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S4 Pathways Prospectus



Head Teacher's Introduction

Dear Parent / Carer,

Learner Pathways in the Senior Phase – Prospectus 2020-21

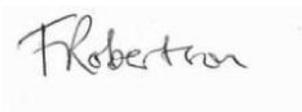
I am delighted to offer this year's prospectus for courses in the senior phase. As learners come to the end of the Broad General Education in S3, we review progress and pupils are invited to choose courses for their learner pathway through the Senior Phase (S4-6). The aim of this phase is to equip young people with a portfolio of achievements and formal qualifications that support them into a positive destination beyond school. We hope that the wide range of courses that we offer will enable your child to achieve their full potential whether they choose to leave school at the end of S4, S5 or S6 and whether they choose an academic or a vocational pathway.

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

As with all course choice processes, we must emphasise that not all courses listed will necessarily run. This will depend upon staffing, accommodation and pupil interest. However, it is our intention to provide as many opportunities as we can to enable your child to follow the pathway that is the most appropriate for them.

I hope that you will find the school's arrangements to provide general information and individual advice supportive in assisting your child to make the right choices. Should you wish to discuss any aspect of the process or your child is having difficulty with their choices, please contact your child's Guidance teacher in the first instance.

Yours sincerely,



Fiona Robertson
Headteacher

Introduction

This booklet is designed to support you and your child to make choices for their 'Learner Pathway' through the Senior Phase from S4-6. At this stage, having completed their Broad General Education, it is now possible for them to specialise and concentrate on the courses that support them towards the career they wish to follow. Our pupil survey showed that around 2/3 of our young people already have some idea of the career they would like to pursue. However, even for those who are not sure, the choices they make for now will help them to decide on their future learner pathway.

In S4 all pupils will have a core of 2 periods of PE and 1 period of RE/SE. In addition, all pupils will continue to study Maths and English. The expectation is that most pupils will continue with their strongest 4 subjects from S3. In this way they will have the best chance to progress in their learning and achieve the best possible qualifications and achievements. However, in some cases, in discussion with Guidance and the relevant Deputy Headteacher, there may be some exceptions to this. This can be where:

- Your child wishes to take a vocational course at Perth College as one of their choices. We have adapted our curriculum structure to make more of these courses available.
- Your child has had a complete change in thinking about their career and wishes to pursue a new subject. While this is possible, this kind of decision needs to be made carefully in discussion with Guidance staff. Moreover, where there are limited spaces in a course, first preference will be given to those who have studied the subject in S3.

In making choices it is very important that pupils and parents see the Senior Phase as a 3-year opportunity to build up a portfolio of qualifications and achievements. As they make choices for S4 we ask pupils to think carefully about this. The choice form will ask you about intended leaving date (end of S4, S5 or S6), intended 'destination' (University, College or Employment) and the 5 subjects that pupils think they will want to continue with in S5 if they are staying on.

Developing the Young Workforce

There is now an increased emphasis in school on *Career Management Skills* – developing the skills young people need for the career they want. In 2014, Sir Ian Wood published a report into *Developing Scotland's Young Workforce*. This challenged the government, education, business and industry to find ways to improve opportunities for all young people whether they pursue an academic or vocational route to their chosen career.

It was clear from our recent pupil and parent surveys that many are now interested in a vocational pathway. At the same time, the labour market in Scotland is changing rapidly and there is now an increased focus on work-based learning. As a result, we are gradually evolving our curriculum to offer more vocational opportunities and qualifications. We also now work very closely with our Careers Advisers from *Skills Development Scotland* (SDS) and a range of business partners – particularly our new Strategic Partner, *Robertson's Construction* - to signpost young people towards new opportunities and areas of growth in the economy in STEM, in the Food and Drink Industry, in the Creative Industries and New Technology.

Apprenticeships

There are now 3 different apprenticeship options in Scotland: Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships.

Foundation Apprenticeships are taken whilst still at school for 1 day per week in S5 & S6 and give experience in the workplace along with qualifications at SCQF Level 6. They allow young people to learn the skills they need for the future and gain a qualification that employers recognise and can be taken alongside other subjects offered at school. You can find more information about the Foundation Apprenticeships offered by Perth College. [here>>](#)

Full link: <https://www.perth.uhi.ac.uk/school-college-partnership/foundation-apprenticeships/>

Modern Apprenticeships are paid employment opportunities that offer industry-recognized training on the job. These are aimed at individuals aged 16+ and who have left school. Modern Apprenticeships allow young people to earn while they learn and build the experience and skills that employers want to see with a Modern Apprenticeship.

Graduate Apprenticeships are paid jobs that give an individual industry experience and training whilst working towards a degree. These are a brand-new way to work, earn and learn and avoid the debt that is often incurred at university.

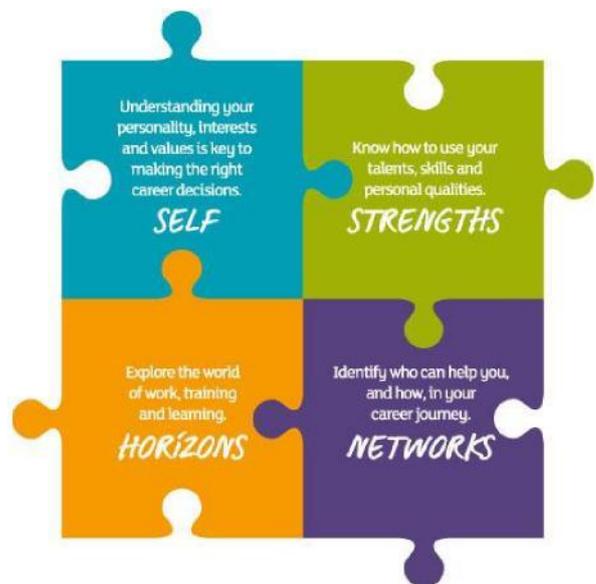
For more information on apprenticeships, please visit. www.apprenticeships.scot.

