



Duncanrig Secondary School

Senior Options Booklet

2020-2021

TOGETHER WE ARE DUNCANRIG

GIVE ALL YOU CAN GIVE

DEPARTMENT OF ART & DESIGN

Art & Design –Higher

Pathway Information

Recommended entry level: National 5 Art & Design

This course contains 3 elements: Design Unit, Expressive Unit, Art & Design Studies.

Art and Design: Design Unit

In this component learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, practical design and hand craft skills, manipulation of materials, presentation of ideas, problem solving, and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In doing so, learners will also develop and critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

Candidates will produce a Design folio in an area of design selected by the teacher from a range of different areas of Design, such as Graphics, Fashion & Textiles, Jewellery or Product Design. Candidates begin by researching an agreed theme and then work to an agreed and personalised design brief, developing various design ideas, producing a final product in the chosen design discipline. This comprises:

- 1 A2 sheet (or equivalent sketchbook pages) of Investigation (drawn & collected research)
 - 1 A2 sheet (or equivalent sketchbook pages) of initial Development (a minimum of two viable ideas)
 - 1 A2 sheet of further refined development of one selected idea
 - 1 A2 sheet (or 3-D equivalent) showing final Design Solution and application
- Design Brief & Evaluations

Art and Design: Expressive Unit

This component helps learners to develop their personal thoughts and ideas in visual form. Learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli, learning and improving practical art skills.

The Expressive folio will be based on one of several genres/areas- Still Life; Portraiture; Figure Composition; Natural Environment; Built Environment; Fantasy & Imagination. This comprises:

- 1 A2 sheet (or equivalent sketchbook pages) of Investigation (analytical & observational drawings)
- 1 A2 sheet (or equivalent sketchbook pages) of initial Development work (considering composition, media and technique)
- 1 A2 sheet of further refined development of one selected idea
- 1 A2 sheet with final Expressive Solution, (or 3-D if sculpture).

Art & Design Studies

Candidates will complete Art & Design Studies investigations prior to and integrated with the Expressive and Design units, to inform and influence practical folio work. Core information will be issued about major movements and practitioners in Design and Expressive Art in oral, written and audio-visual form. This is augmented with the pupils' homework research, class discussion activities, class tests and exam question practice.

Candidates will personally research a minimum of two designers and two artists, producing two folios of independent study - one for Design Studies and one for Art Studies. In these they will investigate background, social and historical context, work and influences, producing written summary essays of their findings. This researched, collected and presented material forms the basis of preparation for exam essay questions. Completion of the Art & Design Studies folio is compulsory and is assessed on a pass/fail basis. **Candidates cannot receive a course award if this section is not completed satisfactorily.**

Prelim Exams

Pupils are examined on Art & Design Studies in the form of a written exam. Results from this exam will influence the final decision on presentation level.

Assessment & Examinations

An award at Higher will be made on successful completion and assessment of the following:

- Expressive and Design units, assessed internally and verified by SQA representatives
- Art & Design Studies folios for Design & Expressive – assessed internally, as above
- Design & Expressive course work submitted to the SQA for external assessment.
- Formal written examination for Art & Design Studies (1½ hours) - SQA assessed.

Art & Design - National 5

Pathway Information

Recommended entry level: National 4 Art & Design

National 5 Art & Design is also an option for some in S5/6. The basic format of this is the same as Higher: candidates will complete and submit practical folios for Design and Expressive as detailed above, but these will be assessed at the lower level of National 5 outcomes and standards. In Art & Design Studies, the summary essays can be shorter and less in-depth, and the formal written exam is one hour in duration.

Level Advice

It should be noted that candidates who choose Higher Art & Design and who commence this course will be expected to develop commitment, skills and knowledge and understanding beyond that of any previous level of study to ensure presentation at this level. Presentation, then, will be dependent on observed and assessed progress and ability up until Prelim results. Where this progress has not been demonstrated it may be necessary to consider single unit presentation (Expressive or Design) rather than course presentation or presentation at National 5 (in the few cases this has not been previously attained – see following paragraph) as a more appropriate and attainable level. Those who have previously achieved a National 5 award should naturally aspire and work towards a Higher award.

Candidates who wish to pursue N5 or Higher Art & Design in S5 or 6 but who do not meet the recommended entry (pass at previous level), would have to satisfy the Principal Teacher as to their commitment, ability and genuine interest. However, it is likely that, after a long gap since S3, the course level would prove demanding for many such candidates and this could only be a realistic option with real considered commitment to working hard to quickly develop the necessary skills, knowledge and understanding to earn a pass.

All candidates who undertake Higher Art & Design will be required to work according to course deadlines, submit homework as required and pass regular assessment stages.

However, all will find it an enjoyable and very rewarding course, and an attainable qualification, if approached with positive commitment, a 'can-do/will-do' attitude and a willingness to further discover and develop the inner creativity that is within us all.

Progression

The Higher course or its units may provide progression to other qualifications in Art & Design (Advanced Higher) or related areas, further study, employment or training in the graphic and expressive arts.

Photography - Higher

Pathway Information

Recommended entry level: National 5 Art & Design

This course provides an interesting alternative progression for those who have studied Art & Design at National 4 or 5 level, but do not wish or don't feel able to continue on to the next level on the Art & Design path and who have an interest in developing and refining both the creative and technical aspects of fine art photography. This course will take you beyond the camera phone *selfies* and even the automatic digital camera snaps, working with DSLR cameras and the functions that allow the photographer to control every aspect of the shot, including exposure, shutter speed, aperture 'f-stop' settings, focal fields and film speed. As well as these more technical aspects, composition, narrative, mood and atmosphere, tone and colouration, symbolism and metaphor and creative themes can all be explored in this course. Post-production image manipulation using Photoshop software can also be investigated.

The Higher Photography course comprises of two mandatory units:

Photography: Image Making

This unit allows learners to develop knowledge and understanding of camera techniques and controls. They will also investigate and analyse photographers and their work looking at the factors and influences that lead them to make work which is unique to them. Their developing understanding of light and image formation will be applied to the creation of photographic images. They will also use exposure times, composition and framing in creative ways for photographic effect, organise files and output their photographic images.

Photography: Contextual Imagery

This unit allows learners to creatively develop and explore individual themes by using a variety of photographic techniques, technologies and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal and creative approaches to photography. Pupils will learn to plan, produce and present their own work as well as advancing their imaging techniques.

Course Assessment:

In Higher Photography the course assessment's only component is a project worth 100 marks. This has three sections:

Research & Investigation

A structured project is proposed, planned, resourced, and investigated.

Development and Production

Image development is explored and creative decisions made and 12 photographic images produced to meet the project requirements.

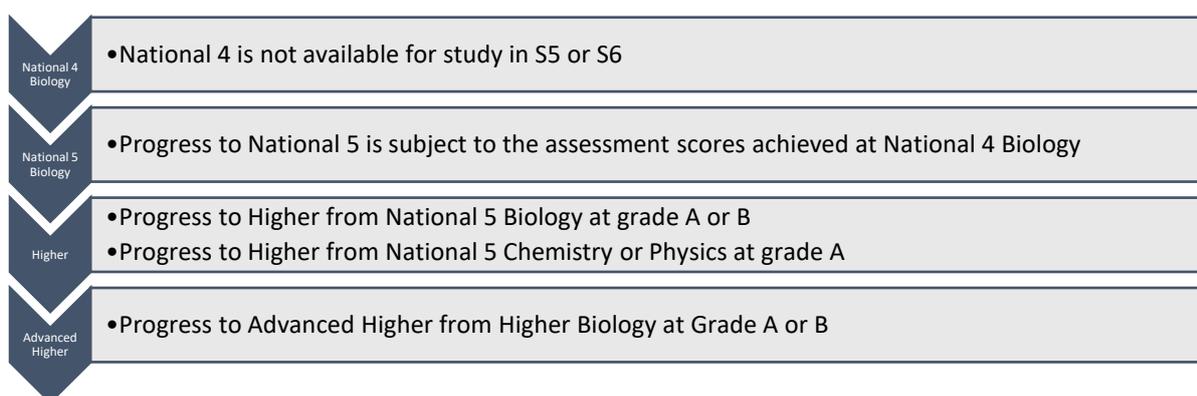
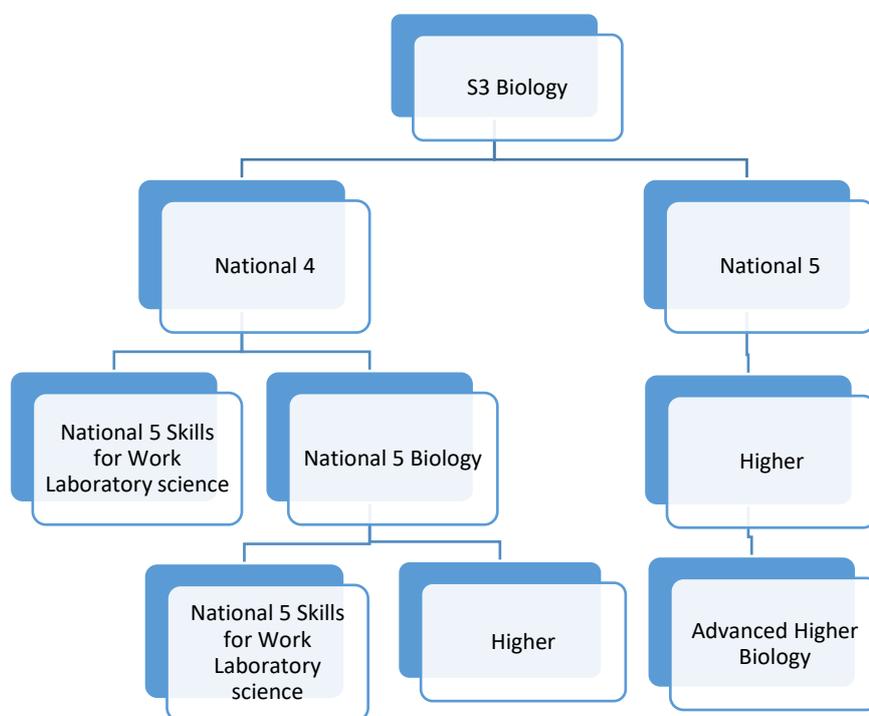
Evaluation

Critical reflection will identify strengths and areas for improvement in photographic practice.

In the project, learners will develop and extend the skills and knowledge developed in the two original units. The project will be open and will include opportunities for learners' personalisation and choice.

BIOLOGY DEPARTMENT

The range of courses offered by the Biology Department is aimed at providing progression for students who have taken National 4, National 5 or Higher Biology and providing suitable courses for those who have not studied Biology before. The flow diagram below shows the progression from S3 to S6. More details are given on the following pages.



Related Careers

More people in Britain are employed in Biology related careers than in any other - either in the NHS, agriculture, horticulture, forestry or the food industry. Biology, therefore, helps to open doors to a range of occupations.

Biology is recognised by colleges and universities who are looking for a Science qualification. Higher Biology is required for many further education courses. If going to college or university is what you have in mind then make sure you find out the entrance requirements of your chosen course or career.

Key Skills for Life, Learning and Work.

As pupils progress through the Biology courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Design experiments,
- Learn modern laboratory techniques
- Collect and document data
- Use quantitative reasoning to analyse, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition studying Biology provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills and organisational skills - through group projects
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Self-reliance and initiative

Biology – Higher

Pathway Information

The recommended entry requirements for this course are:

- *Progress to Higher from National 5 Biology at grade A or B*
- *Progress to Higher from National 5 Chemistry or Physics at grade A*

Course Content

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Students develop deeper understanding of the underlying themes of biology - evolution and adaptation; structure and function; genotype and niche - and the scale of topics ranges from molecular through to whole organism and beyond.

There are 3 units of work making up the course and at the end of each unit there is a written assessment. The 3 units of work in the Higher course cover the following areas:

- **DNA and the Genome**
- **Metabolism and Survival**
- **Sustainability and Interdependence**

Conditions of the award

To gain the award of the Course, the student must pass all of the Units as well as the **Course assessment**. Units are internally assessed on a pass/fail basis. A course award cannot be achieved if a candidate does not obtain the nationally agreed pass mark in each unit assessment as well as the external SQA examination.

In addition, students also have to carry out practical work, which is assessed on the basis of a written report on a prescribed practical activity that must be successfully completed. It is therefore going to be important that students undertake a course of study appropriate to their ability.

Assessment Requirements

- A question paper, which requires students to demonstrate aspects of breadth, challenge and application. Students will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in biology
- An assignment, which requires students to demonstrate aspects of challenge and application. Students will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings

Biology - National 5

Biology - the study of living organisms - plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases and developing new sources of food. The Course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology. The Course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

Course Content

The content of the National 5 Biology course is divided into three mandatory units of study:-

Cell Biology

This covers cell structure and processes within cells such as enzyme action, photosynthesis, respiration, osmosis and active transport. DNA, protein synthesis and mitosis are also studied.

Multicellular Organisms

This includes the study of cell differentiation in plants and animals, the central nervous system and homeostasis, reproduction and inheritance, the immune system, digestive system and circulatory system.

Life on Earth

This investigates ecosystems, energy and nutrient cycling. Adaptation and natural selection will be studied along with the effect of human behaviour on the environment.

Biology – Laboratory Skills

Entry to National 5 Lab skills is open to pupils who have achieved a pass in National 4 Biology.

National 5 Skills for Work: Laboratory Science provides a broad introduction to laboratory science. Candidates will explore a variety of industries and services and career opportunities, in science laboratories locally, nationally, and globally.

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the laboratory science area.

Candidates will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Throughout all Units the Course emphasises the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

The Units are internally assessed by centres and externally verified by SQA.

BUSINESS EDUCATION DEPARTMENT

The following Courses will be offered by the department this year:

Accounting	National 5 and Higher
Administration	National 5 and Higher
Business Management	National 5, Higher and Advanced Higher

Accounting - Higher

Pathway Information

The entry level for the course is:

*National 5 Accounting and Finance at Grade C or above
or
National 5 Mathematics at Grade C or above*

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might.

The Course gives students a deep understanding of the dynamic world of business by developing skills in communicating essential financial information, in a variety of presentation formats, to the various stakeholders of an organisation. The development of skills explicit to the Course will enable students to successfully produce, interpret and analyse financial information. These skills will support students in becoming more self-confident in their abilities as well as giving them an understanding of how financial awareness can help them to make more informed decisions regarding their own financial future.

