National 3

The Course has an integrated approach to learning, and includes a combination of practical activities in response to given art and design tasks, and supporting knowledge and understanding.

In the Course learners will draw upon their understanding of art and design work and practice as they experiment with using art and design materials, techniques and/or technology to develop their ideas. Each of the two Units covers the processes required for learners to develop basic skills in producing creative expressive and design work.

The Units also enable learners to develop a basic knowledge and understanding of art and design practice by presenting some simple facts and ideas in relation to art and design practice. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Course consists of two mandatory Units.

Each of the component Units of the Course is designed to provide progression to the corresponding Units at National 4.

### Art and Design: Expressive Activity (National 3)

In this Unit, learners will, with guidance, consider some of the things that inspire artists and will develop a basic understanding of how artists use art materials, techniques and/or technology in their work. They will select, use and experiment with art materials, techniques and/or technology, producing imaginative art work at a basic level in response to chosen stimuli for an expressive art activity.

### Art and Design: Design Activity (National 3)

In this Unit, learners will, with guidance, consider some of the things that inspire designers and how they use design materials, techniques and/or technology in their work. They will develop their personal design ideas in 2D and/or 3D work, selecting, using and experimenting with materials, techniques and/or technology at a basic level when producing design work in response to a given brief.

### Course Award

To achieve the National 3 Art and Design Course, learners must pass all of the required Units. The required Units are shown in the Course outline section. The assessment of the Units in this Course will be as follows.



**Expressive Activity**

For this Unit, learners will be required to provide evidence of a basic knowledge and understanding of an artist's work and practice. They will also produce a variety of simple drawings, studies and related creative development work in 2D and/or 3D formats, in response to chosen stimuli for a given expressive art activity.

**Design Activity**

For this Unit, learners will be required to provide evidence of a basic knowledge and understanding of a designer's work and practice. They will also produce a variety of simple design research and related creative development in 2D or 3D formats in response to a given Design Brief.

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## Music – National 5

### Course Description

National 5 music consists of three elements: Performing, Composing and Understanding Music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This naturally leads to a pathway into Higher and Advanced Higher.

### The course entails the following:

- A. Performing Skills** – Performing on two instruments at Grade 3 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.
- B. Composing Skills** – Pupils will explore a variety of composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.
- C. Understanding Music** – Pupils will be introduced to and encouraged to explore a variety of Understanding music concepts and music literacy.

### Internal Assessment

- Continuous assessment of all three elements.

### External Assessment

- Performance on both instruments
- Understanding Music Paper

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## Drama – National 5

### Course Description

National 5 Drama strives to help you to develop an appreciation of drama forms, theatre arts and scripts. It helps your personal and social development: working with others helps you to learn patience, tolerance, self-discipline and respect. You will also improve your self-confidence, concentration and communication skills.

National 5 Drama can lead to Higher, then Advanced Higher Drama. This is an excellent course for students interested in a career or further training in the world of theatre or media. Employers value Drama as a qualification as it requires pupils to develop strong communication and team work skills and so it is a valuable course for any career path.

### The work of the course

There are 2 parts to this course. They are:

#### Drama Skills

Pupils will explore a range of stimuli for inspiration, share ideas, use and evaluate drama techniques to devise and perform a short, original piece of drama.

#### Production Skills

Pupils will explore the production areas; acting, lighting, sound, costume, set design, make-up & hair, or props. Pupils will then apply this knowledge to an extract of text.

### Internal Assessment

There is continuous internal assessment for all aspects.

### External Assessment

#### Performance Exam

Pupils will choose either an acting or design role to be assessed in. The pupils will then work as part of a group to create a performance of an extract

#### Written Exam Paper

Section 1 will ask pupils to evaluate the effectiveness of a recent performance, while Section 2 gives pupils a choice of stimuli from which they are to plan a piece of drama that uses a variety of different techniques to structure it.

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**Curriculum Area**

# **Science**

**Courses included in this section**

- ✓ **Biology**
- ✓ **Chemistry**
- ✓ **Physics**



## Biology - National 5

### Course Description

This course is suitable for students who have studied biology in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 biology.

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

Following good success at National 5, students may have the opportunity to study higher biology. Homework will be given to enhance pupils' learning and develop problem solving skills and pupils will be given homework each week in biology.

### The work of the course

The course will involve the study of 3 Units

- Cell Biology
- Multicellular Organisms
- Life on Earth

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External Assessment

There is an external exam which accounts for 80 of the available marks. There is also an assignment which is completed under exam conditions and account for 20 of the marks. The final grade is awarded based on the combined total of marks gained out of 100.

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## Biology - National 4

### Course Description

This course is designed as a course with less emphasis on quantity of theory to study and learn compared to National 5, and with more emphasis on practical applications and abilities.

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

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Regular homework will be given to enhance pupil's learning and to develop their skills.

Following success at National 4 level in Biology pupils may have the possibility of progression to National 5 level Biology. Pupils may also wish to go on to study chemistry or physics at National 4 level.

### The work of the course

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

In addition there is an **Added Value Unit**, which is the overall assessment for the course.

### Internal assessment

To be awarded National 4 in Biology, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. If students are unable to pass the added value unit they will be awarded the course award for National 3 biology.