Skills Development Scotland & Career Management Skills

As your child moves through school into the Senior Phase, they will benefit from the improvements we are making to the curriculum to ensure that learner pathways are there for every individual whether they choose to go on to University, College or into the workplace. This means that the choice process is no longer just about picking subjects but about exploring interests and areas of strength, then matching these to the opportunities available and getting help and support with choices. The Skills Development Scotland (SDS) jigsaw describes these 'Career Management Skills' as: *Self, Strengths, Horizons and Networks* (see diagram below). All pupils have been taught this in SE.

When making choices, the advice of SDS is to think about the 'Big 5' questions:

1. How do I like to learn?
2. Where could these subjects take me?
3. What subjects do I enjoy?
4. What subjects am I good at?
5. What do other people think?



Our evolving curriculum – new courses and the SCQF

As well as traditional subject choices (Nationals and Highers), we are now offering a range of new opportunities. This includes a number of new courses in several of our departments and a wider range of choices at Perth College. Many of these new options are suited to individuals who want to pursue a vocational pathway. These courses might be National Progression Awards, National Certificate or Skills for Work courses. All are part of the same framework, the Scottish Credit & Qualifications Framework or SCQF. As your child moves through the Senior Phase, we aim to introduce continued improvements to these vocational learner pathways with even more courses and opportunities. This will give our young people access to courses that are at the same level as Nationals and Highers but which are taught in a different, more practical way and support a vocational pathway.

Support

Pupils have already experienced a range of supports that will help them to make decisions about their courses for next session:

- Parent contact evening to discuss progress with teachers scheduled for February 3rd, 2021 along with tracking reports issued the end of last term.

Further Support and the Course Choice Process

- Our Careers Coach, Gayle Sinclair from Skills Development Scotland is available by request. You can contact gail.sinclair@sds.co.uk by email if you have any questions or wish to make an appointment.
- Pupils have all been taught how to use the tools on [My World Of Work](#) to help make choices and support is available from our senior pupil 'MyWoW ambassadors'. Pupils should ask their Guidance teacher about this.
- Guidance & Personal Support teachers will check forms have been completed correctly and speak to pupils individually.
- Class teachers and PT's will discuss and explain the entry requirements and progression routes for courses in their curriculum areas and provide information to stimulate interest.
- PT's will also sign off the correct qualification level for each course choice.
- The online pathways form will be open and the full course descriptors will be available on the school website. Links will be sent out in the parent and pupil bulletins and paper copies will be available.
- All pupils will complete the online choice form and a paper copy by 19th February at the very latest.

Course Entry Requirements

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

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

Assessment Arrangements

Recent national guidelines from the SQA mean that internal unit assessments are no longer required. However, subjects can still be studied as a units-only qualification.

Further changes to assessment arrangements are still being decided and will vary from subject to subject. We will keep you informed about these changes as they become clearer.

Courses for S4 pupils at Perth College UHI

A range of courses is available at Perth College for pupils in S4. These focus on building employability skills. They provide a pathway to full-time college courses or into employment or further training. If you choose a college course, this will replace one of your 4 subject choices.

Most other courses are taught at Perth College and classes are mixed groups with pupils from different schools in Perth and Kinross. This is an excellent experience for pupils wishing to study at College after leaving school. Most college courses run on Tuesday mornings and Thursday afternoon.

All pupils will also have to submit a college application and be interviewed before being accepted on a College Course. Use this link to access information and online application form for all college courses:

<https://www.perth.uhi.ac.uk/school-college-partnership/courses-for-school-pupils/>

Key Information

SQA	Scottish Qualifications Authority – the national examination organisation that enables National Qualifications and other achievements. See this link for support for parents >>
Senior Phase	The three-year phase from S4 to S6 when young people build a portfolio of qualifications and achievements to help them towards a positive destination
Career Management Skills	The skills you need for the career you want. Career Management Skills are the skills that best enable people to plan and pursue life, learning and work opportunities. <i>Skills Development Scotland</i> aims to help young people identify and develop these skills to ensure they are successful career planners throughout their
SDS	Skills Development Scotland – the organization responsible for supporting schools education.
SCQF	Scotland's national qualifications framework. An interactive version is available on http://www.scqf.org.uk along with clear explanations of SCQF levels and credit
MyWoW	My World Of Work – a powerful online tool with information and activities to help young people, parents and teachers reflect on, research and the plan careers they and tools for young people to explore their strengths and skills and choose their information from our senior pupil MyWoW Ambassadors or from this link >>
Learner Pathways	A learning pathway is a learner's journey through education and learning. Courses, qualifications and learning experiences can be chosen at any age or stage of learners' lives. These learning choices are steps along the learning pathway. An excellent guide

Online Choice Form

We now use a digital form for course choice which pupils can complete online at school, at home or on a portable electronic device, including their phone. A link to the form will be sent out in the parent bulletin and available on the school website and app.

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Curriculum Area

English

Courses included in this section

- English

English - National 5, SCQF Level 5.

Course Description

The National 5 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will develop their ability to communicate their thoughts and feelings and respond to those of other people and to use different media effectively for learning and communication. Building on the four capacities, the course encourages learners to communicate, be critical thinkers, develop cultural awareness and be creative. The course is graded A-D. Pupils may progress to Higher English if they achieve a pass at grade A or B in National 5. Pupils also have the option of completing a two-year National 5 (where appropriate), which involves completing their National 4 English, National 5 literacy qualification and the folio in year one, allowing pupils to concentrate on the spoken language unit and the exam in year two.