It relates the study of accounting to real-life scenarios and is, therefore, of great relevance to those who study it.

The Course combines practical and theoretical aspects of learning related to accounting, and will allow students to use ICT through tackling both computer-based and paper-based tasks.

Assessment Requirements

Within the course there are 3 units which are outlined below.

Preparing Financial Accounting Information

In this Unit, students will develop the skills, knowledge and understanding relating to the preparation of both routine and relatively complex financial accounting information. Students will develop an understanding of current financial accounting regulations and the ability to apply them in a range of business structures.

Preparing Management Accounting Information

In this Unit, students will develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of both routine and relatively complex accounting techniques. Students will carry out learning activities that extend their understanding of the impact that management accounting information has on making decisions about the planning, control and future success of the organisation.

Analysing Accounting Information

In this Unit, students will develop the skills, knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of techniques. They will carry out learning activities that allow them to analyse and report on the organisation's current financial position and performance, and to offer financial solutions that can assist in planning and decision making. This will provide students with an understanding of financial analysis.

Internal Assessment

The 3 Unit assessments will take place at an appropriate time during the year. These Units will be assessed on a Pass/Fail basis.

External Assessment

Students will be assessed through an accounting question paper and an accounting-related assignment.

The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. This assessment will take place during the SQA exam diet and is worth 100 marks.

The assignment will require students to combine the accounting knowledge and/or skills from across the Course in a practical context. This assignment is worth 50 marks. Both the question paper and assignment are set and marked by the SQA. These form the basis of the grade awarded for the course (A-D).

To gain the award of the Course, the student must pass all of the Units as well as the Course assessment.

Accounting – National 5

Pathway Information

***The entry level for the course is:
A PASS at National 4 Mathematics***

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might.

This Course introduces students to the dynamic world of business by developing skills in communicating essential financial information, in a variety of presentation formats, to the various stakeholders of an organisation.

Accounting also relates to many aspects of everyday life and, therefore, gives students experiences which are topical and which develop skills for learning, life and work. It also supports students personal financial awareness.

Course Content

Preparing Financial Accounting Information

In this Unit, students will develop the knowledge and understanding relating to the preparation of financial accounting information for external use. Students will also be expected to prepare and present a range of straightforward accounting statements.

Preparing Management Accounting Information

In this Unit, students will develop the knowledge and understanding of internal accounting information and the ability to prepare such information, using a range of basic accounting techniques. The information produced will be used by management in making decisions about the future planning and control of the business.

Analysing Accounting Information

In this Unit, students will develop the skills, knowledge and understanding relating to the interpretation and analysis of accounting information. The information will be used to assess the organisation's current financial position and performance and assist with decision making and planning.



Assessment

All individual Units are internally assessed, on a Pass/Fail basis, upon completion of the Unit.

Students will be assessed through the combination of an accounting question paper and an accounting-related assignment.

The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. This assessment will take place during the SQA exam diet and is worth 100 marks.

The assignment will be set in a specific accounting context and will give students the opportunity to apply their accounting skills, knowledge and understanding and make appropriate use of ICT, to input and analyse data and present findings. This assignment is worth **50** marks.

Homework

Homework will be given at appropriate times in the course in order to support learning.

Progression

Students may progress to Higher Accounting.

Administration and IT - Higher

Pathway Information

The entry level for this course is:

National 5 Administration and IT at Grade C or above

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. This Course develops students' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

This Course will enable students to work towards industry standards in IT in an administration-related context. Students will develop a range of both generic and subject-specific skills, including the ability to use a range of functions, some of them complex, of the following IT applications: word processing, spreadsheets, databases, desktop publishing, presentation; the ability to take responsibility for key administrative tasks; and the ability to organise, manage and communicate relatively complex information. Students will also develop the ability to manage the organisation of events; the ability to comply with relevant health, safety and security legislation and workplace procedures; and the ability to solve problems in the context of administration.

This Course is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further. Whatever path they choose, those who have completed this Course will thus be able to play their part in the economic and social life of the 21st century effectively.

Assessment Requirements

Within the course there are 3 units which are outlined below:

Administrative Theory and Practice

The purpose of this Unit is to enable students to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Students will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. This Unit will also cover customer care.

IT Solutions for Administrators

The purpose of this Unit is to develop students' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Students will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

Communication in Administration The purpose of this Unit is to enable students to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. The Unit will also develop students' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable students to communicate information in ways taking account of the needs of the audience.

Internal Assessment

The 3 Unit assessments will take place at an appropriate time during the year. These Units will be assessed on a Pass/Fail basis.

External Assessment

The student will be assessed through an *assignment and a question paper*.

The assignment is worth 70 marks and will give students an opportunity to demonstrate:

- the use of complex IT functions in word processing, spreadsheets, databases, desktop publishing, and presentation software to produce, process and manage information and solve problems in unfamiliar contexts
- skills in electronic research to source complex information
- skills in effective communication, taking account of its context, purpose and audience
- a wide range of administrative skills related to planning and organising to complete the assignment

The question paper is worth 30 marks and will give students an opportunity to demonstrate knowledge and understanding of administrative theory. The question paper and assignment marked by the SQA. These form the basis of the grade awarded for the course (A-D).

To gain the award of the Course, the student must pass all of the Units as well as the Course assessment.

Administration and IT – National 5

Pathway Information

The entry level for this course is:

*A PASS at National 4 Administration and IT
or
A PASS at National 4 Business*

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

This course contains a significant practical component. Students learn the skills, knowledge and understanding related to Administration and IT through practical activities. Its use of real-life contexts makes it relevant to the world of work and will enable students to work towards industry standard in IT in an administrative-related context.

Course Content

Administrative Practices

The purpose of this Unit is to give students a broad introduction to administration in the workplace. Students will develop an understanding of key legislation, good customer care and the skills, qualities and attributes required of administrators. This Unit also involves carrying out a range of administrative tasks required for organising and supporting events.



IT Solutions for Administrators

The purpose of this Unit is to develop students' skills in IT, using software such as word processing, spreadsheets and databases. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.



Communication in Administration

Students 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.

Methodology

As the emphasis of this course is on the development of skills and the application of those skills, **the majority of time will be spent using ICT equipment.** Knowledge and Understanding will be developed through a wide range of teaching methodologies – whole class discussion, partner/individual activities and practical tasks.

Assessment

All individual Units are internally assessed, on a Pass/Fail basis, upon completion of the Unit.

Assignment

Students are assessed by a practical administration and IT-based assignment drawing on the knowledge, understanding and skills developed across the Course. This will consist of series of linked tasks to be undertaken - forming a sequence of planning, preparation and finally follow-up tasks.

Homework

Homework will be given at appropriate times in the course in order to support learning.

Progression

Students may progress in the following ways:

- Higher Administration and IT

Business Management – Higher

Pathway Information

The entry level for this course is

N5 Business Management at Grade C or above

or

Higher English at Grade C or above

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. It is essential to have effective businesses and managers if they are to be successful.

The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts.

The Course explores the important impact businesses have on everyday life. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing students' knowledge of financial management in a business context. Students will be involved in learning activities which are challenging, motivating and inspiring.

The study of Business Management is suitable for all students interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives students knowledge of the business environment.

Assessment Requirements

Within the course there are 3 units which are outlined below.

Understanding Business

Students will extend their understanding of the ways in which organisations in the private, public and third sectors operate. Students will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows students to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

Management of People and Finance

In this Unit, students will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow students 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. It also allows students to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

Management of Marketing and Operations

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

Internal Assessment

The 3 Unit assessments will take place at an appropriate time during the year. These Units will be assessed on a Pass/Fail basis.

External Assessment

The student will be assessed through a ***question paper and an assignment***.

The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. This assessment will take place during the SQA exam diet and is worth 70 marks.

The assignment will provide students with the opportunity to apply and extend their research, analytical, evaluative and decision making skills. This assignment is worth 30 marks.

Both the question paper and assignment are set and marked by the SQA. These form the basis of the grade awarded for the course (A-D).

To gain the award of the Course, the student must pass all of the Units as well as the Course assessment.

Business Management – National 5

Pathway Information

The entry level for this course is:

A PASS at National 4 Business

or

A PASS at National 4 English

Business plays an important role in society. We all rely on businesses. It is essential to have effective businesses and business managers to create wealth, prosperity, jobs and choices. A main feature of the course is the development of enterprising skills and employability skills.

Course Content

Understanding Business

In this Unit, students will be introduced into the business environment and carry out activities relating to the roles of business and entrepreneurship in society, using real life contexts. Students will explore the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Managing of People and Finance

In this Unit, students will develop the knowledge and understanding of internal issues facing an organisation. Students will carry out activities relating to human resource management and interpret financial information in order to solve financial problems facing businesses.

Marketing and Operations

In this Unit, students will develop the skills, knowledge and understanding relating to the importance of organisations having effective marketing and operations systems. Students will explore and identify the processes required to produce goods and services to an appropriate standard of quality.

Assessment

To gain an award the student must pass all Units as well as the Course assessment.

The Course assessment consists of a Business Management question paper covering knowledge and understanding and skills accumulated from the course. This assessment will take place during the SQA exam diet and is worth 70 marks. The business-related assignment will allow personalisation and choice. This assignment is worth 30 marks.

Homework

Homework will be given at appropriate times in the course in order to support learning.

Progression

Students may progress to Higher Business Management.

CHEMISTRY DEPARTMENT

General Information

The range of courses offered by the Chemistry Department in the Upper School is aimed at providing progression for students who have studied National 4 or National 5 Chemistry in S4. Students who have not studied Chemistry before may be able to embark on a Chemistry National 5 course if they have reached an acceptable level of attainment in Biology or Physics. Study of any of the Chemistry courses in the upper school will help develop the following skills:

Key Skills for Life, Learning and Work.

As pupils progress through the Chemistry courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Create and design experiments
- Remember and understand scientific facts
- Collect, evaluate and document data
- Use quantitative reasoning to analyse, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition, studying Chemistry provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills and organisational skills - through group projects
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Self-reliance and initiative

Careers

The career opportunities for chemists are many and varied. Chemists are employed in a wide range of jobs within various industries e.g. textiles, cosmetics, pharmaceuticals, food, brewing, detergents, agrochemicals and many more. But chemists aren't just employed in industry. Water analysis needs chemists to ensure that water is safe to drink and bathe in, forensic science needs chemists to investigate and detect crimes, horseracing needs chemists to ensure races are fair, sport needs chemists to enhance performance by developing new materials. These and many more areas use the skills of the professional chemist.

Chemists may be employed in the civil service or research councils, they may work in education or in a range of other professions who recognise and reward the numeracy and problem solving skills that Chemistry develops. Many other careers all have one thing in common – they all need Chemistry – these include medicine, dentistry, veterinary science, chemical engineering and pharmacy.

So whether you prefer working alone or with others, inside or out, at home or overseas, there are opportunities in all these areas with Chemistry. Think carefully. A Chemistry qualification opens wide the door to the future.

Chemistry - Higher Grade

Pathway Information

The entry level to this course is:

National 5 Chemistry at Grade A, B or C

The Higher Grade Chemistry course extends the Knowledge and Understanding of ideas of Chemistry, many of which have been introduced at National 5. The course is divided into the 4 units.

Higher Grade Unit	Associated National 5 Unit
Chemical Changes and Structure	Chemical Changes and Structure
Nature's Chemistry	Nature's Chemistry
Chemistry in Society	Chemistry in Society
Researching Chemistry	NA

Assessment

From session 2018-19 Unit Assessment will be removed from the Higher course. Progress will be gauged by students sitting mid-topic and end of topic departmental tests.

The general aim of the Researching Chemistry unit is to develop skills of scientific inquiry, investigation and the ability to apply practical skills, chemical theory, analysis, synthesis and thinking skills in order to undertake research in chemistry. Students will review background information, plan and undertake a practical investigation related to chemistry. They will apply these skills when considering the application of the chemistry as well as the implications on society/the environment. Students will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for the question papers and the assignment. From session 2018-19 the exam will consist of two papers totalling 120 marks, the total exam time will be 3 hours split into two papers with a break in between. The question papers are worth 120 marks (80%) and the assignment is worth 20 marks, which will be scaled to 30 (20%). The assignment will be a report of experimental work and research undertaken by the candidate.

Chemistry - National 5

Pathway Information

Entry to this Course is at the discretion of the department.

However, students would normally be expected to have attained the skills, knowledge and understanding required by National 4 Chemistry **at a very high standard**, this will have been demonstrated by their performance in the S4 National 4 Prelim exam.

Entry to this course may also be granted to students who have attained National 5 Biology or Physics at Grade B or better.

This course contributes to a student's general education by helping to make sense of the chemical environment through the development of the skills necessary for the solution of scientific problems.

As a result of following National 5 Chemistry, students should acquire:

- an increased knowledge of applications of Chemistry in society
- skill in applying this knowledge in problem solving contexts
- skills associated with carrying out experimental investigations.

The course is divided into 3 units:

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

Assessment and Grading

From session 2017-18 Unit Assessment will be removed from the National 5 course. Students must complete a Chemistry assignment which contributes 20% to their final grade. This assignment is carried out in school but is externally marked by the SQA. There is also a final written exam, lasting 2.5 hours, which will contribute 80% to the final grade. The final award is graded A to D with A, B or C regarded as a pass.

COMPUTING SCIENCE DEPARTMENT

Computing Science - Higher

Pathway Information

The entry level for the course is:

- National 5 Computing Science.
- Pupils with excellent qualifications in other related subject areas will also be considered.

Computing Science is both a science and a technology, has wide-ranging social implications and is vital to everyday life. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, students will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Students will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

The aims of the course are to enable students to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

The course is organised into **two** units of study:

Software Design & Development

The general aim of this unit is to develop knowledge and understanding of advanced concepts and practical problem solving skills in software design and development. Students will develop programming and computational thinking skills by designing, implementing, testing, evaluating and explaining how these programs work. Through investigation students will gain awareness of the impact of contemporary computing technologies

Information Systems Design & Development

In this unit, students will apply their computational thinking skills to implement practical solutions using a range of development tools to understand the technical, legal, environmental, economic and social issues related to one or more Information Systems.

Assessment

In addition to passing the above units, it is also necessary to successfully complete an assignment (40%) and an external exam (60%).

Progression

Successful completion of Higher Computing Science would allow further education in the field of Computing (Advanced Higher Computing Science, HNC, HND, and Degree) to employment (IT, Science, Programming, Banking, Offices, Retail, Insurance Companies, Graphic Design, Engineering, Electronics, etc.).