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## Biology - National 3

### Course Description

Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy. We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Following success at National 3 level in biology pupils may have the possibility of progression to National 4 level biology. They could also choose to study another science at National 3.

### The work of the course

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

### Internal assessment

To be awarded National 3 in Biology, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

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## Chemistry - National 5

### Course Description

Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

This course is suitable for students who have studied chemistry in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 chemistry. Pupils should be at National 5 level in English and Maths to take this course.

Homework will be given to enhance pupils' learning and develop problem solving skills. Pupils will be given homework each week in chemistry. This can range from formal written exercises to individual research to revision for unit tests.

An A or B pass at National 5 level would give a strong indication that students will have the skills and abilities to progress to study higher chemistry. Chemistry is an excellent qualification and is required for a variety of careers including hairdressing, forensic science, dentistry, medicine and health related occupations, nursing, engineering etc.

### The work of the course

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External assessment

There is an external exam which accounts for 80 of the available marks. There is also an assignment which is completed under exam conditions and account for 20 of the marks. The grade is determined on the basis of the total mark of 100.

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## Chemistry - National 4

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 5, and more emphasis on practical applications and abilities. Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of Chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Students would be expected to complete private study at home as well as regular weekly homework.

Following success at National 4 level in chemistry pupils may have the possibility of progression to National 5 level chemistry. Since this demands the use of mathematical formulas, students should also have passed National 4 maths or the equivalent. Pupils may also wish to go on to study biology or physics at National 4 level.

### The work of the course

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

In addition there is an **Added Value Unit**.

### Internal Assessment

To be awarded National 4 in chemistry, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. If students are unable to pass the added value unit they will be awarded the course awards for National 3 chemistry.

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## Chemistry - National 3

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 4, and more emphasis on practical applications and abilities. Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Following success at National 3 level in chemistry pupils may have the possibility of progression to National 4 level chemistry. Pupils may also wish to go on to study biology or physics at National 3 level.

### The work of the course

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### Internal Assessment

To be awarded National 3 in chemistry, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

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## Physics - National 5

### Course Description

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

Presently, only about a third of pupils studying physics are girls. We wish to encourage more girls to choose physics, because those who do choose it seem to enjoy it and are often very successful in school and their careers. In recent years many of the year prizes have been won by girls.

This course is suitable for students who have studied chemistry in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 chemistry. Pupils should be at National 5 level in English and Maths to take this course.

Homework will be given to enhance pupils' learning and develop problem solving skills. Pupils will be given regular homework in physics. This can range from formal written exercises to individual research to revision for unit tests.

**Please note:** We expect pupils to own a scientific calculator to assist with homework and classwork.

An A or B pass at National 5 level would give a strong indication that students will have the skills and abilities to progress to study higher physics. Physics is an excellent qualification for many university courses and can lead into a whole host of careers such as engineering, medicine, medical physics, research, technology etc.

### The work of the course

The three units are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External Assessment

There is an external exam which accounts for 80% of the available marks. There is also an assignment which is completed under exam conditions and account for 20% of the marks. The grade is determined on the basis of the total mark for both assessments.

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## Physics - National 4

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 5, and more emphasis on practical applications and abilities. Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher

Homework sheets are given out regularly throughout the course.

If pupils achieve a good pass at National 4 in S4, they will be encouraged to progress to National 5 in S5. Since this demands the use of mathematical formulas, students should also have passed National 4 maths or the equivalent. Pupils may also wish to go on to study biology or chemistry at National 4 level.

### The work of the course

The units studied are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

In addition there is an Added Value Unit.

### Internal Assessment

To be awarded National 4 in physics, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. . If students are unable to pass the added value unit they will be awarded the course awards for National 3 physics.

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## Physics - National 3

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 4, and more emphasis on practical applications and abilities. Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher

If pupils achieve a good pass at National 3 in S4, they may be able to go on to study National 4. Pupils may also wish to go on to study biology or chemistry at National 3 level.

### The work of the course

The units studied are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

### Internal Assessment

To be awarded National 4 in Physics, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

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## Curriculum Area

# Technologies

### Courses included in this section

#### Business Education

- ✓ Administration & IT
- ✓ Business
- ✓ Business Management

#### Computing

- ✓ Computing Science
- ✓ Digital Media

#### Design & Technology

- ✓ Design & Manufacture
- ✓ Engineering Science
- ✓ Graphic Communication
- ✓ Practical Craft Skills
- ✓ Digital & Design Engineering





## Administration and IT – National 5

### Course Description

The Courses aims to enable learners to:

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

### The work of the course

There are 3 units in this course. They are:

- a. Administrative Theory and Practice - gives learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.
- b. IT Solutions for Administrators – will develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases - and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.
- c. Communication in Administration – enables learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### External Assessment

The Course Assignment is worth 100% of the final marks and is of a practical nature.

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## Administration and IT – National 4

### Course Description

The Course aims to enable learners to:

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

### The work of the course

There are 3 units in this course. They are:

- a. Administrative Theory and Practice - to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.
- b. IT Solutions for Administrators – will develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.
- c. Communication in Administration – enables learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### Internal Assessment

There is a Unit Assessment for each of the 3 units and an Added Value Unit. Each unit is broken down into a variety of individual tasks which will be completed when pupils have reached the required level of skill. The Added Value Unit will draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

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## Administration and IT – National 3

### Course Description

The key purpose of this Course is to give learners a basic introduction to administration and to develop their basic IT skills and the ability to carry out simple administrative tasks.