The course will involve the study of two main areas:

1. Analysis and Evaluation

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

2. Creation and Production

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

Internal Assessment

Internal assessments in reading, writing, talking and listening are no longer required at National 5 level, however they will be embedded within the course as part of a literacy qualification. All National 5 pupils will be required to complete a Spoken Language unit, which is an assessed group discussion or solo talk. This is internally assessed as achieved or not achieved.

External Assessment

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

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

English and Literacy - National 4, SCQF Level 4

Course Description

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

On successful completion of National 4 English, some learners may progress to National 5, while for others National 4 Media will be a more suitable option. Many National 4 English pupils will also be encouraged to complete their National 5 Literacy qualification which carries an additional 6 SCQF points.

The course will involve the study of four units:

1. Analysis and Evaluation

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

2. Creation and Production

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

3. Literacy

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

4. Added Value Unit

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

Internal Assessment

Units 1 and 2 both consist of two assessment outcomes:

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

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

English and Literacy - National 3, SCQF Level 3

Course Description

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

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

The course will involve the study of three units:

1. Understanding Language

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

2. Producing Language

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

3. Literacy

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

Internal Assessment

Units 1 and 2 both consist of two assessment outcomes:

- **Unit 1:** Listening and Reading
- **Unit 2:** Talking and Writing
- **Unit 3:** Literacy: this can be taught in combination with units 1 and 2 and the outcomes are the same.

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

Curriculum Area

Modern Languages

Courses included in this section

- French
- Languages for Life and Work
- Spanish

French - National 5, SCQF Level 5

Course Description

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

The work of the course

There are two units in this course. They are:

A: Understanding Language

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

B: Using Language

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

Internal Assessment

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

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

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

External Assessment

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

French - National 4, SCQF Level 4

Course Description

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

The work of the course

There are three units in this course. They are:

A: Understanding Language

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

B: Using Language

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

C: Added Value Unit

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

Internal Assessment

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

External Assessment

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

French - National 3, SCQF Level 3

Course Description

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

The work of the course

There are two units in this course. They are:

A: Understanding Language

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

B: Using Language

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

Internal Assessment

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

External Assessment

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

Modern Languages for Life and Work (French/Spanish) SCQF Level 3/4

Course Description

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

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

Level 3 talking and listening assessed only

Level 4 talking, listening and reading assessed

No writing assessments

The work of the course

There are three Units in this course. They are:

A: Modern Languages for Work Purposes - Unit in French and/or Spanish (staffing dependent)

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

B: Building Own Employability Skills Unit undertaken entirely in English

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

C: Modern Languages for Life - Unit in French and/or Spanish (staffing dependent) The purpose of this Unit is to develop basic skills in writing, talking, listening and reading in practical and relevant contexts using the language studied. Learners explore the culture and everyday life in countries where the modern language is used.

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

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

Spanish - National 5, SCQF Level 5

Course Description

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

The work of the course

There are two units in this course. They are:

A: Understanding Language

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

B: Using Language

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

Internal Assessment

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

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

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

External Assessment

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

Spanish - National 4, SCQF Level 4

Course Description

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

The work of the course

There are three units in this course. They are:

A: Understanding Language

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

B: Using Language

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

C: Added Value Unit

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

Internal Assessment

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

External Assessment

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

Spanish - National 3, SCQF Level 3

Course Description

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

The work of the course

There are two units in this course. They are:

A: Understanding Language

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

B: Using Language

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

Internal Assessment

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

External Assessment

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

Curriculum Area

Mathematics

Courses included in this section

- **Mathematics**
- **Applications of Maths**

Mathematics National 5, SCQF Level 5

Course Description

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

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

- Higher Mathematics

There are 3 Units in this course. They are:

1 Mathematics: Expressions and Formulae

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

2 Mathematics: Relationships

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

3 Mathematics: Applications

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

Assessment

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

Mathematics - National 4, SCQF Level 4

Course Description

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

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

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

The work of the course

There are 3 Units in this course. They are:

1 Mathematics: Expressions and Formulae

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

2 Mathematics: Relationships

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

3 Numeracy

The general aim of this unit is to develop learners' numerical and information-handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Assessment

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

Applications of Mathematics – SCQF Level 5

Course Description

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

This Course or its Units may provide progression to:

- Other qualifications in mathematics or related areas
- Further study, employment or training

There are 3 Units in this course. They are:

1 Managing Finance and Statistics

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

2 Geometry and Measures

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

3 Numeracy

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

Assessment

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

Applications of Mathematics – SCQF Level 4

Course Description

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

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

- National 5 Applications of Mathematics course
- Numeracy (National 5 Unit)

The work of the course

There are 3 Units in this course. They are:

1 Managing Finance and Statistics

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

2 Geometry and Measures

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. The Outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical reasoning.

3 Numeracy

the general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Assessment

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

Applications of Mathematics – SCQF Level 3

Course Description

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

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

- National 4 Applications of Mathematics Course
- Numeracy (National 4) Unit

The work of the course

There are 3 Units in this course. They are:

1 Manage Money and Data

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

2 Space and Measures

The general aims of this Unit are to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

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

Assessment

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

Curriculum Area

Social Studies

Courses included in this section

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

Geography – National 5, SCQF Level 5

Course Description

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

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

The work of the course

The course will involve the study of 3 Units:

Geography: Physical Environments

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

Geography: Human Environments

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

Geography: Global Issues

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

Internal Assessment

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

External Assessment

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

Geography – National 4, SCQF Level 4

Course Description

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

The work of the course

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

Geography: Physical Environments

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

Geography: Human Environments

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

Geography: Global Issues

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

Added Value Unit

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

Internal Assessment

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

External Assessment

There is no external assessment for this course.

History – National 5, SCQF Level 5

Course Description

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

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

The work of the course

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

Historical Study: Scottish

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

Historical Study: British

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

Historical Study: European and World

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

Internal Assessment

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

External Assessment

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

History - SCQF Level 4

Course Description

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

The work of the course

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

Historical Study: Scottish

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

Historical Study: British

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

Historical Study: European and World

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

Added Value Unit: History Project

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

Internal Assessment

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

External Assessment

There is no external assessment for this course.