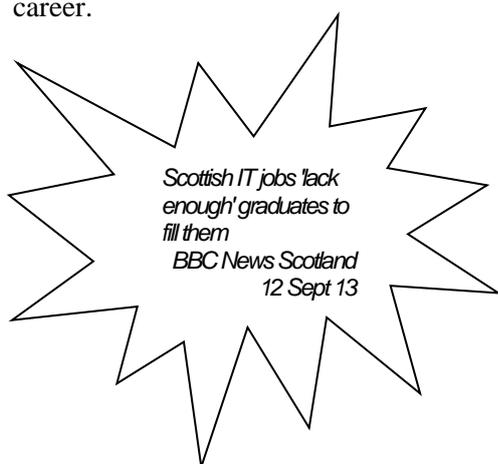
Computing Science - National 5

Pathway Information

The entry level for the course is:

Open to all students even if they have not studied this during fourth year.

Computers impact on all areas of our lives and are a part of day-to-day work in almost every job or career.



People with qualifications in Computing Science are in significant demand. Even if you do not wish to follow a career in the field of Computing Science, it is **highly** likely that your job will require computing skills.

In Scotland and the UK, at present there is a recognised shortage of computing graduates, in fact there is the largest ever gap between supply and demand in the job market. There is very little unemployment and those with appropriate qualifications can command large salaries.

- **Software Design and Development** - design and develop your own computer programs both for computers and mobile devices. Your programs will include animation and games using a variety of programming languages including **AppInventor** and **Visual Studio**.
- **Information System Design and Development** – design, creation and use of **websites** and **databases** using industry standard tools.
- **Assignment** – students will complete a coursework task in class where they will design, develop and evaluate a software solution. Coursework accounts for **31%** of the students' final grade.

A major feature of the course will be the development of students as independent students as they work on a variety of tasks throughout the session.

Assessment

Students will be assessed on each of the course elements previously listed. Students will be required to submit a variety of practical coursework which will be completed under teacher supervision.

The Assignment will demand that students extend the skills which they have developed in the first 2 elements and then apply these to a Computer Science problem set by the SQA.

Students will sit a final written exam and this will account for 69% of their final mark. As previously mentioned, the Assignment will be completed in class and will account for 31% of the final mark.

Progression

Students who successfully pass National 5 may progress to **Higher Computing Science**.

Games Development (SCQF Level 5 / Level 6)

Pathway Information

The entry level for the course is:

Games Development is open to all students with a particular interest in this subject area.

Computer games are being used increasingly for leisure, in health, education and work-based training with players interacting via personal computers, consoles, PDA's, mobile devices and web browsers. Games are huge business. Computer gaming is now a growing industry, with Scotland one of the global leaders. The Scottish computer games industry is expanding with UK developers investing in new games and an estimated 3,500 jobs over the next five years. Many colleges and universities in Scotland offer computer gaming or related courses. Learning how to develop computer games offers young people opportunities to develop their skills for life and skills for work within a creative and work related context.

Course Content

Computer Games Design

Outcome 1: Compare gaming technologies

Outcome 2: Analyse design elements

Outcome 3: Plan and design a computer game

Computer Games Media Assets

Outcome 1: Compare media assets in an existing computer game

Outcome 2: Plan media assets for a specified brief

Outcome 3: Produce media assets for a specified brief

Computer Games Development

Outcome 1: Create a working computer game

Outcome 2: Evaluate a computer game

Outcome 3: Promote a computer game

The level of the award will be determined by performance throughout the course. The course will allow students to:

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

Assessment

All assessment will be internally verified. Students will be expected to create a portfolio of their work over the period of the unit. Students will generate the evidence required in relation to the outcomes to achieve each unit.

Homework

Students will be expected to complete regular homework exercises which will enforce class learning. Students will also be encouraged to develop the skills they have learned in class.

Progression

Students who undertake this award can progress to Higher Education and undertake subsequent HN units and /or awards in Computing at SCQF level 7 or above.

NPA Cyber Security (Level 5 and 6)

The National Progression Award in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking and provides a skills pathway into the cyber security industry.



This course is designed to raise awareness of cyber security and fill the current skills gap in this field and will encourage pupils to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. The course will prepare pupils for further studies and future employment in this area.

The aim of the course is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

Course Structure

The qualification consists of three mandatory units:

Data Security

This unit places data security within the context of the real world and explore current practice in corporate data security. This includes the legal and ethical considerations, and the practical methods to protect personal and corporate data.

Digital Forensics

This unit is designed to develop pupil's knowledge and skills in digital forensics examination. Pupils will gain knowledge of the principles and the integrity of the process involved in forensically examining digital evidence.

Ethical Hacking

This unit is to develop a competent understanding of the tools and techniques used by malicious and ethical hackers. Pupils will gain an understanding of the potential threats and tools that can be used by malicious hackers to target individuals and organisations. By the end of this unit pupils will have the ability to implement techniques and technologies used to defend systems from attack and evaluate the Scottish, UK and EU legislation and ethics of hacking.

Recommended entry for this qualification

Entry to this qualification is at the discretion of the Computing Science Department. The course may be undertaken without prior knowledge of cyber security although an existing award at National 4/5 Higher Computing Science would be beneficial. Pupils are required to have a certain level of general education to have a realistic prospect of succeeding with the course. As a minimum, pupils should have a National 4 award for Literacy and Numeracy.

Assessment

Assessment will be a combination of practical and knowledge assessments under closed and open-book assessment conditions. Assessments will cover theory and practical work.

Progression

On completion of this course, pupils may progress to SCQF Level 6 Cyber Security or a number of qualifications in the field of Digital Computing.

DESIGN, ENGINEERING & TECHNOLOGY DEPARTMENT

Design and Manufacture - Higher

Pathway Information

Students should have Design and Manufacture at National 5. Pupils are also required to have a National pass in English at C.

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

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes
- skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Content

The course consists of 2 Units and the Course Assessment shown below:

Design Unit

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps students develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Materials and Manufacturing Unit

This Unit covers the processes of product design from design proposals to prototype. It allows students to gain skills in planning and making models and prototypes. It helps students to ‘close the design loop’ by manufacturing a set of design ideas. It allows students to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Homework

The department issues homework on a weekly basis. The homework booklet provides comprehensive coverage of exam style questions and fully prepares pupils for the written exam. It is crucial to success that pupils complete all homework when issued and seek help for topics in which they are struggling.

Assessment

This Course will be assessed through a combination of an assignment and a question paper. In the Design and Manufacture assignment Students will draw on their range of design skills, knowledge of materials, and practical skills, in order to produce an effective overall response to the brief. The response to the brief will include a folio and model and/or a prototype. The brief for the assignment, which will cover a range of key design factors, will be sufficiently open and flexible to allow for personalisation and choice. The question paper requires depth of understanding and application of knowledge from the Units.

The assignment accounts for 53% of the overall course award with the written paper making up the other 47%.

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

Future Progression Routes in Subject:

This course provides progression to Advanced Higher Design and Manufacture in the Senior Phase.

Careers: Study of design and manufacture can lead pupils into several college/university courses and careers in: Manufacturing Design, digital construction, construction trades, mechanical engineering, Design engineering, product design, product marketing, product management, automotive design engineer, materials engineer, production systems specialists, bespoke furniture designer and many more.

Design and Manufacture - National 5

Pathway Information

Students should have a pass in Design and Manufacture at National 4

Aims of Course

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

Content

The course provides a foundation for those considering further study, or a career, in design – including architecture, interior, product, packaging, exhibition, furniture and product design, manufacturing, engineering, science, marketing, customer service, management, education or the construction industry. The course is delivered in 2 units:

Design Unit

This unit covers the product design process from brief to resolved design proposals, including specification. It helps students develop skills in initiating, developing, articulating and communicating design proposals.

Materials and Manufacturing Unit

This unit covers the product design process from design proposals to prototype or product. It helps students to ‘close the design loop’ by manufacturing their design ideas and allows students to develop practical skills that are invaluable in the design/make/test process.

Homework

The department issues homework on a weekly basis. The homework booklet provides comprehensive coverage of exam style questions and fully prepares pupils for the written exam. It is crucial to success that pupils complete all homework when issued and seek help for topics in which they are struggling.

Assessment

Each unit is internally assessed with external verification. Students must pass all the units, an assignment, and the external exam to achieve a course award. Units are internally assessed and will be assessed on a pass/fail basis. The course will be assessed through a combination of an assignment and a question paper.

- **Assignment:** A response to a brief will include a folio and a practical project which will be sufficiently open and flexible to allow for personalisation and choice. The assignment accounts for 55% of the course award.
- **Question Paper:** Externally assessed and requires depth of understanding and application of knowledge from the Units. The written paper accounts for 45% of the course award.

Future Progression Routes in Subject:

This course provides progression to Higher Design and Manufacture in the Senior Phase.

Careers: Study of design and manufacture can lead pupils into several college/university courses and careers in: Manufacturing Design, digital construction, construction trades, mechanical engineering, Design engineering, product design, product marketing, product management, automotive design engineer, materials engineer, production systems specialists, bespoke furniture designer and many more.

Graphic Communication - Higher

Pathway Information

Students should have a pass in Graphic Communication at National 5

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating an understanding of the impact of graphic communication technologies on our environment and society

The course consists of **2** Units:

2D Graphic Communication Unit

This Unit helps students to develop their creativity and presentation skills within a 2D graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using 2-dimensional graphic techniques.

3D and Pictorial Graphic Communication Unit:

Students will develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques.

Across both Units, students will develop a number of skills and attributes within a 2D/3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

Homework

The department issues homework on a weekly basis. The homework booklet provides comprehensive coverage of exam style questions and fully prepares pupils for the written exam. It is crucial to success that pupils complete all homework when issued and seek help for topics in which they are struggling.

Assessment

The course will be assessed through a combination of an assignment and a question paper. Both assessments seek to establish the depth of skill an understanding pupils have developed across the units of work outlined above.

- **Assignment:** The assignment assesses pupils' skill and practical application of graphics skills for a given task. The assignment is an 8 hour internal exam that pupils must complete under exam conditions. It is set and assessed by the SQA and is worth 36% of the overall course award.
- **Question Paper:** The written exam accounts for 63% of the course award and requires pupils to have a good comprehension of literacy skills and understanding of graphic communication concepts.

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

Future Progression Routes in Subject:

This course provides progression to Advanced Higher Graphic Communication in the Senior Phase.

Careers: Undertaking study in graphic communication can lead pupils into college/university courses or careers in areas such as: graphic design, graphic illustration, advertisement, animation specialist, CAD technician/draughting, civil engineering, mechanical engineering, interior design, building planning, architecture, web design, landscape architecture and many more.

Graphic Communication - National 5

Pathway Information

Students should have a pass in Graphic Communication at National 4

The Course aims to:

- provide opportunities for students to gain skills in reading, interpreting, and creating graphic communications
- allow students to engage with technologies
- combine elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact

Content

The course consists of 2 mandatory Units:

2D Graphic Communication Unit

This unit develops creativity and skills within a 2D graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts and allows students to develop their skills in some less familiar or new contexts. Students will develop an understanding of how graphic communication technologies impact on our environment and society

3D and Pictorial Graphic Communication Unit

Students develop their creativity and skills within a 3D and pictorial graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Students will also develop 3D graphic spatial awareness

Homework

The department issues homework on a weekly basis. The homework booklet provides comprehensive coverage of exam style questions and fully prepares pupils for the written exam. It is crucial to success that pupils complete all homework when issued and seek help for topics in which they are struggling.

Assessment

The course will be assessed through a combination of an assignment and a question paper. Both assessments seek to establish the depth of skill an understanding pupils have developed across the units of work outlined above.

- **Assignment:** The assignment assesses pupils' skill and practical application of graphics skills for a given task. The assignment is an 8 hour internal exam that pupils must complete under exam conditions. It is set and assessed by the SQA and is worth 33% of the overall course award.
- **Question Paper:** The written exam accounts for 67% of the course award and requires pupils to have a good comprehension of literacy skills and understanding of graphic communication concepts.

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

Future Progression Routes in Subject:

This course provides progression to Higher Graphic Communication in the Senior Phase.

Careers: Undertaking study in graphic communication can lead pupils into college/university courses or careers in areas such as: graphic design, graphic illustration, advertisement, animation specialist, CAD technician/draughting, civil engineering, mechanical engineering, interior design, building planning, architecture, web design, landscape architecture and many more.

Practical Woodworking National 5

Pathway Information

Students would usually have a pass in Practical Woodworking at National 4 or Design and Manufacture at National 4 and should also have good measuring and manufacturing skills.

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in woodworking techniques: measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills and knowledge of sustainability issue in a practical woodworking context.

Content

The Course is workshop-based and students will be expected to make a small contribution towards material costs. All units include skills in measuring, marking out, cutting and jointing techniques. This course is made up of **3** Units and a Course Assessment:

Flat-frame Construction Unit - This unit helps Students develop skills in the use of woodworking tools and in the making of woodworking joints and assemblies and Students will learn to read and follow simple woodworking drawings or diagrams.

Carcase Construction Unit - Students develop skills in making woodworking joints and assemblies used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. It also includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the student.

Machining and Finishing Unit - Students develop skills in using common machine and power tools and develop skills in a variety of woodworking surface preparations and finishing techniques.

Assessment

To complete the course pupils must pass all of the units above and complete an assignment and written paper.

- **Assignment:** Pupils will be required to produce a finished product in wood using the skills they have learned in the units above. The project is set by the SQA and accounts for 70% of the course award.
- **Question Paper:** Pupils will be required to complete a written exam that assesses their knowledge of workshop manufacture. This exam accounts for 30% of the course award.

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

Future Progression Routes in Subject:

The course provides an excellent foundation for anyone considering a college course, apprenticeship or career in any area within the construction industry.

DRAMA DEPARTMENT

Drama

Through Drama, students will develop practical skills in creating and presenting. They will also develop drama production skills.

Students who study Drama should arrive with the understanding that the course has strong elements of practical work but a large amount of the work in class will be exploration of theatrical texts and performances in preparation for the written exam.

Why Study Drama?

The aims of the Course are to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

All candidates take **2 mandatory** units.