The Course aims to enable learners to develop:

- an awareness of simple administrative tasks
- the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- basic skills in using appropriate current technologies to gather and communicate administration-related information
- the ability to use basic skills to carry out simple administrative tasks in familiar contexts
- 

### The work of the course

There are 3 units in this course. They are:

**Administration in Action** - the purpose of this Unit is to enable learners to perform simple tasks in the context of a practical administration and IT-based scenario. Learners will use the current or emerging equivalent technologies to work through a series of simple administrative tasks given in the scenario.

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

**Communication in Administration** – the purpose of this Unit is to enable learners to carry out simple electronic searching and communication in familiar administration-related contexts. Learners will use current or emerging equivalent technologies to carry out simple administrative tasks. They will also develop a basic ability to use the internet to find information related to everyday administrative functions.

### Internal Assessment

To achieve the National 3 Administration and IT Course, learners must pass all of the three Units.

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## Business – National 4

### Course Description

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

The Course aims to enable learners to develop:

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

### The work of the course

#### Business in Action

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

#### Influences on Business

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

#### Added Value Unit: Business Assignment

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

#### Internal Assessment

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

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## **Business – National 3**

### **Course Description**

This Course is designed to develop learners' basic understanding of the way in which small businesses operate and to encourage enterprising attributes.

The Course involves experiential learning in practical contexts. Through the use of practical activities and knowledge of business, learners will be given an insight into what businesses do to remain competitive, customer-focused and successful.

The Course aims to enable learners to develop:

- an awareness of business concepts in a range of familiar contexts
- an awareness of the actions small businesses take to satisfy customers' needs in familiar contexts
- an awareness of basic enterprising and employability skills in realistic business contexts
- basic financial awareness in a business context
- basic awareness of the effects of internal and external influences on business

### **The work of the course**

#### **Business in Action**

This Unit will give learners opportunities to participate in activities that develop an awareness of the enterprising skills and personal attributes required to succeed in business. Learners will develop an understanding of the importance of satisfying customers' needs. This Unit will also develop learners' awareness of the key functional activities that support business and will give them opportunities to demonstrate how the use of ICT supports these functional activities.

#### **Influences on Business**

This Unit will give learners opportunities to participate in activities that develop a basic awareness of the effects that financial matters and other internal influences can have on business. They will also develop awareness of the effects that a limited range of external influences can have on business. Learners will explore how the actions of stakeholders can affect business success.

### **Internal Assessment**

To achieve the National 3 Business Course, learners must pass all of the required Units.

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## Business Management – National 5

### Course Description

The purpose of the Course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

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

**Course content is similar for both Higher and National 5 levels but the depth of knowledge and powers of analysis required will be greater at Higher level.**

### The work of the course

There are 3 units in this course. They are:

- a** Understanding Business - learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity.
- b** Management of People and Finance - will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance.
- c** Management of Marketing and Operations - learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness.

### Internal Assessment

To gain the course award for N5 Business Management learners must pass the three Unit assessments as well as the Course Assessment.

### External Assessment

The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 70 marks). These are marked externally by the SQA.

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## Computing Science - National 5

### Course Description

Studying Computing Science in the Senior Phase aims to provide pupils with the following:

- A strong understanding of the need for computers in today's society and the difficulties society would face without their existence;
- A deep understanding of current and emerging technologies and what effect they currently have on our society;
- A solid grounding in the both the understanding of new software packages and their applications.

Studying computing will develop the skills that you currently have and allow you to apply them to new situations. Successful completion of all course components can lead to the learner progressing to a Higher in Computing Science.

### The work of the course

There are 3 units in this course. They are:

#### Software Design & Development

This unit aims to prepare pupils to be the programmers of the future. They will learn the principles of creating computer programs/computer games and be given an insight into how programming works in the world of work. This is an exciting unit which allows pupils to develop their problem solving skills and use them to create and manipulate small pieces of software.

Pupils will also explore the impact of emerging and innovative technologies on the environment and society.

#### Information Systems Design & Development

This unit explores an appropriate range of key facts and ideas relating to information system design and development.

Pupils will develop their knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

#### Computing Science Assignment

This unit requires pupils to apply skills and knowledge from the other units to analyse and solve an appropriate challenging Computing Science problem.

#### External Assessment

There is an external exam which accounts for 60% of the available marks. There is also an assignment which is completed under exam conditions and account for 40% of the marks. Your performance in these external components will result in the grade awarded for the course.

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## Computing Science - National 4

### Course Description

Studying Computing Science in the Senior Phase aims to provide pupils with the following:

- A strong understanding of the need for computers in today's society and the difficulties society would face without their existence;
- A deep understanding of current and emerging technologies and what effect they currently have on our society;
- A solid grounding in the both the understanding of new software packages and their applications.

Studying Computing will develop the skills that you currently have and allow you to apply them to new situations. Successful completion of all course components can lead to the learner progressing to a National 5 in Computing Science.