Modern Studies – National 5, SCQF Level 5

Course Description

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

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

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

The work of the course

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

Modern Studies: Democracy in Scotland and the United Kingdom

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

Modern Studies: Social Issues in the United Kingdom

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

Modern Studies: International Issues

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

Internal Assessment

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

External Assessment

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

Modern Studies – National 4, SCQF Level 4

Course Description

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

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international

contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. Modern Studies opens the world of contemporary society for learners.

The work of the course:

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

Democracy in Scotland and the United Kingdom

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

Social Issues in the United Kingdom

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

International Issues

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

Added Value Unit: Modern Studies Project

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

Internal Assessment

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

External Assessment

There is no external assessment for this course.

People and Society: SCQF Levels 3 and 4

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

Investigating Skills (SCQF Level 4)

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

Comparing and Contrasting (SCQF Level 3/4)

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

People and Society: Making Decisions (SCQF Level 3/4)

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

Added Value Unit: People and Society: Assignment (SCQF Level 3/4)

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

Internal Assessment

Learners are required to pass an assessment at the end of each unit and the Added Value Project (for National 4). All assessments are internally marked and will be resulted with either a pass or a fail.

Progression: This course could lead to progression at SCQF Level 5 in Travel and Tourism moving towards SCQF Level 6 in Activity Tourism.

Industry relevant skills e.g., research, investigating, presenting, organising and evaluating are all developed through this course.

Religious Moral and Philosophical Studies – National 5, SCQF Level 5

Course Description

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

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

Work of the course:

This course has three mandatory units and an assignment:

World Religion

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

Morality and Belief

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice.

Religious and Philosophical Questions

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for the range of contexts for study will be flexible to allow for personalisation and choice.

Internal Assessment

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

External Assessment

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

Religious Moral and Philosophical Studies – National 4, SCQF Level 4

Course Description

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

Work of the Course

The Course consists of four Units:

World Religion

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

Morality and Belief

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

Contemporary Religious Debates

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

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

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

Internal Assessment

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

External Assessment

There is no external assessment for this course.

Curriculum Area

Health & Wellbeing

Courses included in this section

- Health & Food Technology
 - Hospitality
 - Practical Cookery
-
- Physical Education

Health and Food Technology National 5, SCQF Level 5

Course Description

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

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

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

Progression from National 5 will be to Higher or other related Level 6 courses at Perth College such as the Foundation Apprenticeship in Food & Drink Operations. Food and Drink is an area of growth in our local and national economy so there are many options and opportunities if you choose this pathway.

The work of the course

There are 3 units in this course. They are:

1. Food for Health,

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

2. Food Product Development

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

3. Contemporary Food Issues

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

External Assessment

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

Health and Food Technology National 4, SCQF Level 4

Course Description

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

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

- prepare food using safe and hygienic practices to meet specific needs

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

Progression from National 4 will be to National 5 or other related Level 5 courses at Perth College. You could still be considered for the Level 6 Foundation Apprenticeship in Food & Drink Operations. Food and Drink is an area of growth in our local and national economy so there are many options and opportunities if you choose this pathway.

The work of the course

There are 3 units in this course. They are:

1. Food for Health

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

2. Food Product Development

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

3. Contemporary Food Issues

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

Internal Assessment

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

External Assessment

N/A

Hospitality - Practical Cookery National 5, SCQF Level 5 Course Description

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

The work of the course

There are 3 units in this course. They are:

1. Cookery Skills, Processes and Techniques

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

2. Understanding and Using Ingredients

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

3. Organisational Skills for Cooking.

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

Internal Assessment

The learner will be given opportunities to engage in practical activities drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately. The practical activity is awarded 62% of overall grade.

External Assessment

The learner will be assessed by a question paper worth 25% of overall grade and an assignment (Planning) worth 13% of overall grade.

Hospitality Practical Cookery National 4, SCQF Level 4

Course Description

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

The work of the course

There are 3 units in this course. They are:

1. Cookery Skills, Processes and Techniques,

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

2. Understanding and Using Ingredients

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

3. Organisational Skills for Cooking.

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

Internal Assessment

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

External Assessment

N/A

Physical Education SCQF Level 5 - National 5

Course Description

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

The work of the course

There are 2 aspects to this course. They are:

1. Portfolio

Pupils must identify a factor impacting on performance e.g., confidence, motivation, physical differences and types of fitness. They will then record the development of these factors and discuss how they trained to improve them in certain activities. They will do so by carrying out practical training sessions that they have designed. This is worth 60 marks (50% of the overall grade) and is marked externally by the SQA.

2. Performance (pupils will choose the activities based on their strengths)

These performances are worth 60 marks or 50% of the overall grade. They involve two one off performances (30 marks for each) where pupils will be in a challenging context. Marks will be awarded based on the level of ability across a range of set criteria on the day. A performance could range from a swim in a gala to a judo match with the emphasis being on the pupil showing themselves at their best. (Internally assessed)

Physical Education SCQF Level 4 - National 4

Course Description

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

The work of the course

There are 3 aspects to this course. They are:

Performance

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

Factors Impacting Performance

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

Final Performance

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

Internal Assessment

All aspects are internally assessed. Pass/ Fail

Dance - National 5, SCQF Level 5

Course Content:

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice.

As learners develop their performing skills in dance, they will learn how to use dance techniques and choreography creatively to enhance performance.

They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Learners will also be encouraged to explore the possibilities of theatre arts.