- Drama Skills
- Production Skills

<p style="text-align: center;"><i>Pathway Information</i></p> <p><i>National 4 - entry to the course through</i></p> <p style="text-align: center;"><i>National 3</i> <i>The discretion of the school, based on students' experiences</i></p>
<p style="text-align: center;"><i>Pathway Information</i></p> <p><i>National 5 - entry to the course through</i></p> <p style="text-align: center;"><i>National 4 or National 5 (C grade)</i> <i>The discretion of the school, based on students' experiences</i></p>
<p style="text-align: center;"><i>Pathway Information</i></p> <p><i>Higher - entry to the course through</i></p> <p style="text-align: center;"><i>National 5 (A or B grade)</i> <i>Students <u>must</u> be sitting or have passed their Higher English</i> <i>Students who can demonstrate a focus/commitment towards Drama as a crash Higher will also be accepted.</i></p>

Drama

Mandatory Units – all candidates

Drama Skills

In this Unit, you will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. You will develop a range of skills as an actor. You will learn how to respond to stimuli, including text. You will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. You will develop a knowledge and understanding of social and cultural influences on drama. You will also learn how to evaluate your own progress and that of others.

Production Skills

In this Unit, you will develop a range of production skills. You will use these skills to enhance drama when presenting. You will use problem-solving skills in order to generate ideas for presenting drama.

Assessment

- Students will be assessed on each of the course elements previously listed and must pass each individual unit before they can be presented for the course award.
- Students will sit a final Question Paper (40 marks) and an external Performance (60 marks) for National 5 and Higher
- For National 5 level, the Question Paper is in 2 sections: Section one is an evaluation of practical work completed (10 marks) and Section 2 is based on the candidates' responses to an unseen stimulus to develop ideas for a Drama (30 marks)
- For Higher level, there will be 2 parts to the Question Paper: Section one requires the analysis of a selected text (20 marks) and Section 2 requires an analysis of a performance that the candidate has seen (20 marks).
- There will be no external exam for students being presented at National 4 – this course is entirely internally assessed. However, students will be expected to participate in a Performance to complete the **Added Value Unit**.

Skills for Life, Learning and Work

This Course allows learners to develop practical skills creating and presenting drama. Learners will also develop drama production skills.

In this Course, learners are encouraged to exercise imagination and creativity. They will develop important skills, attitudes and attributes of the four capacities, including creativity and adaptability, enthusiasm, a willingness to learn and confidence.

This Course encourages learners to be creative and to express themselves in different ways. Learning through drama helps learners to appreciate cultural values, identities and ideas.

This Course also provides scope for personalisation and choice.

DRAMA DEPARTMENT

National Progression Award (NPA)

Musical Theatre/Professional Theatre Practice (SCQF Le Level 6)

Pathway Information

*NPA Musical Theatre – entry to the course through
Higher Drama
National 5 Drama
NPA Professional Theatre Practice*

*NPA Musical Theatre – entry to the course through
Higher Drama
National 5 Drama
NPA Musical Theatre*

Musical Theatre Units

Preparation for Audition

In this unit you will develop an understanding of the audition process through developing a broad overview of the types of work available within the performing arts sector and preparing for, performing and evaluating your own audition performance. This unit has a particular focus on developing communication skills for yourself and as a character.

Acting Through Song

In this unit you will develop the skill of singing with the understanding of text, which is essential to Music Theatre performance.

Group Dance Performance

In this unit you will develop an understanding of preparation for movement, and participate in the performance of a group dance piece.

Professional Theatre Practice Units

Preparation for Audition

In this unit you will develop an understanding of the audition process through developing a broad overview of the types of work available within the performing arts sector and preparing for, performing and evaluating your own audition performance. This unit has a particular focus on developing communication skills for yourself and as a character.

Acting: Movement Skills

This unit is designed to help you understand the importance of preparing the body effectively for movement. You will explore character movement, and develop skills in performing a group movement piece.

Assessment

Students will be assessed throughout the course for each unit. There is no final exam for the NPA subjects.

Skills for Life, Learning and Work

In this Course, learners are encouraged to exercise imagination and creativity. They will develop important skills, including communication, creativity and adaptability, enthusiasm, a willingness to learn and confidence. We encourage learners to be creative and to express themselves in different ways. Learning through drama helps learners to appreciate cultural values, identities and ideas. This Course also provides scope for personalisation and choice.

ENGLISH DEPARTMENT

All students will embark on a course in English in S5: it is a compulsory element of the curriculum we offer. The level at which the course is offered is dependent on the ability of the individual candidate. Students will attempt one of two courses: Higher or National 5. Should a student perform well in National 5, there exists the possibility to be presented at the next level.

Key Skills for Life, Learning and Work

All English Courses are at the heart of the development of the communication skills that are an essential component of a good education. It equips pupils with the ability to understand and interpret ideas, opinions and information they read and hear. It teaches them about handling information so that they can make reasoned and informed decisions. Communicating with others is vital to a successful future for a learner. All English courses encourage high quality written and verbal communication to convey ideas, opinions and information.

Pathway Information

In S4 students embark on either the National 4 or National 5 course and are assessed accordingly: National 4 is internally assessed; National 5 involves an external SQA examination.

The entry level for Higher is a strong performance in the course in S4 and is based upon a pass at Grade A-C at National 5.

English – Higher

The course consists of two units

- Analysis and Evaluation – Reading and Listening
- Creation and Production – Writing and Talking

Candidates will also have to submit a Portfolio of **two** writing pieces: one creative, one discursive to be assessed by the SQA. Each piece is marked out of 15.

Internal Assessment Arrangements

- Analysis and Evaluation: An assessment of Reading and Listening. Candidates are allowed two attempts at this assessment.
- Creation and Production: An assessment of Writing and Talking. Candidates are allowed two attempts at this assessment.

External Examination in May

Paper 1: Reading for Understanding, Analysis and Evaluation (30 marks)

Paper 2: Critical Reading: Scottish Texts (20 marks) and Critical Essay (20 marks)

Students must pass all Internal Assessments at Higher to sit the External Examination and obtain an overall award.

English – National 5

Pathway Information

In S4 students embark on either the National 4 or National 5 course and are assessed accordingly: National 4 is internally assessed; National 5 involves an external SQA examination.

The entry level for National 5 is a strong performance in the course in S4 and is based upon a pass at National 4.

The course consists of two units

- Analysis and Evaluation – Reading and Listening
- Creation and Production – Writing and Talking

Candidates will also have to submit a Portfolio of **two** writing pieces: one creative, one discursive to be assessed by the SQA. Each piece is marked out of 15.

Internal Assessment Arrangements

- Analysis and Evaluation: An assessment of Reading and Listening. Candidates are allowed two attempts at this assessment.
- Creation and Production: An assessment of Writing and Talking. Candidates are allowed two attempts at this assessment.

External Examination in May

Paper 1: Reading for Understanding, Analysis and Evaluation (30 marks)

Paper 2: Critical Reading: Scottish Texts (20 marks) and Critical Essay (20 marks)

Students must pass all Internal Assessments at National 5 to sit the External Examination and obtain an overall award.

Please note that the **Scottish Studies Award** is based in the English Department and may be a more suitable alternative for candidates who would value a more practical approach to improving their communication skills and more flexible course content tailored to the interests of the students. Please see the Scottish Studies Award page.

GEOGRAPHY DEPARTMENT

Geography - Higher

Pathway Information

Entry is at the discretion of the faculty. Priority will be given to students with passes in National 5 Geography.

A “crash” Higher in Geography is possible for students who have not taken National 5 Geography. It demands a high level of commitment and students must have a N5 award in another Social Subject. Students wishing to attempt “crash” Higher must consult with the Faculty Head.

The principal aim of the course is to enable students to develop a detailed understanding and life-long interest in all aspects of the contemporary world in which we live. In addition, there is an increased emphasis on encouraging objective and critical thinking, an awareness of spatial relationships and expertise in the use of maps, diagrams and statistical techniques.

Studying Higher Geography provides the knowledge and terminology to understand why landscapes have developed into their present form, and how their future development is controlled by human intervention. As well as examining environmental problems, students will gain an awareness of measures which will reduce the impact of damaging activities and provide hope for the future.

There are 3 units of study – Physical Environments, Human Environments and Global Issues.

The Physical Environment	The Human Environment	Global Issues
Atmosphere	Population	Development and Health
Hydrosphere	Rural Geography	Global Climate Change
Lithosphere	Urban Geography	
Biosphere		

There are 3 end of unit assessments, one for each unit. Reassessments (if required) normally take place one week after the initial assessment to allow time for questions and further study.

Additionally, there is a prelim in January during the designated prelim exam time replicating the external exam.

There is also an assignment, worth 33% of the final mark, which must be completed by all students. The purpose of this assignment is to allow students to display challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue. A residential fieldtrip will be arranged to allow for the collection of the necessary research for the assignment.

Developing skills for learning, skills for life and skills for work

Geography lends itself to the development of literacy skills particularly reading. Learners should be encouraged to read as widely as possible a range of texts in order to facilitate progression to Advanced Higher and the world of work. Geography texts may include written information, maps and scientific texts. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course through a study of global geographic and environmental issues and how they impact on individuals, society and the environment thereby raising awareness of issues which are having an impact on our world today and in the future.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of issues and events and will be able to apply their knowledge to real events and issues. Geography plays a significant role in developing and integrating knowledge and skills from both a social subjects' perspective as well as the physical sciences.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Geography Course or its Units
- Further study, employment and/or training

Geography – National 5

Pathway Information

Entry is at the discretion of the faculty. Priority will be given to students with passes in National 4 Geography.

A “crash” National 5 is possible for students who have not taken N4 Geography. Students should have a National 5 award at grade B in another social subject. Prospective students must consult with the Faculty Head.

National 5 Geography builds on the knowledge, understanding and enquiry skills developed at National 4 level.

Course Content

Global Issues

Students will develop skills in the use of numerical and graphical information in the context of global issues. Students will develop a straightforward knowledge and understanding of significant global geographical issues.

Key topics include: climate change and sustainability; the impact of world climates; environmental hazards. Students will study major global issues and the strategies adopted to manage these.

Physical Environments

Students will develop geographical skills and techniques in the context of physical environments. Students will develop a straightforward 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. Students will study a selection of landscape types from contexts within Scotland and/or the UK. Landscapes include: glaciation and coasts.

Human Environments

Students will develop geographical skills and techniques in the context of human environments. Students will develop a straightforward knowledge and understanding of the processes and interactions at work within human environments. Students 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.

There is a prelim during the designated prelim exam time. It will enable students to be examined on the entire course, replicating the external exam.

There is also an assignment, worth 25% of the final grade, which must be completed by all students. Students will choose an issue for personal study drawn from geographical contexts. 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 3 units of the course. Fieldwork will be arranged to allow for the collection of the necessary research for the assignment.

Developing skills for learning, skills for life and skills for work

Geography lends itself to the development of literacy skills particularly reading. Learners should be encouraged to read as widely as possible a range of texts in order to facilitate progression to Higher and the world of work. Geography texts may include written information, maps and scientific texts. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course through a study of global geographic and environmental issues and how they impact on individuals, society and the environment thereby raising awareness of issues which are having an impact on our world today and in the future.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of issues and events and will be able to apply their knowledge to real events and issues. Geography plays a significant role in developing and integrating knowledge and skills from both a social subjects' perspective as well as the physical sciences.

Progression

This Course or its Units may provide progression to:

- Higher Geography Course or its Units

HOME ECONOMICS DEPARTMENT

Health and Food Technology – CfE Higher Grade

Pathway Information

The entry level for this course is:

Health and Food Technology – National 5

The course has 5 broad and inter-related aims that enable students 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

Through the successful completion of this course, learners will develop a range of important and transferable skills learning including: creating, evaluating, analysing, applying and understanding. Learners will develop a range of skills needed for employability that includes: communicating, working with others, solving problems, managing time, planning and organising, taking responsibility for self development.

There are 3 mandatory units.

Food for Health

The general aim of this Unit is to develop students' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Students will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the student will produce and evaluate food products which meet individual needs.

Food Product Development

The general aim of this Unit is to allow students to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Students will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, students will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Contemporary Food Issues

In this Unit, students will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

To gain the award of the Course, the student must pass all the Units as well as the Course assessment.

Course assessment structure

Component 1 — assignment	(50 marks)	50% of the marks
Component 2 — question paper	(50 marks)	50% of the marks

Practical Cookery – National 5

This course has been designed primarily to prepare students for work within the food/catering/leisure industry. Students not wishing to pursue a career in the Hospitality Industry will find the practical skills gained invaluable when leaving home.

Pathway Information

The entry level for this course is:

Practical Cookery – National 4

Health and Food Technology – National 4/5

All Students with previous experience of Home Economics in S1/2/3

This course aims to enable students to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present the appropriately
- work safely and hygienically

Through the successful completion of this course, learners will develop a range of important and transferable skills learning including: creating, evaluating, analysing, applying and understanding. Learners will develop a range of skills needed for employability that includes: communicating, working with others, solving problems, managing time, planning and organising, taking responsibility for self development.

There are 3 mandatory units

Cookery Skills, Techniques and Processes

This Unit aims to enhance students' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Students will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Understanding and Using Ingredients

This Unit aims to enhance students' knowledge and understanding of ingredients from a variety of different sources. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Students will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Organisational Skills for Cooking

This Unit aims to extend students' planning, organisational and time management skills. Students will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

Assessment

Continuous assessment of practical skills and cookery processes will take place as well as end of unit written assessments. The final examination is of a practical nature. **(There is no final written examination).**

Progression

- Completion of the course will enable students to progress to National 5 'Practical Cake Craft'.
- It could be used for Further Education opportunities.
- It could lead to employment in the Hospitality/Leisure Industry either long or short term opportunities.
- The development of practical skills that can be used when leaving home is of value even for students not wishing to pursue a career in the various industries.

Hospitality: Practical Cake Craft – National 5

This course is designed for those wishing to acquire cake-baking and cake-finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the course would be an important consideration.

Pathway Information

The entry level for this course is:

*A course or units in Hospitality: Practical Cookery at National 4
A course or units in Health and Food Technology at National 4/5
A course or units in Art and Design at National 4/5*

All students with previous experience of Home Economics in S1/S2/S3

Although it is not essential a background in another creative subject such as Art and Design or Graphic Communication would be desirable due to the creative nature of this subject.

This Course aims to enable students to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

Through the successful completion of this course, learners will develop a range of important and transferable skills learning including: creating, evaluating, analysing, applying and understanding. Learners will develop a range of skills needed for employability that includes: communicating, working with others, solving problems, managing time, planning and organising, taking responsibility for self development.