### The work of the course

There are 3 units in this course. They are:

#### 1. Software Design & Development

This unit aims to prepare pupils to be the programmers of the future. They will learn the principles of creating computer programs/computer games and be given an insight into how programming works in the world of work. This is an exciting unit which allows pupils to develop their problem solving skills and use them to create and manipulate small pieces of software.

Pupils will also explore the impact of emerging and innovative technologies on the environment and society.

#### 2. Information Systems Design & Development

This unit explores an appropriate range of key facts and ideas relating to information system design and development.

Pupils will develop their knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

#### 3. Added Value Project

This unit requires pupils to apply skills and knowledge from the other units to analyse and solve an appropriate challenging computing science problem.

### Internal Assessment

Learners are required to pass an assessment at the end of each unit as well as the Added Value project. Assessments are internally marked and are resulted with either a pass or a fail.

### External Assessment

There is no external assessment for National 4 Computing Science.

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## Computing Science - National 3

### Course Description

The National 3 Computing Science Course develops learners' knowledge of the technological world and their skills in developing computer-based solutions to problems. Learners develop knowledge and understanding of basic facts and ideas in computing science, and develop and apply skills and knowledge in software and application-based development tools to implement simple digital solutions.

### The work of the course

There are 2 units in this course. They are:

#### 1. Building Digital Solutions

- Creating a digital solution
- Testing the solution to ensure expected output
- Identifying and rectifying simple errors

#### 2. Information solutions

- Identifying the purpose of basic constructs
- Identifying some editing features

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

### External Assessment

There is no external assessment for this course.

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## Digital Media - Level 4

### Course Description

Studying Digital Media Computing in the Senior Phase aims to provide pupils with the opportunities to:

- To meet client demands and provide industry with well-qualified and competent juniors to work in the digital media area;
- To provide candidates with the specialist skills required to access career opportunities in current and future markets;
- To ensure that advances in software skills are matched by advances in employability skills such as working with clients, receiving feedback and responding to change;
- To promote and maintain the importance of these digital elements to be included within the design and development of products being produced in media studies, computing, multimedia, interactive media, animation, websites and/or web-based media products;
- To provide candidates with a foundation to start a new pathway to higher level studies in media studies, computing, multimedia, interactive media, animation and related subjects, through short-course provision;
- To develop an understanding of the legislative issues related to ownership;
- To provide candidates access to industry-standard software and principles.

Successful completion of all course components can lead to the learner progressing to Digital Media Computing Level 5.

### The work of the course

There are 3 units in this course. They are:

#### 1. Audio Acquisition

- Plan the acquisition of digital audio for a specified brief;
- Acquire and store digital audio for a specified brief;
- Prepare and present digital audio to a specified brief.

#### 2. Video Acquisition

- Identify the basic components of digital acquisition;
- Script and plan the safe acquisition of a digital video sequence that is free from copyright restrictions;
- Undertake the acquisition of digital video material for a specified brief;
- Edit and present a finished video sequence in a format required by the specified brief.

#### 3. Still Images Acquisition

- Identify hardware, file formats and software used in digital still image acquisition;
- Plan the acquisition of digital still images for a specified brief;
- Acquire and store digital still images for a specified brief;
- Prepare and present images to a specified brief.

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

**External Assessment** There is no external assessment for this course.

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## PC Passport - Level 4

### Course Description

The NPA in PC Passport, Level 4, provides knowledge and skills in using contemporary application packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment.

This award delivers up-to-date skills in using a range of popular software, such as Office 365, to prepare learners for employment or further studies or to improve their productivity skills.

### The work of the course

There are 3 units in this course. They are:

- Presentations
- Spreadsheets
- Word Processing

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

### External Assessment

There is no external assessment for this course.

## Social Software - Level 4

### Course Description

The National Progression Award (NPA) in Social Software consists of three NQ Units drawn from the framework of the National Certificate in Digital Media Computing at SCQF level 4. It provides progression for candidates who wish to develop their knowledge and skills of safe and effective use of the internet as a resource and make effective use of social software, including weblogs.

Candidates will study three Units which will allow them to:

- make safe and legal use of the internet
- use social software for interaction and collaboration
- find, review and create weblogs

### The work of the course

There are 3 units in this course. They are:

- Digital Culture: Social Software
- Internet Safety
- Web Logs

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

### External Assessment

There is no external assessment for this course.

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## Design and Manufacture – National 5

### Course Description

This subject is ideal for learners who are creative, who have interest in design theory, enjoy sketching and rendering. They should also enjoy creating Computer based models and practical modelling. This course would suit those who are interested in any type of career within the design industry. Ideally Learners who select Design and Manufacture will have achieved level 4 in Design and Technology. Art and Design and Graphic Communication compliment Design and Manufacture. Future progression is to study Product Design at Higher Level.

### The work of the course

There are 2 units in this course. They are:

#### 1. Design

This Unit covers the product design process from brief to a final design proposal. It allows learners to develop an appreciation of design concepts and the various factors that influence the design of products.

#### 2. Materials and Manufacturing

This Unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows pupils to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

### Internal Assessment

At National 5 the added value will be assessed in the Course assignment this has 90 marks awarded to it.