Aims of the Course

- Demonstrate and apply knowledge and understanding of dance
- Develop a range of technical dance skills
- Develop performance skills to enhance performance
- Develop knowledge, understanding and appreciation of dance practice
- Understand and apply knowledge of a range of choreographic skills to create a dance
- Evaluate their own work and the work of others
- Work imaginatively and demonstrate creativity
- Co-operate, support and work with others
- Consider how theatre arts can enhance a performance
- Apply the principles of safe dance practice

Assessment:

The course assessment is graded A-D. To achieve the National 5 dance course, learners must pass all of the required units.

Performance

The purpose of the performance is to assess a solo performance in one dance style and the dancer's ability to apply and combine technical skills and performance skills. (35% overall award)

Practical activity

The purpose of the practical activity is to assess the creation and presentation of choreography for two dancers and the application of problem-solving, critical-thinking, interpretation and reflective practice.

There are two sections: choreography and choreography review (45% overall course award)

Question paper

The question paper requires learners to draw on and apply a sample of all the skills, knowledge and understanding throughout the course. (20% overall course award)

Physical Education – Sport and Recreation Level 5

Course Content

Performance

Pupils will be guided through coursework based around careers available in the Sport and Leisure Industry. Aspects of the course include first aid, handling of equipment, managing groups and a short work experience.

Assessment

Performance is assessed internally and verified by the SQA.

Entry requirements

A keen interest in Sport is essential but a high-level sporting ability is not required.

Homework

Attending lunchtime clubs.

Progression

There are many courses available at Perth College, other colleges and universities which lead to careers in sports coaching, sport and recreation, leisure management, professional sport, sports psychology and sports science.

Department Notes

You are expected to follow the PE health and safety code.

The PE dress code is black t-shirt and black shorts/tracksuit bottoms. This is strictly adhered to in this class.

Sports Coaching and Leadership Level 5

Aims of the course

- To develop the confidence and skills required to lead sports coaching sessions
- To lead a group of young people and progress their skills in a chosen activity
- To gain coaching awards

Course Description

Pupils will complete SQA units in Leadership. This will involve coaching and passing qualifications for coaching.

Pupils will firstly participate in and gain their Community Sports Leader Award. This will be completed between August and October and is a general award relating to a variety of activities. They will then use their new skills to complete coaching certificates in Rugby, Cricket and complete a refereeing course. In order to pass the units for the Leadership aspect of the course diaries will be kept and written projects will be completed in line with the coaching work. These projects will be based around planning and leading sessions in the PE department for P7 or S1 pupils. After Christmas pupils will be visiting the local primary schools and delivering PE sessions to children from Nursery age and above.

Entry Requirements

Pupils should have an interest in sport and be willing to bring PE kit every period. A good grasp of English is needed to complete written tasks (National 4 would suffice). Pupils must be aware that

outside agencies will be coming in to deliver some of the sessions and a mature and respectful attitude is expected at all times.

Curriculum Area

Expressive Arts

Courses included in this section

- Art & Design
- Music
- Drama

Art and Design SCQF Level 5 (National 5)

Course Description

The National 5 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course offers opportunity for self-expression and provides an insight into the world of the visual arts, helping to develop many transferable skills such as research, problem solving, resilience and the development of personal opinion.

The work of the course

Expressive Portfolio

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of stimuli; creative development of a single line of thought; resolution of ideas and interpretation this into a final composition. Pupils are encouraged to experiment with a range of media to develop their skills and abilities while learning to critically evaluate and reflect on their work. Pupils will develop a greater knowledge of artists' working practices and the social, cultural and other influences affecting their artwork and practice.

Design Portfolio

This unit is a practical course based on identifying a design problem; considering a range of design issues; researching and developing approaches and possibilities; formulating and communicating through visual means an appropriate design solution. This supports the development of creative thought, problem-solving and critical thinking skills as they progress through the design process. Pupils will be encouraged to experiment with a range of materials and techniques to explore 2D and/or 3D design ideas while reflecting on their creative choices. They will also develop a greater understanding of designers' working practices and the social, cultural and other influences affecting their design pieces.

Internal Assessment

All work will be continually assessed throughout the progression of the course.

External Assessment

National 5 portfolios will be externally assessed by SQA along with the written exam.

Expressive Portfolio	100 marks	40% of overall grade
Design Portfolio	100 marks	40% of overall grade
Written Exam	50 marks	20% of overall grade

Art and Design - SCQF Level 4 (National 4)

Course Description

The National 4 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course offers opportunity for self-expression and provides an insight into the world of the visual arts, helping to develop many transferable skills such as research, problem solving, resilience and the development of personal opinion.

The work of the course

Expressive Portfolio

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of stimuli; creative development of a single line of thought; resolution of ideas and interpretation this into a final composition. Pupils are encouraged to experiment with a range of media to develop their skills and abilities while learning to critically evaluate and reflect on their work. Pupils will develop a greater knowledge of artists' working practices and the social, cultural and other influences affecting their artwork and practice.

Design Portfolio

This unit is a practical unit based on identifying a design problem; considering a range of design issues; researching and developing approaches and possibilities; formulating and communicating through visual means an appropriate design solution. This supports the development of creative thought, problem-solving and critical thinking skills as they progress through the design process. Pupils will be encouraged to experiment with a range of materials and techniques to explore 2D and/or 3D design ideas while reflecting on their creative choices. They will also develop a greater understanding of designers' working practices and the social, cultural and other influences affecting their design pieces.

Art and Design Studies

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

Assessment

The National 4 Art and Design course is internally assessed with external verification from the SQA.

Following success at SCQF Level 4 pupils may wish to progress to SCQF Level 5 Art and Design.