There are 2 mandatory units:

Cake Baking

The purpose of this unit is to enable students to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes, students will demonstrate specialist skills, techniques and processes.

Cake Finishing

The purpose of this unit is to enable students to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes students will apply specialised skills and creative techniques such as crimping, embossing, piping modelling and using commercial aids.

To promote personalisation and choice, both units provide opportunities to investigate baking and decorating trends and allows students to apply this knowledge in a range of practical contexts.

Assessment

Continuous assessment of practical skills/processes will take place as well as a final project based assignment. There is no written final examination.

Progression

Completion of this course enables students to progress to National 5 Hospitality: Practical Cookery It could be used for Further Education opportunities e.g. Higher Professional Patisserie It could lead to employment in the Hospitality Industry – either long or short term.

HISTORY DEPARTMENT

History - Higher Grade

Pathway Information

Entry is at the discretion of the department. Priority will be given to students with passes in National 5 History.

A “crash” Higher in History is possible for students who have not taken National 5 History. It demands a high level of commitment and students must have a strong N5 award in another Social Subject and English. Students wishing to attempt “crash” Higher must consult with the Principal Teacher.

Developing skills for learning, skills for life and skills for work

History lends itself to the development of literacy skills, particularly reading and writing. Learners are encouraged to read as widely as possible and undertake extended writing where appropriate in order to facilitate progression to the Higher History Course and the world of work. Citizenship will be developed through an examination of Scotland’s place within the world, self-awareness and growing identity. By studying a European and World time period learners will develop a wider and deeper perspective on significant international historical events and themes. Thinking skills will be developed across all time periods. Through the nature of historical study, learners will develop their understanding of key issues and key events as well as identifiable skills and they will be able to apply them. The learner will work with a variety of sources of varying difficulties that will develop their ability to understand knowledge and apply this knowledge.

The Course

The Higher course seeks to build on the skills already developed at National 5 Level. There is a strong emphasis on essay writing. It is important that candidates have a competence in English as essay writing remains the most important skill. There is a requirement to write an extended essay on a subject of the student’s choosing.

Content

Historical Study: Scottish (The Impact of the Great War, 1914 - 1928)

This unit begins with an examination of the experiences of Scots on the Western Front, in such battles as Loos and the Somme, and the overall contribution of Scottish military personnel in the war effort. Attention then turns to the impact of war on Scottish society and culture, from recruitment, conscription, pacifism and conscientious objection to the changing role of women in wartime. The scale and impact of military losses on Scottish society is analysed, as is remembrance of the fallen. The industrial and economic effects of war are explored, from its impact on agriculture and fishing to the land issue in the Highlands and Islands. Political developments ranging from the growth of radicalism and Red Clydeside to continuing support for political unionism and the crisis of Scottish identity are also analysed by students.

Historical Study: British (Britain 185 - 1951)

In this unit students examine the development of the United Kingdom into a modern democracy in the years from 1851 – 1928, focusing on such aspects as the effects of industrialisation and urbanisation on society and the extension of the franchise as a result of political reform. The reasons why women won greater political equality by 1928 are also explored. Students then study the development of the role of the state in the welfare of its citizens, looking at the reasons why the Liberals introduced social welfare reforms (1906-1914) and how successful these reforms were, before assessing the effectiveness of the Labour social welfare reforms (1945-1951). The themes of authority, ideology and rights are central to study of this unit.

Historical Study: European and World (Germany 1815 - 1939)

In this unit students examine the growth of nationalism in nineteenth century Germany and the means by which the various obstacles to unification were overcome. Issues covered range from the impact and influence of the French Revolution and Napoleonic Wars on support for German nationalism, through to the role of Bismarck in unifying Germany by 1871. Attention then shifts to the development of extreme nationalism after 1918. Students will evaluate the reasons why the Nazis came to power in Germany in 1933 and then assess the reasons why the Nazis were able to stay in power in the years leading up to the Second World War.

History – National 5

Pathway Information

Entry is at the discretion of the department. Priority will be given to students with passes in National 4 History

A “crash” National 5 is possible for students who have not taken N4 History. Students should have a National 5 award at grade B in another social subject. Prospective students must consult with the Principal Teacher.

The Course

Skills

The National 5 course seeks to build on skills already developed at National 4, including Knowledge and Understanding and Source Handling. There is an extended response writing exercise to be completed so candidates should have a competence in writing at some length.

Content

From the Cradle to the Grave 1890-1951

This topic involves an analysis of how Government went from non-involvement in the lives of the people of Britain to state intervention. There is a study of how the issue of poverty, which affected millions, was tackled. The extent of the problem will be examined and some measurement of the effectiveness of the policies of the Liberal Government, 1906-14 and the Labour Government, 1945-51 will be made.

The Road to War 1933-39

This involves a study of Hitler’s foreign policy between these dates and will include re-armament and his aggressive actions in the Rhineland, Austria, Czechoslovakia and Poland. The role of the major powers in the face of such aggression will also be examined. The policy of Appeasement, by which these countries attempted to give Hitler what he wanted before he seized it will need to be evaluated. It will be necessary to assess how far this policy of Appeasement contributed to the outbreak of the Second World War.

Free at Last? Race Relations in the USA 1918 - 68

Students investigate the development of race relations in the USA during the years 1918 - 68, focusing on the themes of ideas, identity and power. The unit begins with an assessment of the USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the impact of 'Jim Crow' laws; changing attitudes towards immigrants during the 1920s and the attitudes and activities of the Ku Klux Klan. Then the growing demand for civil rights after 1945 is examined. The peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s, and the roles of Martin Luther King, Stokely Carmichael and Malcolm X, are assessed in terms of their impact on US society, as well as the response of state and federal authorities to these campaigns.

Assessment

- Students will be assessed regularly in class on each of the course elements listed above.
- Higher: Question paper - 60 marks; Assignment - 30 marks (90)
- National 5: Question paper - 80 marks; Assignment - 20 marks (100)

Philosophy – Higher and National 5

Why Study Philosophy?

The main aims of Philosophy are to enable students to:

- Develop knowledge and understanding of philosophy and philosophers.
- Develop critical thinking, analytical and evaluative skills
- Encourage students' ability to use abstract thought.
- Offer students insight from the ideas of others which may be different from their own.
- Develop communication and literacy skills



The SQA Higher Philosophy Course challenges students to think clearly about problems by asking questions about the world we live in. Students are introduced to philosophical positions and theories relating to issues of relevance in the world today. Students will develop philosophical skills and techniques which they can apply to questions and claims. Students will become empowered to challenge assumptions and to apply knowledge and understanding of different themes, approaches and theories in philosophy. Critical thinking, analysis, evaluation, literacy and communication skills which are important in education and employment are developed throughout the Course.

Students with qualifications in Philosophy can use them, for entry to the Arts, Social Science and Law Faculties of Universities. Even if one does not wish to follow a career in the field of Philosophy, it is still a highly regarded qualification that provides essential life skills.

Course Content

Arguments in Action

The general aim of this unit is to develop the student's ability to think philosophically. Students will be exposed to a range of activities which will help develop their philosophical skills. The specific objective of this Unit is to develop those skills associated with the ability to analyse and evaluate arguments. These arguments could concern everyday issues like sport or politics, or they could focus on specific philosophical topics or debates like 'God' or 'freewill'. A wide variety of both everyday and philosophical contexts enable student's to see the relevance of argument evaluation skills to academic study and other areas of life.



Knowledge and Doubt

Here we seek to equip students with the knowledge and skills to examine, understand and discuss theories of knowledge. Students will investigate reasons for scepticism in philosophy and develop a basic understanding of different theories. Students will explore problems associated with theories of knowledge and make use of thinking skills to analyse and evaluate theories and to express opinions. Views and reasoning will be developed by discussing and debating different philosophical views and referring to key texts and sources.



Moral Philosophy

The aim of this unit is to equip students with the knowledge and skills necessary to examine, understand and debate specific philosophical issues in moral philosophy. Students will use thinking skills and key moral philosophers to identify and explain different moral positions in relation to real-life situations, for example, Crime and Punishment and Medical Ethics. This will be achieved by introducing students to different moral theories and exploring how these theories can be applied to moral issues. Students will develop their own opinions about the theories explored. Personalisation and choice of moral theories to be studied is a feature of this unit. Students will be introduced to the way philosophers have attempted to show why some actions are considered morally good or bad.



Assignment

The purpose of this is to enable students to carry out a philosophical investigation. The student will use philosophical skills, knowledge and understanding to give a reasoned view on a philosophical issue, question or claim of their choosing. The student will investigate a question or assess a claim using philosophical skills and with reference to appropriate texts and sources. The student will use an appropriate format to communicate a reasoned view on the question or claim.

Methodology, Skills and Techniques

A wide range of learning and teaching approaches are used in Philosophy. The subject offers many opportunities for student-centred problem-solving activities, pair and group discussion, analysis of research scenarios, analysis of real-life applications of theory, Community of Philosophical Inquiry, IT/web-based activities, as well as formal presentations, analysis of texts and short and extended written responses. Communication, literacy and thinking skills are developed throughout the course.

Philosophical skills developed include the ability to explain a simple philosophical position, give an evaluation of a statement about a philosophical position, choose appropriate examples to illustrate a point, recognise types of argument, identify when claims are inconsistent, apply a theory to a situation or context, define terms carefully, and debate positions.

Philosophical techniques developed include providing real and hypothetical examples to further an argument, the use of analogies, assessing claims for truth or falsity, assessing how well supported conclusions are, identifying common errors in reasoning and comparing positions on issues with intuitions.

Developing skills for learning, skills for life and skills for work

Philosophy lends itself to the development of literacy skills and thinking skills. Reading in philosophy involves the ability to understand and interpret ideas, opinions and information presented in sources, for a purpose and within a context. Writing in philosophy involves the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context. Listening in philosophy involves the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context. Applying in philosophy involves the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task. Analysing and evaluating in philosophy involves the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion.

Entry Requirements

- Higher - students would be expected to have a pass in National 5 Philosophy, and evidence of strong skills in English, in order to cope with the demands of the Higher Philosophy course.
- National 5 - students would be expected to have a strong pass in National 5 English, and evidence of strong attainment in other S4 subjects, in order to cope with the demands of the National 5 Philosophy course.

Assessment

- Students will be assessed regularly in class on each of the course elements listed above.
- Higher - Question paper 60 marks / Assignment 30 marks (90)
- National 5 - Question paper 80 marks / Assignment 20 marks (100)

MATHEMATICS DEPARTMENT

All S5/6 Mathematics courses help pupils develop key skills for Life, Learning and Work:

- Develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement and probability.
- As learners tackle real-life problems, they will decide what numeracy 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 straightforward real-life problems involving money, time and measurement.
- Learners will use their solutions to make and explain decisions.

Mathematics – Higher

The entry level to this course is:

- *a pass at National 5 Mathematics in S4 (ideally A or B)*

The course is made up of topics including linear, quadratic, polynomial, trigonometric, exponential and logarithmic functions, the geometry of the straight line and circle, elementary calculus and vectors.

There are Class Tests in September, October, November and March. The prelim is in January.

A Higher award is attained by passing the final examination in May.

The external examination is made up of 2 papers: a 90-minute non-calculator paper and a 105-minute calculator paper.

Homework is an integral part of the Higher Mathematics course – continuation homework needs to be done every night and homework exercises need to be handed in once a fortnight for marking.

Attendance in June 2019 is compulsory as one of the Higher topics is taught at this time and will not be taught again.

Pupils passing Higher Maths are eligible to attempt the Advanced Higher course in S6.

Mathematics – National 5

The entry level to this course is:

- *a pass at National 4 Mathematics in S4*

This course is designed to build upon and extend student's previous mathematical learning in the areas of numeracy, algebra, geometry, trigonometry and statistics.

A National 5 award is attained by passing the final examination in May.

The external examination is made up of 2 papers: a 75 minute non-calculator paper and a 110 minute calculator paper.

Homework is an integral part of the National 5 Mathematics course – continuation homework needs to be done every night and homework exercises need to be handed in once a fortnight for marking.

Pupils passing National 5 Maths in S5 (ideally with an A or B pass) are eligible to attempt the Higher course in S6.

Applications of Mathematics – National 5

The entry level to this course is:

- *a pass at National 4 Mathematics in S4*

This course is just as demanding as the National 5 Mathematics course, with the focus more on statistics, finance and area & volume – rather than algebra & trigonometry.

A National 5 award is attained by passing the final examination in May.

The external examination is made up of 2 papers: a 65 minute non-calculator paper and a 120 minute calculator paper.

Homework is an integral part of the National 5 Applications of Mathematics course – continuation homework needs to be done most nights and homework exercises need to be handed in once a fortnight for marking.

Note: To attempt the Higher Mathematics course in S6, pupils must pass National 5 Mathematics in S5 rather than National 5 Applications of Mathematics.

Applications of Mathematics – National 4

The entry level to this course is:

- *a pass at National 4 Mathematics in S4*
- OR
- *a pass at National 3 Lifeskills Mathematics in S3 or S4*

This course is just as demanding as the National 4 Mathematics course, with the focus more on statistics, finance and area & volume.

The course is made up of 3 units: Numeracy; Managing Finance & Statistics; Geometry & Measure.

At the end of each unit there is an internal assessment. A National 4 award is attained by passing each of the 3 internal assessments throughout the session.

There is no external SQA examination for National 4 Lifeskills Mathematics.

MODERN LANGUAGES DEPARTMENT

French/German/Spanish - Higher

Pathway Information

The entry levels to this course are either:

Grade A pass at National 5

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides students with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. Students gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The purpose of this course is to enable students to develop your ability to use French, German and Spanish in useful and relevant contexts. Our Modern Languages teaching in 5th/6th years continues to develop skills which have been acquired from first year. The 4 skill areas are Listening, Talking, Reading and Writing. In addition, the course provides knowledge of France, Germany and Spain and customs and way of life of the French, German and Spanish people.

Since the establishment of the Single European Market in 1992, many companies require employees who are fluent in one or more European language. Higher French, German and Spanish are therefore extremely useful courses for a variety of career paths.

The languages offered in this Faculty are:-

- **French**
- **German**
- **Spanish**

Skills Development

Communicating – listening, talking and reading will be developed

Analysing and Evaluating – strengthened through reading and writing exercises. Management and Organisation will be developed through effective study planning and completion of homework which is handed in on time

Course Structure

This Course is made up of 2 mandatory Units. The Course provides students with the opportunity to develop reading, listening, talking and writing skills, in order to understand and use a modern language. The 2 Units, taken together, include the 4 language skills of reading, listening, talking and writing.