Pupils will draw on, extend and apply the skills and knowledge they have developed during the Course. This assignment will be assessed through a project that will include a design folio and a prototype or a completed product.

### External Assessment

The external exam will test knowledge in both manufacturing processes and design theory. This exam has 60 marks awarded to it.

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## Design and Manufacture – National 4

### Course Description

This subject is ideal for learners who are creative, who have interest in design theory, enjoy sketching and rendering. They should also enjoy creating Computer based models and practical modelling. This course would suit those who are interested in any type of career within the design industry. Art and Design and Graphic Communication compliment Design and Manufacture. Future progression is to study Product Design at National 5.

### The work of the course

There are 2 units in this course. They are:

#### 1. Design

This Unit covers the product design process from brief to a final design proposal. It allows learners to develop an appreciation of design concepts and the various factors that influence the design of products.

#### 2. Materials and Manufacturing

This Unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows pupils to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

### Internal Assessment

At National 4 the added value will be assessed in the Added Value unit. Pupils will draw on, extend and apply the skills and knowledge they have developed during the Course. This unit will be assessed through a project that will include a design folio and a prototype or a completed product.

### External Assessment

N/A

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## Engineering Science – National 5

### Course Description

This subject is ideal for learners who are interested in any form of Engineering. Learners will apply knowledge and understanding of key engineering facts and ideas and understand the relationships between engineering, mathematics and science. Learners will apply skills in analysis, design, construction and evaluation to a range of engineering problems and communicate engineering concepts clearly and concisely, using appropriate terminology. Learners will also develop an understanding of the role and impact of engineering in changing and influencing our environment and society. Progression will be to study engineering science at Higher.

### The work of the course

There are 3 units in this course. They are:

#### 1. Engineering: Contexts and Challenges

This Unit provides a broad context for the Course. Its purposes are to develop an understanding of engineering, and its role and impact in changing and influencing our environment and society including some existing and emerging technologies.

#### 2. Electrical and Electronic Systems

This Unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

#### 3. Mechanical Systems

This Unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

### Internal Assessment

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course in an assignment which will account for 60 marks.

### External Assessment

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units. The question paper is externally assessed and will account for 90 marks. The National 5 is graded A-D.

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## Engineering Science – National 4

### Course Description

This subject is ideal for learners who are interested in any form of Engineering.

Learners will apply knowledge and understanding of key engineering facts and ideas and understand the relationships between engineering, mathematics and science.

Learners will apply skills in analysis, design, construction and evaluation to a range of engineering problems and communicate engineering concepts clearly and concisely, using appropriate terminology. Learners will also develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Progression will be to study engineering at National 5 or College.

### The work of the course

There are 3 units in this course. They are:

#### 1. Engineering: Contexts and Challenges

This Unit provides a broad context for the Course. Its purposes are to develop an understanding of engineering, and its role and impact in changing and influencing our environment and society including some existing and emerging technologies.

#### 2. Electrical and Electronic Systems

This Unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

#### 3. Mechanical Systems

This Unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

### Internal Assessment

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course in an added value unit which will also result in a pass or a fail.

### External Assessment

N/A

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## Graphic Communication – National 5

### Course Description

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The National 5 Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Higher Graphic Communication or Design courses at College.

### The work of the course

There are 2 units in this course. They are:

#### 1. 2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context.

#### 2. 3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context.

### Internal Assessment

At National 5 the added value will be assessed in the course assignment, this has 60 marks awarded to it. This will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application.

### External Assessment

The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry and commerce. This question paper has 60 marks awarded to it.

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## Graphic Communication – National 4

### Course Description

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both Computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The National 4 Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Higher Graphic Communication or Design courses at College.

### The work of the course

There are 2 units in this course. They are:

#### 1. 2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context.

#### 2. 3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context.

### Internal Assessment

At National 4 the added value will be assessed in the Added Value unit this will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application. This unit will also result with a pass or a fail.

### External Assessment

N/A

More information can be found at our Website

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## Practical Craft Skills – National 5

### Course Description

This subject is ideal for those who have previously had workshop experience. It is a totally practical subject. Practical Craft is ideal for learners who want to develop their woodworking skills. This course would suit pupils who are interested in any type of career within the construction industry. Learners will improve skills in woodworking techniques, measuring and marking out timber sections and sheet materials and safe working practices in workshop environments. Learners will also gain knowledge of sustainability issues in a practical woodworking context.

### The work of the course

There are 3 units in this course. They are:

#### 1. Practical Woodworking: Flat-frame Construction (National 5)

This Unit helps learners develop skills in setting out and making basic woodworking joints used in flat-frame joinery. Learners will read and use simple woodworking drawings.

#### 2. Practical Woodworking: Carcase Construction (National 5)

As above but for carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

#### 3. Practical Woodworking: Machining and Finishing (National 5)

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

### Internal Assessment

All units will be internally assessed and will result with a pass or a fail.

There will also be a requirement for a practical activity this has 80 marks awarded to it. This practical activity requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall project.

### External Assessment

Under review

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## Practical Craft Skills – National 4

### Course Description

This subject is ideal for those who have previously had workshop experience. It is a totally practical subject. Practical Craft is ideal for learners who want to develop their woodworking skills. This course would suit pupils who are interested in any type of career within the construction industry. Learners will improve skills in woodworking techniques, measuring and marking out timber sections and sheet materials and safe working practices in workshop environments. Learners will also gain knowledge of sustainability issues in a practical woodworking context.