Art and Design - National 3, SCQF Level 3

Course Description

The National 3 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course has an integrated approach to learning and includes a combination of practical activities in response to given art and design tasks and supporting knowledge and understanding. In the course learners will draw upon their understanding of art and design work and practice as they experiment with using art and design materials, techniques and/or technology to develop their ideas. Each of the two Units covers the processes required for learners to develop basic skills in producing creative expressive and design work. The Units also enable learners to develop a basic knowledge and understanding of art and design practice by presenting some simple facts and ideas in relation to art and design practice. The Course consists of two mandatory Units. Each of the component Units of the Course is designed to provide progression to the corresponding Units at SCQF Level 4.

Art and Design: Expressive Activity

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

Art and Design: Design Activity

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

Assessment

To achieve SCQF Level 3 Art and Design, learners must pass all of the required Units. These are internally assessed and verified by SQA. On successful completion of this course the progression route would be SCQF Level 4 (National 4) Art and Design.

NPA Photography - Level 5

Course Description

The context and the content of NPA Photography puts the learner at the center of the learning process. The aim is to develop knowledge and understanding in practical photography and are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.

The NPA Photography at SCQF level 5 will build on the foundation composition and photographic skills and prepare learners to understand more advanced techniques. It will promote a progression route into SCQF Level 6 Higher Photography.

Assessment

The NPAs at SCQF level 4 and 5 offer realistic opportunities for holistic assessment across outcomes and units. The content and contexts will promote learner confidence in photography skills for everyday use - e.g., gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), and identifying a selection of diverse images taken indoors and outdoors.

Each Unit is individually assessed, and learners will be expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

Skills

The focus will be mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

During delivery there will be opportunities to develop:

- Co-operative working
- Communication skills
- Research skills
- Planning
- Organising
- Decision making
- Problem Solving
- ICT
- Creative Digital Technology

Music National 5, SCQF Level 5

Course Description

Music at SCQF level 5 consists of three elements: Performing, Composing and Understanding Music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This naturally leads to a pathway into music at SCQF level 6 and 7.

The course entails the following:

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

Internal Assessment

Continuous assessment of all three elements.

External Assessment

- Performance on both instruments which will last for a total of 8 minutes
- Understanding Music Paper in which pupils will be asked to identify music concepts and demonstrate a knowledge of music literacy.
- Composition assignment which consists of one complete composition and a composition review describing their compositional process

Music National 4, SCQF Level 4

Course Description

National 4 Music consists of three elements: Performing, Composing and Understanding Music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This naturally leads to a pathway into National 5 and Higher.

The course entails the following:

- D. Performing Skills** Performing on two instruments at Grade 2 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.
- E. Composing Skills** Pupils will explore a variety of composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.
- F. Understanding Music** Pupils will be introduced to and encouraged to explore a variety of Understanding music concepts and music literacy.

Assessment

- A recorded performance on both instruments which will last for a total of 8 minutes.
- Evidence of an ability to identify concepts and demonstrate knowledge of music literacy through course projects.
- Composition assignment which consists of one composition and a composition review describing their compositional process.
-

Drama National 5, SCQF Level 5

Course Description

The National 5 Drama course enables pupils to develop and use a range of drama skills and production skills. Pupils will develop practical skills in creating and presenting drama, knowledge and understanding of performance as well as evaluative skills. It helps your personal and social development: working with others helps you to learn patience, tolerance, self-discipline and respect. The course also allows you to improve your self-confidence, concentration and communication skills.

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

The work of the course

There are 2 main parts to this course. They are:

Drama Skills

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

Production Skills

Pupils will explore the production areas; lighting, sound, costume, set design, make-up & hair or props. Pupils will then apply this knowledge and use design concepts in presentations.

Internal Assessment

There is continuous internal assessment for all aspects.

External Assessment

Performance Exam

Pupils will choose either an acting or design role to be assessed in. The pupils will then work as part of a group to create a performance of an extract which will be performed in front of an SQA examiner in a live exam.

Written Exam Paper

Section 1 will ask pupils to evaluate themselves and others and their effectiveness in a recent performance. Section 2 gives pupils a choice of stimuli from which they are to create a piece of drama that uses a variety of different techniques to plan for performance.

Drama National 4, SCQF Level 4

Course Description

The National 4 Drama course enables pupils to develop and use a range of drama skills and production skills. Pupils will develop practical skills in creating and presenting drama, knowledge and understanding of performance as well as evaluative skills. It helps your personal and social development: working with others helps you to learn patience, tolerance, self-discipline and respect. The course also allows you to improve your self-confidence, concentration and communication skills.

National 4 Drama can lead to National 5, Higher, then Advanced Higher Drama. This is an excellent course for pupils interested in a career or further training in the world of theatre or media. Employers value Drama as a qualification as it requires pupils to develop strong communication and teamwork skills and so it is a valuable course for any career path.

The work of the course

There are 3 main parts to this course. They are:

Drama Skills

Pupils will explore a range of stimuli for inspiration, share ideas, use and evaluate drama techniques. They will also learn how to develop a character.

Production Skills

Pupils will explore the production areas; lighting, sound, costume, set design, make-up & hair or props. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Added Value

Learners will draw on and extend their knowledge and apply their production skills in a drama performance.

Internal Assessment

There is continuous internal assessment for all aspects. Evidence will be generated and gathered in various formats, such as video evidence and written work. This work could also be externally verified.

Curriculum Area

Science

Courses included in this section

- **Practical Science**
- **Biology**
- **Chemistry**
- **Physics**

Practical Science – Level 5 National Progression Award (SCQF level 5 course)

Course Description

The National Progression Award (NPA) in Practical Science at SCQF level 5 develops techniques that are important in the STEM (science, technology, engineering and maths) sector and is particularly important given the existing and projected shortfall in suitably qualified individuals in these areas.

The NPA in Practical Science at SCQF level 5:

- develops knowledge and understanding of biology, chemistry and physics and develops skills in good laboratory practice
- helps learners develop an understanding of science health and safety and an awareness of the Essential Skill of Citizenship
- prepares candidates for progression to extended qualifications at SCQF level 5 and above

The work of the course

The course will involve the study of 5 Units

- Introduction to Chemistry
- Waves and Optics
- Radioactivity
- The Human Body
- Forensic Science: Applications

Internal Assessment

All assessment for this course is marked internally, with evidence being gathered throughout the year. Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

External Assessment

There is no external assessment for this course.