Modern Languages: Understanding Language -Higher

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

The topics covered in the course include:

- Family – its place in Society and Relationships
- Friendships and issues relating to teenagers
- Leisure and Health
- The media and Technology – their impact on lifestyle
- Education and future plans
- Employability and planning for employment, equality in the workplace.
- French culture
- Issues in society and culture, politics, prejudice and racism

Modern Languages: Using Language - Higher

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

Conditions of award

To gain the award of the Course, students must pass all of the Units as well as the Course assessment.

External Exam

There are 2 question papers, each consisting of 2 sections:

Paper 1: Reading and Writing - 40% of total marks

This question paper will be set and marked by SQA. Students will complete this question paper in 1 hour and 30 minutes. The purpose of this question paper is to allow students to demonstrate challenge and application in the skills of reading and writing.

Section 1 Reading – 30 marks

One written text in the modern language. Students will answer questions about the written text in English and translate part of the text into English. A dictionary and/or glossary (if appropriate) may be used.

Section 2 – Writing – 10 marks

One written text using detailed and complex language in the modern language. The written text will be in response to a stimulus supported by 4 bullet points which **must** be addressed. A choice will be made from 4 questions which will be based on one of the contexts of society, learning, employability, and culture. A dictionary may be used.

Paper 2 — Listening and Writing -30% of total marks

This question paper will be set and marked by SQA and must be completed within 1 hour.

The purpose of this question paper is to allow students to demonstrate challenge and application in the skills of listening and writing.

Section 1 Listening - 20 marks

There will be 2 listening passages:

- one short monologue in the modern language.
- one conversation between 2 people in the modern language

Students will respond to English questions about the passages in English. The content of both the monologue and the conversation will be from one of the same contexts of society, learning, employability, and culture.

Section 2 - Writing. – 10 marks

Students will produce one written text using detailed and complex language in the modern language in response to a stimulus which arises from the Listening Section. The stimulus will be a series of questions relating to the topic of the Listening Section. A dictionary may be used.

Component 3 — performance: talking and listening

This performance is:

- set by centres within SQA guidelines
- conducted under a high degree of supervision and control

The purpose of this performance is to carry out a spoken presentation and conversation in the modern language from one of the following contexts: society, learning, employability, or culture.

This performance will give students an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to use detailed and complex spoken language, in the modern language, as part of a presentation and conversation
- the ability to take part effectively in a natural, spontaneous conversation
- the ability to use language accurately to convey meaning in the modern language
- the ability to maintain interaction as appropriate to purpose

The performance will have 30 marks (30% of the total marks).

This performance has 2 Sections.

Section 1- titled ‘Presentation’, will have 10 marks (10% of the total mark).

Students will deliver a presentation in the modern language. The presentation will be from one of the following contexts: **society, learning, employability, or culture.**

Section 2 - titled ‘Conversation’, will have 20 marks (20% of the total mark).

Students will take part in a natural, spontaneous conversation with your teacher in the modern language. The conversation will be from one of the following contexts: **society, learning, employability, or culture.**

Progression

Successful completion of these courses may lead to:

- Advanced Higher in French, German and Spanish
- Further Education (HNC/HND/Degree)

Employment in Arts, Social Science and Religion, Hospitality, Catering and Tourism, Law, Journalism, Primary Teaching, Business and Commerce, Banking/International Banking and Sales and Marketing

Modern Languages (National 4 and 5) LANGUAGES FOR LIFE AND WORK

In Duncanrig Secondary three languages can be studied at National 4 and National 5 levels – French, German and Spanish

Why study a Modern Language?

Many people think that ‘everyone speaks English’ is a reason for not learning a foreign language but this is a myth. Only 6% of the world’s population speak English as a first language. 75% of the world’s population don’t speak any English at all.

Research shows the benefits of learning a language include:

- Better understanding of different cultures and developing as a global citizen
- Improved self confidence and Increased employability
- Enhanced ability to build new relationships
- Improved literacy and reading skills in your own language
- Enhanced problem solving, interpersonal and communication skills
-



HOW CAN LEARNING A LANGUAGE HELP ME?

There are 9 core skills that employers look for –

Written Communication

- ✓ Can communicate easily on paper in a concise and structured manner.
- ✓ Grammar and spelling are accurate

Oral Communication

- ✓ Can speak to others with ease but is also willing to listen
- ✓ Expresses ideas well and presents arguments in a logical fashion.
- ✓ Gives information and explanations which are clear and easily understood

Leadership

- ✓ Can direct group activities
- ✓ Capable of building an effective team, involving all members

Team Membership

- ✓ Understands own role and that of others
- ✓ Shares information, asks for help and advice if needed

Planning And Organising Skills

- ✓ Can plan ahead and set realistic targets and meet deadlines
- ✓ Knows what is needed and finds the correct resources

Decision-Making

- ✓ Can respond to situations quickly
- ✓ Works out different lines of action and makes appropriate decision

Motivation

- ✓ Can work hard and is determined to succeed
- ✓ Shows enthusiasm and initiative

Personal Strength

- ✓ Can demonstrate self-confidence
- ✓ Is willing to learn from past failures and successes

Analytical Reasoning Skills

- ✓ Can analyze arguments objectively and reach logical conclusions
- ✓ Can present persuasive arguments



Aims of the Course

- To provide the opportunity to develop reading and listening skills in modern languages, and to develop knowledge and understanding of French/German/Spanish in the contexts of society, learning, employability and culture.
- To provide the opportunity to develop talking and writing skills in modern languages, to develop knowledge and understanding of French/German/Spanish in the contexts of society, learning, employability and culture.
- To contribute towards development of literacy skills by providing you with opportunities to read, listen, talk and write in French/German/Spanish, and to reflect on how this relates to English.

At National 4 Level there are 3 Units

- **Understanding Language** – this is about your ability to READ AND LISTEN to written and spoken French/German or Spanish
- **Using Language** - this is about your ability to TALK and WRITE in French/German or Spanish
- **Added value** - this is about your ability to READ AND LISTEN to the language while **researching** a topic and then WRITE AND TALK about the topic in a **presentation**.

All of the assessments for these Units will be carried out and marked by your teacher and they will also be checked by someone from outside the school. Your teacher will build up a bank of EVIDENCE to show that you have passed the units.

There is no external exam at National 4. A pass at National 4 gives access to National 5.

What if I don't pass an assessment?

You will have the opportunity to retake a test after you have done some extra work and have been given some more help how to improve your performance.

At National 5 Level, there are 2 Units.

- **Understanding Language** - this is about your ability to READ AND LISTEN to written and spoken French/German/Spanish.
- **Using Language** - this is about your ability to TALK and WRITE in French/German/Spanish.

All of the assessments for these Units will be carried out and marked by your teacher and they will also be checked by someone from outside the school. Your teacher will build up a bank of EVIDENCE to show that you have passed the units.

An award at National 5 will be achieved by passing the units (Understanding Language and Expressing Language), an assignment showcasing your speaking skills and the course assessment of 3 externally set papers.}} DELETE and replace with below:

Your skills in 2 units will be assessed internally by your teacher in order to track your progress towards a National 5 award. Furthermore, there are two compulsory assignments to complete:

Assignment 1: Writing – You will create one piece of formal writing in the foreign language, which is submitted to the SQA for marking.

Assignment 2: Performance – You will prepare a presentation and take part in a follow up discussion in the foreign languages to showcase your speaking skills.

- An award at National 5 will be achieved by passing the assignments and the course assessment of 3 externally set papers.

External Exams – (National 5 only):

Component 1 — question paper: Reading and Writing

This question paper will have 50 marks (50% of the total mark).

This question paper has two Sections.

Section one, titled ‘Reading’, will have 30 marks.

You will read three texts in the modern language. You will respond to questions in English by using English. You may use a dictionary and glossary (if appropriate).

Section two, titled ‘Writing’, will have 20 marks.

You will produce one written text in response to a stimulus supported by six bullet points which you must address. You may use a dictionary.

Component 2 — question paper: Listening

This question paper will have 20 marks (20% of the total mark).

You will listen to one monologue and one short conversation in the modern language. You will answer questions in English and respond in English.

Component 3 — performance: Talking

The performance will have 30 marks (30% of the total mark).

You will deliver a presentation in your chosen French/German or Spanish. You will take part in a natural, spontaneous conversation with your teacher in French/German or Spanish. The presentation and conversation will be from one of the following contexts: society, learning, employability, and culture.

Homework

It is essential that you spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. ICT websites should be used at home to help you consolidate your skills. Homework will also take the form of written assignments which are designed to allow you to display your knowledge of the language. You will also be given reading passages to answer in English or in the foreign language.

Hints for success:

- Regular learning of key points of vocabulary and grammar is essential to making progress in any language: little, but often, rather than a lot at the last minute.
- Learn and revise in your own way to include individual preferences / styles of learning, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Change your phone settings to **French / German/Spanish** to learn the ever-changing language of modern technology!
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks – will help in practising, adapting and applying language

Pathways beyond Fourth Year

Successful completion of these courses may lead to:
Higher in French, German and Spanish

Career Pathways

Arts, Social Science & Religion
Law
Primary Teaching
Banking/International Banking

Hospitality, Catering & Tourism
Journalism
Business & Commerce
Sales & Marketing

Languages For Life And Work (Spanish German)

Why Study Languages?

As part of the European Union, Britain is in contact with partners and customers in Europe. People who can speak one or more European languages are in great demand. Many careers and Higher Education courses now require a qualification in a Modern Language. Many jobs require a basic knowledge of a foreign language.

National Qualifications – Aims and Course Structure

The Modern Languages for Life and Work Award will provide you with the opportunity to develop language skills in combination with employability skills while also being able to follow your own interests in a cultural context. You will develop language skills in one or two modern languages that you can apply in life and work, developing your role as an active citizen.

The main purpose of this Award is to study one language or two languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills. In particular, this Award aims to enable you, with directive support, to:

- ◆ develop listening and talking skills in one or two modern languages in the contexts of life and work
- ◆ develop basic knowledge of one or two modern languages in the contexts of life and work
- ◆ develop employability skills

This Award receives 15 SCQF credit points at SCQF level 3 and has three Units:

Modern Languages for Work Purposes Unit

The purpose of this Unit is to provide you with the opportunity to develop basic skills to communicate in any vocational context using the language studied.

Building Own Employability Skills Unit

The purpose of this Unit is to provide you with the opportunity to acquire the skills to find out about job opportunities and employers, and to apply for a job.

Modern Languages for Life Unit

The purpose of this Unit is to develop basic skills in listening and talking. You will explore the culture and everyday life in countries where the modern language is used.

This Award is a broad-based qualification suitable for all pupils. It provides sufficient flexibility to enable you to achieve in different ways and at a different pace.

Prior learning in the subject is not essential, although the Award provides opportunities for you to build on prior learning experienced in a broad, general education or in a Modern Languages qualification at a lower SCQF level

MODERN STUDIES DEPARTMENT

Modern Studies - Higher

Pathway Information

Entry is at the discretion of the faculty. Priority will be given to students with passes in National 5 Modern Studies.

A “crash” Higher in Modern Studies is possible for students who have not taken National 5 Modern Studies. It demands a high level of commitment and students must have a N5 award in another Social Subject or English. Students wishing to attempt “crash” Higher must consult with the Faculty Head.

Higher Grade Modern Studies builds on the knowledge, understanding and enquiry skills developed at National 5 level.

Topics that will be covered include:

- Government and Decision Making in Central Government
- Social Inequality – Wealth and Health in the UK
- World Issues – Terrorism

Considerable emphasis will be placed on developing student evaluating, analysing and communicating skills throughout the course.

These are 3 end of unit assessments, one for each unit. Reassessments (if required) normally take place 2 weeks after the initial assessment to allow time for questions and further study.

Additionally, there is a prelim in February during the designated prelim exam time. It will enable students to be examined on the entire course, replicating the external exam.

There is also an assignment, worth 33% of the final mark, which must be completed by all students. The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a Modern Studies topic or issue.

Developing skills for learning, skills for life and skills for work

Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to facilitate progression to Advanced Higher Modern Studies and the world of work.

Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Modern Studies Course or its Units
- Further study, employment and/or training

Further details can be obtained from Mrs Young, C007.

Modern Studies – National 5

Pathway Information

Entry is at the discretion of the faculty. Priority will be given to students with passes in National 4 Modern Studies.

A “crash” National 5 is possible for students who have not taken N4 Modern Studies. Students should have a National 5 award at grade B in another social subject. Prospective students must consult with the Faculty Head.

National 5 Modern Studies builds on the knowledge, understanding and enquiry skills developed at National 4 level. The aim of this course is to develop the students’ knowledge and understanding of contemporary political social and international issues and the skill of evaluating.

Topics that will be covered include:

Democracy in Scotland and the United Kingdom

Students will develop knowledge and understanding of the UK’s political system, including the place of Scotland within this system. Students will then study the Scottish political system, developing knowledge and understanding of the main institutions and organisations which make up political life in Scotland. They will develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

Social Issues in the United Kingdom

Students will focus on the topic Crime and the Law. Students will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.



International Issues

Students will adopt a socio-economic and political study of a major world power. This will focus upon recent socio-economic issues in a major world power and a study of its political system. One country will be studied in depth, the USA.



There is a prelim during the designated prelim exam time. It will enable students to be examined on the entire course, replicating the external exam.

There is also an assignment, worth 25% of the final grade which must be completed by all students. Students will choose an issue for personal study drawn from a Modern Studies context. 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 3 Units of the course.

Developing skills for learning, skills for life and skills for work

Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to facilitate progression to Higher Modern Studies and the world of work. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

Progression

This Course or its Units may provide progression to:

- Higher Modern Studies Course or its Units

Further details can be obtained from Mrs Young, C007.

MUSIC DEPARTMENT



We offer 2 separate and very different courses: **Music** and **Music Technology**
Students may opt for both.

Why Study Music?

The main aims of Music are

- to develop performing skills on two selected instruments or one instrument and voice
- to perform music with accuracy
- to create original music through composing, arranging or improvising
- to develop a knowledge and understanding of the social and cultural factors which influence music
- to develop a knowledge and understanding of music and musical literacy by listening to music and identifying level specific music signs, symbols and concepts
- to reflect on your own work and the work of others

Skills for Life, Learning and Work

Through music, learners will develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating.