### The work of the course

There are 3 units in this course. They are:

#### 1. Practical Woodworking: Flat-frame Construction (National 4)

This Unit helps learners develop skills in setting out and making basic woodworking joints used in flat-frame joinery. Learners will read and use simple woodworking drawings.

#### 2. Practical Woodworking: Carcase Construction (National 4)

As above but for carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

#### 3. Practical Woodworking: Machining and Finishing (National 4)

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

### Internal Assessment

All units will be internally assessed and will result with a pass or a fail.

There will also be a requirement for a practical activity added value unit. This practical activity requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall project. This will also result in a pass or a fail.

### External Assessment

N/A

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## Digital & Design Engineering

### Course Description

#### What are the aims of this course?

This course aims to provide pupils with skills in the use of CAD and will enable pupils to use the CAD skills to create CAM products using state of the art technologies such as the 3D printer and flat-bed CNC router.

This course is introduced in S4/5/6 to pupils and will run in conjunction with Perth College. Two thirds of the course will be taught in Perth Grammar School and one third at Perth College.

#### What will I be learning in this course?

The Course comprises three Units.

##### 1. CAD/CAM

This unit will involve learning skills to operate a CAD package and then using the items that you have created to 'print' your work to CAM machine such as 3D printer, CNC router and, later in the year, the laser cutter.

##### 2. Electronics and programming

Pupils will gain skills in electronics and computer programming using Arduino boards. They will use these skills to operate and program their own scalextric car which will have been built using CAM.

##### 3. Aeronautical engineering

This unit will be taught at Perth College.

#### What skills will I develop?

Course activities will provide you with opportunities to build self-confidence, generic and transferable skills in numeracy, employability skills, thinking skills and skills in planning and organising work tasks and working independently and in collaboration with others, as well as skills in communication and in self and peer evaluation in an engineering context.

#### What learning and teaching approaches will I experience?

You will experience many different approaches to your learning. These will include whole class lessons and demonstrations, as well as learning within small groups and independently. You will be encouraged to take responsibility for some of your learning.

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Curriculum Area

# University of the Highlands and Islands Perth College

Courses included in this section

- ✓ Bakery NPA (Level 4)
- ✓ Construction Crafts N4
- ✓ Hairdressing N4
- ✓ Passport to Sport
- ✓ Passport to Childcare N4
- ✓ Performing Engineering Operations (Level 4)
- ✓ Playwork and Childcare Yr1 NPA (Level 5)



# NPA Bakery

## 'The Great Perth Bake Off'

### Course Information

#### Course Level: SCQF Level 4

'The Great Perth Bake Off' incorporates the National Progression Award (NPA) in Bakery has been designed to equip you with the skills required for success in current and future employment within the bakery industry or for progression to further academic qualifications. This award is aimed at candidates who are interested in pursuing a career in the bakery and catering industries but do not have any prior experience.

### Course Content

Craft Baking:	An Introduction
Bread Making:	An Introduction
Cake Decorating:	An Introduction
Pastry	

### Entry Requirements

**Aimed at S4/5/6 pupils.** There are no specific requirements for prior qualifications, knowledge and skills and/or previous experience. You will be invited to discuss your application with a member of college staff.

### Course Progression

SVQ 1 Hospitality Services  
Professional Hospitality Award Silver (Incorporating SVQ 2 Hospitality Services)  
Professional Chef Award Silver (Incorporating SVQ Level 2 Professional Cookery)  
Professional Chef Award Gold (Incorporating SVQ Level 3 Professional Cookery)  
HNC/D Professional Cookery  
HNC/D Hospitality Management  
BA Hospitality Management with Honours  
Employment in the food production sector

**Duration:** Two sessions at 2 hours per week over the academic year.

**Starts:** August 2017

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# Construction Crafts National 4

## Course Information

### Course Summary

National 4 Skills for Work: Construction Crafts is an introductory qualification which develops the skills, knowledge and attitudes needed for work in the construction industry. It is especially suitable for learners with an aptitude for and an interest in practical crafts work.

The course provides an insight into several important construction trades and covers a variety of skills in trades-specific units – helping learners to make informed choices regarding a career in construction.

### Course Content

This course has 8 units:

- DM7C 10 Employability Skills
- DM7G 10 Half Brick Walling
- DM7K 10 Decorative Painting
- DM7J 10 Site Carpentry and Bench Joinery
- DM7E 10 Plumbing
- DM81 10 Brickwork Techniques
- DM82 10 Carpentry and Joinery Techniques
- DM7Y 10 Decorative Finishes Using Water-Borne Paints

### Entry Requirements

Open to pupils in S4. You will be invited to attend an interview with a college lecturer to discuss your application.

### Course Progression

NC Build Environments, NPA in Construction, SVQ Level 3 Apprenticeship in Carpentry and Joinery

### Duration

Two sessions per week over one academic year.