Biology - National 5 (SCQF level 5 course)

Course Description

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

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

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

The work of the course

The course will involve the study of 3 Units

- Cell Biology
- Multicellular Organisms
- Life on Earth

Internal Assessment

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

External Assessment

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and accounts for 25 of the marks. The final grade is awarded based on the combined total of marks gained out of 125.

Biology - National 4 (SCQF level 4 course)

Course Description

This course is designed as a course with less emphasis on quantity of theory to study and learn

- compared to National 5, and with more emphasis on practical applications and abilities.
-
- Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive, and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher. Regular homework will be given to enhance pupil learning and develop their skills.

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

The work of the course

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

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

Internal assessment

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

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

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

Biology - National 3 (SCQF level 3 course)

Course Description

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

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

The work of the course

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

Internal assessment

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

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

Chemistry - National 5 (SCQF level 5 course)

Course Description

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

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

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

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

The work of the course

The course consists of three units:

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

Internal Assessment

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

External assessment

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and account for 25 of the marks. The grade is determined on the basis of the total mark of 125.

Chemistry - National 4 (SCQF level 4 course)

Course Description

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

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

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

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

The work of the course

The course consists of three units:

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

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

Internal Assessment

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

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

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

Chemistry - National 3 (SCQF level 3 course)

Course Description

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

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

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

The work of the course

The course consists of three units:

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

Internal Assessment

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

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

Physics - National 5 (SCQF level 5 course)

Course Description

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

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

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

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

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

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

The work of the course

The three units are:

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

Internal Assessment

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

External Assessment

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

Physics - National 4 (SCQF level 4 course)

Course Description

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

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

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

Homework sheets are given out regularly throughout the course.

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

The work of the course

The units studied are:

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

In addition, there is an Added Value Unit.

Internal Assessment

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

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

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

Physics - National 3 (SCQF level 3 course)

Course Description

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

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

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

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

The work of the course

The units studied are:

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

Internal Assessment

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

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

Curriculum Area

Technologies

Courses included in this section Business Education

- Administration & IT
- Business
- Business Management

Computing Science

- Digital Media
- Digital Literacy
- Cyber Security

Design & Manufacture

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

Administration & IT National 5 (Level 5 SCQF)

Course Description

The Courses aims to enable learners to:

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

There are 3 units in this course. They are:

Administrative Theory and Practice – gives learners a broad introduction to administration in the workplace. Learners will develop an understanding of the Tasks and Skills of an Administrative Assistant, Customer Care, Health & Safety, Security of People, Property and Information. In addition, they will apply their skills to organise and support events.

IT Solutions for Administrators – learners will develop skills in IT, problem solving and organising and managing information in administration-related contexts. Learners will develop their knowledge of IT applications such as word processing, spreadsheets, and databases. They will be able to select the relevant software to create and edit business documents.

Communication in Administration – this unit enables learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of reliable sources of information and how to use software to communicate information in ways appropriate to its context, audience and purpose. Learners will learn to safely use the Internet, develop PowerPoints and use Desktop Publishing as well as Email and Ediary. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

External Course Assessment

The Course Assessment has 2 components – both of a practical nature.

Component	Marks	Duration
Question Paper	50	2 hours
Assignment	70	3 hours

Administration & IT National 4 (Level 4 SCQF)

Course Description

The Courses aims to enable learners to:

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

There are 3 units in this course. They are:

Administrative Theory and Practice – gives learners a broad introduction to administration in the workplace. Learners will develop an understanding of the Tasks and Skills of an Administrative Assistant, Customer Care, Health & Safety, Security of People, Property and Information. In addition, they will apply their skills to organise and support events.

IT Solutions for Administrators – learners will develop skills in IT, problem solving and organising and managing information in administration-related contexts. Learners will develop their knowledge of IT applications such as word processing, spreadsheets, and databases. They will be able to select the relevant software to create and edit business documents.

Communication in Administration – this unit enables learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of reliable sources of information and how to use software to communicate information in ways appropriate to its context, audience and purpose. Learners will learn to safely use the Internet, develop PowerPoints and use Desktop Publishing as well as Email and Ed diary. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Internal Course Assessment

There is a Unit Assessment for each of the 3 units and an Added Value Unit.

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

Administration & IT National 3 (Level 3 SCQF)

Course Description

The Courses aims to enable learners to:

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

There are 3 units in this course. They are:

IT Solutions for Administrators – The purpose of this Unit is to develop learners' awareness of administration in the workplace and to complete simple administrative tasks. The Unit also aims to enable learners to acquire IT skills in familiar administration-related contexts. Learners will use basic functions of the following IT applications — word processing, spreadsheets and databases — to create and edit straightforward documents used in the workplace, which may relate to any administrative function.

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

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

Internal Course Assessment

There is a Unit Assessment for each of the 3 units.

Each unit is broken down into a variety of individual tasks which will be completed when pupils have reached the required level of skill.

Business Management National 5 Course Description

The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people. Candidates gain skills in personal financial awareness through improving knowledge of financial management in a business context. The course introduces candidates to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation. By studying this course, candidates develop an appreciation of customer focus, enterprise, and decision-making.

There are 5 units in this course. They are:

Understanding Business – learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of Marketing – learners develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Management of Operations – learners develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of People – learners develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of Finance – learners develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Course Assessment

The Course Assessment consists of 2 components:

Component	Marks	Duration
Component 1: question paper	90	2 hours
Component 2: assignment	30	5 hours

Business National 4 Course Description

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. September 2014, version 1.1 5 The purpose of the

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

The Course is practical and experiential in nature and develops a wide range of skills for learning, life and work. These include: employability skills and attributes, including flexibility and adaptability, independence, reliability and working with others; numeracy, by being able to interpret data, tables, charts and other graphical displays to draw conclusions, and understanding money; and effective use of ICT in a business context.