Across the course, skills and experiences which complement and supplement each other are developed. Performing and creating music allows learners to express themselves musically and to reflect on their learning. This encourages learners to think imaginatively and to explore and develop their own ideas, making use of their understanding of music concepts and applying this to their own practice.

Understanding music through listening enables learners to build their knowledge and understanding of music, bringing depth to their learning and raising their social and cultural awareness of the influences on musicians and composers.

The course also provides opportunities for learners to further acquire and develop the attributes and capabilities of the four capacities.

Career pathways

It is clearly documented that studying music can lead to a strong and prosperous career in a number of industries, in and outwith the music industry.

Within the music industry, these include; composition, performance, teaching, production, promotions, retailing, research, arts administration, music therapy among others.

Why Study Music Technology?

The main aims of Music Technology are

- to develop skills in the use of music technology hardware and software to capture and manipulate audio
- to use music technology creatively in sound production in a range of contexts
- to develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres
- to develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights
- to critically reflect on your own work and that of others



Skills for Life, Learning and Work

This Course is suitable for learners with a broad interest in music and for learners with a specific interest in music technology and 20th and 21st century music. **It should be noted that there is no requirement in this course for musical performance.**

Through music technology, learners will develop practical technical skills and creative use of music technology in a range of contexts. The course includes some opportunities for personalisation and choice in selecting varied contexts for learning. This makes it suitable for a variety of learners and a range of musical interests.

The course engages the learner through involvement in practical music technology based activities and tasks which are supported by knowledge and understanding of music technology and understanding of musical concepts, form and structures. Learners will develop their ability to express themselves through music, which encourages the development of creativity and independence. While developing original ideas for music and sound, learners will be able to express themselves musically and begin to critically reflect on their learning and the quality of their work.

The course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance and resilience, responsibility, reliability, confidence and enterprise.

Career pathways

Studying music technology can lead to a career in a number of industries including sound engineer for live and recorded performance, radio broadcast, television, film, adverts and gaming among others.

Music

Through the study of Music you will experience the subject as a performer, composer, and listener. All candidates take **3 mandatory** units.

- Performing
- Composing
- Understanding Music

Pathway Information

National 4- entry to the course through

- *National 3*
- *The discretion of the school, based on students' musical experiences*
- *A pass at Associated Board Grade 1 at the discretion of the school*

Pathway Information

National 5 - entry to the course through

- *National 4 or National 5 (C grade)*
- *The discretion of the school, based on students' musical experiences*
- *A pass at Associated Board Grade 2 at the discretion of the school*

Pathway Information

Higher - entry to the course through

- *National 5 (A or B grade)*
- *The discretion of the school, based on students' musical experiences*
- *A pass at Associated Board Grades 3 and 4 and Theory Grade 5, at the discretion of the school.*

Music

Mandatory units – all candidates

Composing Skills

Candidates will have the opportunity to build competence in handling a range of compositional techniques to produce a folio of original work. This area of the course presents candidates with the unique opportunity to explore musical ideas, solve problems and make personal decisions to develop creativity and express individuality.



Understanding Music

The course provides scope to listen to a variety of music and develop discriminatory awareness of an increasing range of musical and stylistic concepts. Candidates have the opportunity to develop musical literacy, relating music heard to notated scores.

Performing Skills

Candidates have the opportunity to develop performance skills in one of the combinations below:

- 2 instruments or one instrument and voice

Performing timings and levels

National 4

An 8 minute programme of music on 2 instruments or instrument and voice at Grade 2 level. Split may be in-equal with a minimum of 2 minutes on one instrument/voice.

National 5

An 8 minute programme of music on 2 instruments or instrument and voice at Grade 3 level. Split may be in-equal with a minimum of 2 minutes on one instrument/voice.

Higher

A 12 minute programme of music on 2 instruments or instrument and voice at Grade 4 level. Split may be in-equal with a minimum of 4 minutes on one instrument/voice.

Music

Assessment

- Students will be assessed on each of the course elements previously listed and must pass each individual unit before they can be presented for the course award.
- For National 5 and Higher, the external Performance exam is 50% of the final grade, the final Understanding Music Question Paper is 35% of the final grade and the Composing folio submitted to SQA is 15% of the final grade.
- There will be no external exam for students being presented at National 4 – this course is entirely internally assessed. However, students will be expected to perform an entire 8 minute programme to complete the **Added Value Unit**.

Music Technology

Through the study of Music Technology you will experience the subject as a sound engineer, gaining a knowledge and understanding in the use of recording techniques and equipment. You will also develop listening skills, learning about popular music from the 20th and 21st Centuries.



All candidates take **3 mandatory** units.

- Music Technology Skills
- Understanding 20th and 21st Century Music
- Music Technology in Context

Pathway Information

National 4 - entry to the course through

- *National 3*
- *The discretion of the school, based on students' musical experiences*

Pathway Information

National 5 - entry to the course through

- *National 4 or National 5 (C grade)*
- *The discretion of the school, based on students' musical experiences*

Pathway Information

Higher - entry to the course through

- *National 5 (A or B grade)*
- *The discretion of the school, based on students' musical experiences*

Music Technology

Mandatory units – all candidates

Music Technology Skills

Candidates will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. They will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music

Candidates will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

Music Technology in Context

Candidates will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Please Note – There is no Performing requirement for this course

Music Technology

Assessment

- Students will be assessed on each of the course elements previously listed and must pass each individual unit before they can be presented for the course award.
- **Course Assessment** - You will draw on and apply the skills, knowledge and understanding you have developed during the Course. These will be assessed through a question paper and an assignment.

The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.

(30 marks)

The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice.

(70 marks)

- There will be no external exam for students being presented at National 4 – this course is entirely internally assessed.

PHYSICS DEPARTMENT

The range of courses offered by the Physics Department in the upper school is aimed at providing progression for students who have studied National 4 or National 5 Physics in S4. Students who have not studied Physics before may be able to embark on a Physics National 5 course if they have reached an acceptable level of attainment in Biology or Chemistry. Study of any of the Physics courses in the upper school will help develop the following skills:

Key Skills for Life, Learning and Work.

As pupils progress through the Physics courses they practise and gain experience in a number of scientific skills.

- Make observations
- Formulate hypotheses
- Create and design experiments
- Remember and understand scientific facts
- Collect, evaluate and document data
- Use quantitative reasoning to analyze, interpret, and present data
- Collaborate with others to solve problem
- Understand and recognize ethical issues that arise from scientific research
- Understand the role of science in addressing societal issues

In addition studying Physics provides a natural link with the science and health sectors and provides wide-ranging skills to support progress in life, learning and the world of work.

- Communication skills - through report writing and presentations
- Team working skills - through group projects
- Organisational skills
- Ability to confidently handle diverse data and to draw conclusions
- Problem-solving, project and time management skills
- Self-reliance and initiative

Careers

Career opportunities for physicists are extensive. Many people are employed in Physics related careers eg NHS, engineering, nuclear industry, ophthalmology, medical physics, physiotherapy, education, civil service and the music industry. Physics is recognised by colleges and universities not only as an essential Higher for many Science courses but as a desirable Higher for entry to other courses.

Physics - Higher Grade

Pathway Information

The entry level to this course is:

National 5 Physics at Grade A, B or C

The CfE Higher Grade Physics course aims to extend the knowledge and understanding of Physics, many of which have already been introduced at National 5. The course is divided into 4 units.

Higher Grade Unit	Associated National 5 Unit
Our Dynamic Universe	Dynamics and Space
Particles and Waves	Waves and Radiation
Electricity	Electricity and Energy
Researching Physics	NA

Assessment

From session 2018-19 Unit Assessment will be removed from the Higher course.

The Researching Physics unit develops skills relevant to undertaking research in Physics. Students will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and any implications for society/the environment.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for the question papers and the assignment. From session 2018-19 the exam will consist of two papers totalling 155 marks, the total exam time will be 3 hours split into two papers with a break in between. The question papers are worth 155 marks scaled to 120 (80%) and the assignment is worth 20 marks, which will be scaled to 30 (20%). The assignment will be a report of experimental work and research undertaken by the candidate.

Physics - National 5

Pathway Information

Entry to this Course is at the discretion of the department.

However, students would normally be expected to have attained the skills, knowledge and understanding required by National 4 Physics **at a very high standard**, this will have been demonstrated by their performance in the S4 National 4 Prelim exam.

Entry to this course may also be granted to students who have attained National 5 Biology or Chemistry at Grade B or better.

This course contributes to a student's general education by helping to make sense of the physical environment through the development of the skills necessary for the solution of scientific problems.

As a result of following National 5 Physics, students should acquire:

- An increased knowledge of applications of Physics in society
- Skills in applying this knowledge in problem solving contexts
- Skills associated with carrying out experimental investigations.

The course is divided into 3 units:

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

Assessment and Grading

From session 2017-18 Unit Assessment will be removed from the National 5 course. Students must complete a Chemistry assignment which contributes 20% to their final grade. This assignment is carried out in school but is externally marked by the SQA. There is also a final written exam, lasting 2.5 hours, which will contribute 80% to the final grade. The final award is graded A to D with A, B or C regarded as a pass.

PHYSICAL EDUCATION DEPARTMENT

Physical Education - Higher

Pathway Information

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

National 5 Physical Education Course or relevant component Units

Students who have achieved success in Sport outside PE and who have a National 5 pass in English may also consider entry

Progression

This Course or its Units may provide progression to:

- Advanced Higher Physical Education Course
- Higher National Certificates
- Higher Education degrees
- Further study, employment and/or training

Purpose and aims of the Course

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Students will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, students will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills.

The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development. The extended aims of the course is also to enhance thinking, Numeracy and Literacy skills for lifelong learning, as well as co-operative and overarching Health and Wellbeing skills for working life.

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

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

Information about typical students who might do the Course

The Course is suitable for students who have an interest in and enthusiasm for developing movement and performance skills. It will broaden their learning experience and contribute to their own health and wellbeing. The Course is also suitable for students progressing from the National 5 Physical Education Course, because it will give them the opportunity to develop the knowledge, understanding and skills they need to pursue further study or a career in Physical Education.

On successful completion of the Course, students will be able to progress to the Advanced Higher Physical Education Course, to further or higher education courses or to training and employment.

The Course has 2 mandatory Units:

Physical Education: Performance Skills – Higher

In this Unit, students will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Students will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Physical Education: Factors Impacting on Performance – Higher

In this Unit, students will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Students will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Conditions of award

To gain the award of the Course, the student must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Unit assessment

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

Physical Education: Performance Skills – Higher

Students will be required to provide evidence of using, selecting, demonstrating and adapting a broad and comprehensive range of complex movement and performance skills in 2 physical activities. Students will be assessed on their ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes.

Physical Education: Factors Impacting on Performance - Higher

Students will be required to provide evidence of their understanding of the factors that impact on performance. They will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Students will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs. The Unit offers opportunities for personalisation and choice in the selection of contexts and assessment methods.

Course assessment

Courses from National 4 to Advanced Higher include assessment of added value unit. At National 5, Higher and Advanced Higher, the added value unit will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application. The student will be assessed by a performance and a question paper. Together, they will add challenge and application to the Course as the student will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The student will prepare for, effectively perform, and evaluate their performance. The choice of physical activity will allow for personalisation and choice.

The question paper will require application of knowledge and understanding to unfamiliar contexts. Activities selected will be at the discretion of PE staff following discussion with the class and dependant on accommodation.

Physical Education - National 5



National 5 consists of 2 Units

- Performance Skills
- Factors Impacting on Performance

To achieve Physical Education National 5 students must pass all of the Units as well as the Course assessment. In the Course assessment, the students will extend and apply the skills they have learned. This will be assessed by a performance (Practical) and portfolio (written).

Course Content

Students will be given a choice of activities and will undertake a portfolio on a specialist activity such as Trampolining, Football, Netball and Badminton.

Pupils will participate in 4 activities and develop their knowledge and understanding in gathering data, factors that impact performance, development programmes and evaluating practice.

Assessment

Unit 1: Performance skills

Performance in 2 activities and internally assessed by teachers in a pass/fail basis

Unit 2: Factors Impacting Performance

Students complete a candidate workbook which is internally assessed by teachers on a pass/fail basis.

Course Assessment

Performance:

This is a one-off Performance in an activity of choice from a menu of activities. This is graded 0-40 for practical performance, 0-10 for planning performance and 0-10 for evaluating performance.

Factors affecting performance:

Students complete portfolio which is submitted to the SQA for external marking graded A-D

National 4 Unit Assessment

Unit 1: Performance skills

Performance in 2 activities and internally assessed by teachers in a pass/fail basis

Unit 2: Factors Impacting Performance

Students complete a candidate workbook which is internally assessed by teachers on a pass/fail basis.

National 4 Course Assessment/Added Value

Students participate in a one-off performance selected from a menu of activities and describe how they prepare mentally, physically, emotionally, socially or physically. This is internally assessed by teachers on a pass/fail basis.

Wider range of evidence

Staff will use of a wider range of evidence including, for example, videos of performance, observation checklists, training diaries/electronic logbook, oral evidence through questioning and answering, use of ICT and relevant software and written assessment through answering of questions.

Course Entry Requirements

Pupils do not have to have elected PE studies prior to choosing this course, but should have an interest in sport and are willing to work hard.

Homework

Homework will be a regular feature of the course and will be used to supplement coursework.

Pathways beyond Fourth Year

At the end of S4 students could choose from the following progression routes:

- A pupil achieving National 4 may progress to National 5.
- A pupil achieving National 5 may progress to Higher.

Equipment

Pupils are expected to come prepared for practical sessions (appropriate P.E. kit) and classroom sessions (textbooks, notes etc.).

SPORTS LEADERSHIP

Recommended Entry Requirements

Students should demonstrate an interest/experience in sport and in working with and developing children. Students will be judged on an individual basis depending on their suitability for each the course outcomes by guidance and P.E. staff.

Students who choose to study this course should have the opportunity to either complete SCQF Level 4 Award in Sports Leadership or SCQF Level 5 in Community Sports Leadership, depending on ability and work rate.

The Courses

Both qualifications teach generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical course with continuous assessment throughout the year.

The courses are designed to use the medium of sport to help people to learn to lead. Students will be given the opportunity to learn the essential skills of leadership: communication, organisation and motivation, but in addition to this they grow in confidence and self belief. Students will also be presented with the challenge of leading and delivering safe, enjoyable activities to their peers and primary school aged children.

The courses address Curriculum for Excellence through allowing students to develop within the 4 purposes; Successful Students, Confident Individuals, Responsible Citizens and Effective Contributors.