**Starts:** August 2017

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# Hairdressing – National 5

## Skills for Work

### Course Information

**Course Level:** National 5 – SCQF Level 5

### Course Summary

This course is designed to provide a basic hair qualification which reflects the initial apprenticeship skills required by the hairdressing industry. It offers progression for candidates who have completed National 4 but has also been designed to allow suitable candidates to enter at this higher level. The course enables the candidates to develop a higher level of practical skills, knowledge and understanding of the hairdressing industry together with transferrable employability skills and confidence required for the workplace.

### Course Content

There are 4 units within this award:

- **Creative Trends** – develop your creativity by researching the year's current look. This will enable you to gain an understanding of how fashion trends influence hair styles. You will produce a style board and work towards completion of your own unique hairstyle on a model.
- **Working in a Salon Environment** – this unit gives an awareness and understanding of salon duties, current Health and Safety legislations, reception work and customer care. This prepares students for working as an apprentice within a salon environment.
- **Salon Skills** – You will learn the practical skills involved in carrying out salon duties. These consist of shampooing and conditioning hair, applying conditioning treatments, using massage techniques, hair-up styles and blow drying hair. You will complete these practical tasks on models.
- **Introduction to Colour** – you will gain a basic knowledge and understanding of the colouring process. You will learn how to prepare the hair prior to the colouring service, mix the colour and colour removal. You will also learn the basics in colour application.

### Entry Requirements

Aimed at S5/6 pupils. There are no formal entry requirements for this course but you will be invited to attend an interview with a member of College staff to discuss your application.

### Course Progression

SVQ Level 2 Hairdressing

**Start Date** – August 2017 (2 × 2 hour sessions per week).

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# Passport to Sport

## Course Information

### Course Level

Appropriate for S4-S6 pupils.

### Course Summary

This course has been designed as a springboard into the exciting and expanding sport and fitness industry and/or into a full time college course. You will gain experience in the skills you will need to explore different career paths and employment options. You will participate in a range of areas including sport leadership, safeguarding in sport, first aid, forest school, bushcraft, fitness testing, contemporary fitness activities and many more vocationally relevant skills.

### Course Content

This programme is made up of a number of short courses that are certificated through National Governing Body of sport, sportScotland, professional industry bodies and Perth College UHI. For every course completed and achieved, students will receive both certificate and a passport stamp which can be used to help monitor progress through the programme.

Some of the courses included in the programme are:

- Badminton Introductory Coach Award.
- First Aid Certificate.
- Netball Leaders Course.
- Positive Coaching Scotland Certificate.
- Rugby Youth Coaching Course.
- Introduction to Soft Tissue Therapy.
- Introduction to Climbing and Bouldering

### Entry Requirements

Aimed at S4-S6 pupils. There are no formal entry requirements for this course but you will be invited to attend an interview with a member of College staff to discuss your application.

### Course Progression

- NQ Outdoor Adventure.
- NC Sport and Fitness.
- HNC Fitness, Health and Exercise.
- HNC Coaching and Developing Sport.
- HNC Soft Tissue Therapy.
- BSc (Hons) Sport and Fitness.
- BA Outdoor Education and Learning.

### Number of Places

This programme will run with a minimum of 8 students and a maximum of 12.

### Venue

This programme will run in the Academy of Sport and Wellbeing at Perth College UHI, unless activity requires alternative requirements.

**Duration** 2 hours x 2 session per week over one year.

**Starts:** August 2017.

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# Passport to Childcare

## Course Information

### SCQF Level 4

### Course Summary

This course offers a broad link to the care, learning and development of children aged 0-12 years as specified in the National Occupational Standards. It is concerned with the holistic study of the child.

This includes 'the domestic setting and all environments whose practice is guided by legislation, policy and professional ethics as well as investigating the roles and responsibilities of parenthood'.

### Course Content

There are 3 units to be covered in this course:

- Child Development.
- Care of Children.
- Practical Play.

### Entry Requirements

Open to S4 pupils. Students should have completed their broad general education and have made their intentions clear to their guidance teacher.

### Course Progression

National Progression Award: Playwork and Childcare

### Duration

One year.

**Starts** August 2017

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# Performing Engineering Operations

## Course Information

### SCQF Level 4

#### Course Summary

Performing Engineering Operations is a foundation course for learners wanting a practical, hands on learning experience that will lead to a nationally recognised qualification. It is a great place to start for anyone wanting to pursue a career in engineering. You will learn the fundamentals of engineering through completing a variety of practical assessments. The bulk of this qualification is delivered in the workshop environment. In addition to learning the practical aspects of engineering and how to use the equipment you will be taught how to work safely and effectively. There is some theory to be learnt, most of this is done through completion of practical activities.

#### Course Content

The course consists of 5 units; these are:

Working Safely in an Engineering Environment  
Working Efficiently and Effectively in Engineering  
Using and Communicating Technical Information  
Making Components using Hand Tools and Fitting Techniques  
Performing Sheet Metal Operations

#### Entry Requirements

Open to pupils in S4-6. It is essential that students have a keen interest in engineering and want to pursue a career in the industry.

#### Course Progression

The skills you acquire are transferable to many careers and would be a valuable qualification when applying to college or for a Modern Apprenticeship.

#### Duration

Two sessions per week over one academic year. This will require additional study and tuition outside normal delivery sessions.