Sports Leadership falls within the context the of Health and Wellbeing strands within the new curriculum allowing students to develop experiences and outcomes for personal and social development, physical education, understanding of health, expressing the benefits of health and physical activity.

SCQF Level 4 Award in Sports Leadership - This course is a nationally recognised qualification that enables successful candidates to lead small groups in simple sport and recreational activities whilst under the direct supervision of their Tutor/ Coach. This qualification has a SCQF credit value of 7 credits.

SCQF Level 5 Award in Community Sports Leadership - This course is a nationally recognised qualification that enables successful candidates to lead small groups in simple sport and recreational activities whilst under indirect supervision of their Tutor/ Coach. This qualification has a SCQF credit value of 8 credits.

Assessment

There is no final assessment for the course but candidates will be assessed continuously throughout the year. Candidates must pass each outcome to gain the qualification.

Careers

- Potential stepping stone into employment, further education or training.
- Assists application into further education and training for students who wish to become involved in teaching, management and professions which require leadership and confidence.
- Careers in Sports Coaching and Sports Development.
- Careers involving working with young people.
- Career in personal training, fitness, physical activity and sport.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES DEPARTMENT

RMPS – Higher and National 5

Pathways Information

Recommended Entry:

Entry to the Higher course is at the discretion of the department and priority will be given to students with strong passes in:

National 5 Philosophy

National 5 in English and / or a Social Subject

In addition, a track record of excellence in National 4 RMPS though S3/S4, an enquiring mind and a genuine interest in the subject are also highly desirable

Religious, Moral and Philosophical Studies at both Higher and National 5 level deals with the relationship between religious beliefs, moral issues and philosophical questions. It will give students an opportunity to

- Extend and develop your knowledge and understanding of aspects of religion, morality and philosophy.
- Investigate, analyse and evaluate issues relating to these areas
- Students think about their own experience of life, and develop their personal beliefs and values in a thoughtful and rational way.

A qualification in RMPS, as well as giving an excellent general overview of ideas and issues that affect everyone, also provides credits for entry into Further and Higher Education. It is particularly useful for careers which involve working with people from many different backgrounds – e.g. education, social work, police, armed forces, retail, travel and tourism, etc. The business and financial worlds as a whole are, as a result of pressure from governments and from their customers, becoming increasingly concerned with environmental and ethical issues – e.g. human rights, sustainable development, child labour, etc., In all these areas, the content and skills involved in RMPS are directly relevant and useful, and are valued by employers. These skills include critical thinking and evaluation of different beliefs and perspectives on life, and can be applied to many different areas of life.

The class usually consists of some students who will be presented at Higher, and some aiming at National 5. In order to make this easier, we will study Higher and National 5 units where the content is very similar.

Both courses have 3 units

HIGHER	National 5
World Religions - Buddhism	World Religions - Buddhism
Morality and Belief: Religion and Justice	Morality and Belief: Religion and Justice
Origins of Life	Origins of Life

The **Higher** and **National 5** courses contain 3 sections:

World Religions: Buddhism in this unit we look at interpreting and commenting of the meaning and context of religious sources it will build on the unit students studied in National 4 RMPS. Students will study the impact and significance of religious sources, beliefs and practices on the lives of followers and wider society. This will include knowledge and understanding of differences in practices and related beliefs within Buddhism.

Morality and Belief: Religion and Justice

Students will study the moral issues relevant to each part and religious and non-religious viewpoints:

- Utilitarianism
- Moral Relativism
- Following divine command/religious authority

Students will be able to apply these to the following areas:

- Causes of crime.
- Perspectives on punishment: revenge, proportionality, forgiveness.
- Approaches to capital punishment.
- Sentencing in the UK.
- Comparative effectiveness of capital punishment and UK sentencing.

Religious and Philosophical Questions: Origins of Life

What are the origins of life?

- Role of a creator.
- Distinction between literal and metaphorical interpretations of creation stories.
- The Big Bang and evolution.
- Perspectives on the compatibility between reason and faith.

Course and Unit Assessment: At the end of each unit students will sit an internally marked unit assessment. At the end of the course they will sit a course assessment.

Skills for learning, skills for life and skills for work

Throughout the Course and while undertaking the Assignment, learners will have the opportunity to develop reading skills. They may read a variety of texts, including sacred religious texts, newspaper reports, online articles, creative literature, magazines, primary and secondary historical accounts.

The course overall will provide considerable opportunities to develop writing skills within the Units. Learners will be encouraged to read widely and undertake extended writing where appropriate in order to facilitate progression to the world of work. For example, the requirements to express detailed, reasoned and well-structured views about moral issues, or philosophical questions, provide an ideal opportunity for learners to develop the skill of extended writing. The course overall, and in particular the question paper and Assignment, will provide extensive opportunities for learners to undertake individually-led work including researching/investigating, producing written work, and reflecting on what they have learned. Issues of citizenship permeate the Course at all levels. At Higher the course will develop in-depth knowledge and understanding of the impact and significance both of religious practices and of the underlying beliefs and values on which they depend.

Course assessment structure:

- Students will be assessed regularly in class on each of the course elements listed above.
- Higher: Question paper – 60 marks; Assignment – 30 marks (90)
- National 5: Question paper – 80 marks; Assignment – 20 marks (100)

Scottish Studies Award

Pathway Information

The entry level for a SCQF Level 4 Award is a pass in National 4 English. The entry level for a SCQF Level 5 Award is a strong performance in the English course in S4 and is based on a pass at National 5. Should a student perform well at SCQF Level 4, there exists the possibility to be presented at the next SCQF Level.

Course Aims

It is expected that learners will develop broad generic skills while studying this course: skills for life, skills for work and skills for lifelong learning.

The course will make pupils more employable, enterprising and good citizens.

The skills gained in this course will provide a solid foundation for progression to training and employment in a variety of sectors. It will also encourage the development of the social skills which pupils will need for life beyond school.

The course consists of one mandatory unit and three elective units:

‘Documenting Scotland’ This will involve a selection of the following:

Mandatory Unit

Scotland in Focus SCQF Level 4 and Level 5

Language and Literature

English Creation and Production with a Scottish context SCQF Level 4 and Level 5

Arts and Culture - Media

Creating Media Content with a Scottish context SCQF Level 4 and Level 5

Business, Industry and Employment

Business in Action with a Scottish context SCQF Level 4 and Level 5

Creative Industries: basics – Scotland SCQF Level 4 and Level 5

Other optional units may be on offer depending on uptake of the course.

Internal Assessment Arrangements

All units are internally assessed. Candidates will have two attempts to overtake each unit assessment. There is no externally examined element to this course.

TECHNOLOGY DEPARTMENT

Design and Manufacture - Higher

Pathway Information

Students should have Design and Manufacture at National 5 and have good IT, design, measuring and manufacturing skills.

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

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes
- skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Content

The course consists of 2 Units and the Course Assessment shown below:

Design Unit

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps students develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Materials and Manufacturing Unit

This Unit covers the processes of product design from design proposals to prototype. It allows students to gain skills in planning and making models and prototypes. It helps students to 'close the design loop' by manufacturing a set of design ideas. It allows students to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Assessment

This Course will be assessed through a combination of an assignment and a question paper. In the Design and Manufacture assignment Students will draw on their range of design skills, knowledge of materials, and practical skills, in order to produce an effective overall response to the brief. The response to the brief will include a folio and model and/or a prototype. The brief for the assignment, which will cover a range of key design factors, will be sufficiently open and flexible to allow for personalisation and choice. The question paper requires depth of understanding and application of knowledge from the Units.

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

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

Future Progression Routes in Subject:

This course provides progression to Advanced Higher Design and Manufacture in the Senior Phase.
Design and Manufacture - National 5

Pathway Information

Students should have a pass in Design and Manufacture at National 4

Aims of Course

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

Content

The course provides a foundation for those considering further study, or a career, in design – including architecture, interior, product, packaging, exhibition, furniture and product design, manufacturing, engineering, science, marketing, customer service, management, education or the construction industry. The course is delivered in 2 units:

Design Unit

This unit covers the product design process from brief to resolved design proposals, including specification. It helps students develop skills in initiating, developing, articulating and communicating design proposals.

Materials and Manufacturing Unit

This unit covers the product design process from design proposals to prototype or product. It helps students to ‘close the design loop’ by manufacturing their design ideas and allows students to develop practical skills that are invaluable in the design/make/test process.

Assessment

Each unit is internally assessed with external verification. Students must pass all the units, an assignment, and the external exam to achieve a course award. Units are internally assessed and will be assessed on a pass/fail basis. The course will be assessed through a combination of an assignment and a question paper.

Assignment: A response to a brief will include a folio and a model or a completed product which will be sufficiently open and flexible to allow for personalisation and choice.

Question Paper: Externally assessed and requires depth of understanding and application of knowledge from the Units.

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

The Course provides learners with skills that allow them to learn, live, and work more effectively in our advancing technological society. It allows them to become not just effective contributors but better informed and discerning consumers.

Future Progression Routes in Subject:

This course provides progression to Higher Design and Manufacture in the Senior Phase.

Graphic Communication - Higher

Pathway Information

Students should have a pass in Graphic Communication at National 5

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating an understanding of the impact of graphic communication technologies on our environment and society

The course consists of **2** Units:

2D Graphic Communication Unit

This Unit helps students to develop their creativity and presentation skills within a 2D graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using 2-dimensional graphic techniques.

3D and Pictorial Graphic Communication Unit:

Students will develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques.

Across both Units, students will develop a number of skills and attributes within a 2D/3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

Assessment

The course will be assessed through a combination of an assignment and a question paper.

Assignment: Students will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

Question Paper: Externally assessed and introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

Assessment Details:

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

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

The course provides progression to Advanced Higher Graphic Communication in the Senior Phase.

Graphic Communication - National 5

Pathway Information

Students should have a pass in Graphic Communication at National 4

The Course aims to:

- provide opportunities for students to gain skills in reading, interpreting, and creating graphic communications
- allow students to engage with technologies
- combine elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact

Content

The course consists of 2 mandatory Units:

2D Graphic Communication Unit

This unit develops creativity and skills within a 2D graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts and allows students to develop their skills in some less familiar or new contexts. Students will develop an understanding of how graphic communication technologies impact on our environment and society

3D and Pictorial Graphic Communication Unit

Students develop their creativity and skills within a 3D and pictorial graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Students will also develop 3D graphic spatial awareness

Assessment

Each unit is internally assessed with external verification. Students must pass all the units, the assignment, and external exam to achieve a course award. Units are internally assessed and will be assessed on a pass/fail basis. The course will be assessed through a combination of an assignment and a question paper.

Assignment

Students will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

Question Paper:

Externally assessed and introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

The course provides progression to Higher Graphic Communication in the Senior Phase.

Practical Woodworking National 5*Pathway Information*

*Students would usually have a pass in Practical Woodworking at National 4
or
Design and Manufacture at National 4 and should also have good measuring and manufacturing skills.*

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in woodworking techniques: measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills and knowledge of sustainability issue in a practical woodworking context.

Content

The Course is workshop-based and students will be expected to make a small contribution towards material costs. All units include skills in measuring, marking out, cutting and jointing techniques. This course is made up of **3** Units and a Course Assessment:

Flat-frame Construction Unit - This unit helps Students develop skills in the use of woodworking tools and in the making of woodworking joints and assemblies and Students will learn to read and follow simple woodworking drawings or diagrams.

Carcase Construction Unit - Students develop skills in making woodworking joints and assemblies used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. It also includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the student.

Machining and Finishing Unit - Students develop skills in using common machine and power tools and develop skills in a variety of woodworking surface preparations and finishing techniques.

Assessment

This involves producing a finished product in wood to a given standard and will be open and flexible to allow for personalisation and choice and for the students to demonstrate practical creativity.

Each unit is internally assessed with external verification. To gain the award of the course, the student must pass all of the Units, which will be assessed on a pass/fail basis, as well as the course assessment, which will be assessed through a practical activity.

Key Skills for Life Learning and Work

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

Future Progression Routes in Subject:

The course provides a foundation for those considering an apprenticeship or career in any area within the construction industry.

Skills for Work - Travel and Tourism

LEVEL(S): National 4 and National 5

Course Description

This course is designed to provide an introductory qualification in travel and tourism which reflects the initial skills required for the travel and tourism industry. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

Specific aims of the course are to:

- Provide learners with a broad introduction to the travel and tourism industry
- Allow learners to experience a range of work related activities in relation to the travel and tourism industry
- Encourage learners to develop skills for learning and life as well as work
- Build learners' confidence
- Encourage learners to take responsibility for their own learning and development
- Prepare learners for progression to further study or employment



Skills Development

- Develop customer care and problem solving skills
- Develop skills in relation to promoting products and services
- Develop skills to become effective job-seekers and employees in the travel and tourism industry
- Demonstrate a positive and responsible attitude to work and an understanding of the workplace
- Develop communication skills



Unit Breakdown

Course structure	NATIONAL 4 and 5 (both pass/fail)
<p>Travel and Tourism: Employability Learners will be introduced to a range of jobs, and develop skills and qualities identified by employers across the tourism industry through guest speakers and visits.</p>	<p>Each unit is available as a free standing unit</p> <p>Units are internally assessed at both level 4 and 5</p> <p>Units are externally verified by SQA</p> <p>Level 4 consists of straightforward tasks, while level 5 tackles similar tasks but in more detail.</p>
<p>Travel and Tourism: Customer Service Learners will develop skills and knowledge to enable them to meet the needs of customers.</p>	
<p>Travel and Tourism: Scotland: Learners demonstrate their knowledge in relation to travel and tourism in Scotland, by completing an investigation to meet customer holiday needs.</p>	
<p>Travel and Tourism: UK and Worldwide Learners demonstrate their knowledge in relation to travel and tourism in Scotland, by completing an investigation to meet customer holiday needs.</p>	

Progression / Career Pathways.

Recent experience demonstrates that success in this course can result in pupils gaining entry directly into jobs in the Travel and Tourism industry, through modern apprenticeships with locally based travel agents, cabin crew with airlines and via college courses in local East Kilbride and Glasgow. South Lanarkshire College offers both HNC and HND in Travel and Tourism. Around 270,000 are currently employed in the industry in Scotland, accounting for 10% of all Scottish jobs. The hospitality industry (including tourism) is an area of skills shortage. Careers across the travel and tourism industry span customer services, tour operations, tourist and information services, retail and business travel agents, airlines, airports and cruise operators.