**Starts:** August 2017

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# National Progression Award in Playwork and Childcare

## Course Information

### SCQF Level 5

### Scottish Social Services Council Registered Practice Qualification

### Course Summary

The National Progression Award in Playwork is a qualification that allows people to work in a variety of childcare settings. This important qualification enables registration with the Scottish Social Services Council (SSSC). The qualification covers all of the generic knowledge that is required to work in a childcare setting.

### Course Content

The course is made up of 5 units one of which is a double credit:

#### **Working with Children and Young People (2 credits) –**

This unit is a double credit workplace unit. To achieve this you will spend your class time in an early years setting. You will learn how to provide appropriate play experiences whilst maintaining the health, safety and well-being of the children. This unit will be achieved in the second year of your course.

#### **Children and Young People: Rights and Protection –**

In this unit you will explore children's rights in relation to national and current legislation and in relation to policies and practices in childcare settings.

#### **Children and Young People: Process of Play –**

In this unit you will learn about the importance of play in terms of children's learning and development. You will explore a variety of play types and play theories and understand the role of the adult in providing quality for children.

#### **Child Development and Health –**

This unit introduces the principles of child development. It also explores the health needs of children and investigates how health factors impact on children's development.

#### **Supporting Children with Additional Support Needs –**

This unit introduces the issues relating to the provision of additional support for children. You will define the term additional support needs and describe a range of circumstances and circumstances where additional support might be required.

### Entry Requirements

Open to pupils in S5 who have successfully achieved a suite of National 4 qualifications that must include English. A full school reference will influence the decision. Volunteering in an appropriate setting and any pertinent qualifications will be taken into account and will increase the likelihood of acceptance. Acceptance onto this course will be dependent on an interview with the college lecturer.

### Course Progression

Successful completion of this course would significantly increase success in terms of employment in childcare settings. This course would also enhance any young person's portfolio for application to a variety of college courses including social care, healthcare and childcare.

**Duration** 4 hours per week over 2 academic years. The delivery would be theoretical in the first year and placement based in second year.

**Starts:** August 2017

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## Information on Social Education

All pupils will follow this programme on a one period per week basis. The aims are to:

- To develop personal and interpersonal skills,
- increase self-awareness and improve self-esteem,
- instil positive habits and attitudes towards studying and learning both at school and at home,
- explore values and attitudes about personal issues,
- develop responsible citizenship,
- provide relevant vocational guidance.

The fourth year programme builds on many of the themes that were introduced in the Social Education programme throughout the Broad General Education:

- Sexual Health & Relationship Education
- Social, Mental and Emotional Wellbeing
- Parenting
- Finance
- Revision habits
- Study skills

The methods used will encourage active learning through participation in discussions, group work and workshops where pupils are encouraged to express their opinions freely in the context of their lessons.

During the session pupils are given opportunities to reflect on their personal and academic progress. There will be an attainment focus throughout the year in the form of Monitoring and Tracking across the subjects with Target Setting interviews.

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*This form should be completed by all pupils in S3.*

*All pupils will study English and Maths. All pupils will study Core PE and RE/SE*

<b>Name:</b>		<b>Class:</b>		<b>Career Intentions:</b>	
<b>Leaving May/ June 2018 Y/N</b>		<b>Leaving Christmas 2018 Y/N</b>		<b>Returning for Session 2018-19 Y/N</b>	

	A	B	C	D	College Courses
<b>S4 Level 3/4/5</b>	Biology N3/4/5 Chemistry (N5 only) Computing Science Digital Media Drama French Geography People & Society (N3/4) PE/ PE Aesthetic Physics (N3/4/5)	Art & Design Chemistry (N3/4/5) Drama Geography Graphic Communication History Hospitality Modern Languages for Life & Work (N3/4) RMPS Spanish	Administration & IT Art & Design Computing Science Design & Manufacture Fashion & Textiles Health & Food Technology History Modern Studies Physics (N5 only) Practical Craft Skills	Art & Design Biology N3/4/5 Business Management Digital & Design Engineering Engineering Science Hospitality Modern Studies Music PC Passport & Social Software PE	<b>College courses</b> <ul style="list-style-type: none"> <li>• Bakery NPA (Level 4)</li> <li>• Construction Crafts N4</li> <li>• Hairdressing N4</li> <li>• Passport to Sport</li> <li>• Passport to Childcare N4</li> <li>• Performing Engineering Operations (Level 4)</li> <li>• Playwork &amp; Childcare Yr1 NPA (level 5)</li> </ul>

Before completing this form, read the information in the course choice directory and discuss your options with parents/ carers, your Guidance Teacher and Personal Support Teacher. All pupils will study English and Maths as well as core PE, RE/SE.

Choose ONE option in each column A-D. Please add an alternative choice for each column in case the course you choose is not available.

A number of courses are available at Perth College. If you are interested in one of these please add it to the last column in your choices below. No pupil will be allocated to a College course without first discussing with their Guidance Teacher and Head of House. If selected, the College course could replace the Col D choice.

	Column A	Level	Column B	Level	Column C	Level	Column D	Level	College
<b>Choice</b>									
<b>Alternative</b>									

<b>Guidance Teacher Signature</b>		<b>Date</b>		<b>Parent Signature</b>		<b>Date</b>	
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