The Course consists of 3 mandatory Units including the Added Value Unit.

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

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

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

Course Assessment

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

Business National 3 (SCQF 3)

Course Description

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

The Course will introduce learners to the effects of basic internal and external influences on business. They will also develop a basic understanding of the attributes that encourage enterprising behaviour within a business context. The Course also provides opportunities to develop ICT skills within a business context.

There are 2 units in this course:

Business in Action – learners gain a basic understanding of the enterprising skills required for business success; of the ways in which businesses satisfy customers' needs; of the key functional activities of business; and the use of ICT in supporting the key functional activities of business.

Influences on Business – learners gain a basic awareness of business finance in familiar business contexts; an awareness of how a limited range of internal and external influences affects business activity; and an awareness of the contribution of stakeholders to business success.

Internal Assessment

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

Computing Science - National 5 (Level 5: 24 SCQF credit points) Course Description

Studying Computing Science in the Senior Phase aims to:

Prepare pupils to be the programmers of the future in many areas of technology; information systems, gaming, web design, app development, creative industries, ethical hacking, cyber security

Studying computing will develop the skills that you currently have and allow you to apply them to new situations.

Successful completion of all course components provides automatic certification of Information and Communication Technology at SCQF level 5 and can lead to study at Higher in Computing Science or other computing related courses and awards.

The course has four areas of study:

Software Design & Development

- An exciting unit where pupils develop their problem-solving skills, learn the principles of computer programming, develop solutions through code and be given an insight into how programming works in the world of work.

Computer Systems

- Discover how data and instructions are stored in binary form and basic computer architecture; an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems

Database Design & Development

- Develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical tasks; apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.
- Develop knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

Web Design and Development

- Builds on the work of the Database Design & Development Unit in a web context, developing web solutions and demonstrating knowledge and Understanding in the use of html, CSS and Javascript.

Computing Science Assignment

This unit requires pupils to apply skills and knowledge from the other units to analyse and solve an appropriate challenging Computing Science problem. The assignment is 8 hours long, completed under exam conditions and accounts for 31% of the marks. This is marked externally by SQA.

External Assessment

The external exam accounts for 69% of the available marks. Your performance in the exam and the assignment will result in the grade awarded for the course.

Computing Science - National 4 (Level 4: 24 SCQF credit points)

Course Description

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

Offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice

Emphasis on skills development and the application of those skills

Develop the skills you currently have and allow you to apply them to new situations.

Successful completion of all course components provides automatic certification of Information and Communication Technology at SCQF level 4 and may lead to study at National 5 in Computing Science or other computing related courses and awards.

There course has 3 units of study:

Software Design & Development (9 SCQF Credit points)

- Prepare pupils to be the programmers of the futures.
- Learn the principles of creating computer programs/computer games
- An insight into how programming works in the world of work.
- Explore the impact of emerging and innovative technologies on the environment and society.

Information Systems Design & Development (9 SCQF Credit points)

- Explore key facts and ideas relating to information system design and development.
- Develop knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

Added Value Project (6 SCQF Credit points)

- Pupils apply skills and knowledge from the other units to analyse and solve an appropriate challenging computing science problem.

Internal Assessment

An assessment at the end of each unit as well Added Value project.

Assessments are internally marked and are resulted with either a pass or a fail.

External Assessment

There is no external assessment for National 4 Computing Science.

Digital Media - Level 4/5 (Both levels: 18 SCQF Credit Points)

Course Description

Digital Media explores the creation, use and impact of digital content and information. Aimed at providing an introduction to the fast-paced digital media, design and creative industries, our senior phase National Progression Award (NPA) offers students a comprehensive introduction to the planning, acquisition and editing a range of multimedia elements. Through units in still images, audio and moving images, the course aims to provide opportunities for learners to follow a

development lifecycle — from planning through to design, and then on to creation and editing. Successful completion of all course components can lead to the learner progressing to **Digital Media at Level 6**.

The work of the course

There are 3 units in this course. They are:

1. Still Images

- Plan the capture of digital still images for a specified brief.
- Acquire and edit digital still images for the specified brief.
- Produce a finished digital media product using the portfolio of still images to meet the requirements of the specified brief.
- Evaluate the final digital media product and your own performance against the requirements of the specified brief. **(Level 5 Only)**

2. Audio

- Plan the acquisition of digital audio for a specified brief.
- Acquire digital audio for the specified brief.
- Produce edited digital audio in a format required by the specified brief.
- Evaluate the final digital audio product and own performance within the requirements of the given brief. **(Level 5 Only)**

3. Moving Images

- Plan a moving image narrative for a specified brief.
- Acquire moving image material for the specified brief.
- Produce an edited and finished moving image narrative in a format required by the specified brief.
- Evaluate the final moving image narrative and own performance against the requirements of the specified brief. **(Level 5 Only)**

Internal Assessment

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

External Assessment There is no external assessment for this course.

Digital Literacy - Level 4/5

Course Description

This course delivers a range of knowledge and skills that build on and improve learners' digital literacy. Learners will also develop confidence and skills in using digital devices such as smartphones, tablets or laptops and they will gain an understanding of digital citizenship that includes educational, community, political and business aspects.

The course develops skills in critical thinking, problem solving and working within a group/team as well as the ability to communicate effectively and present information accurately. These are all essential for working in a modern business environment.

Assessment

Learner's progress will be assessed through monitoring of classwork. Assessment of this award will be a combination of knowledge and practical assessments under closed- and open-book assessment conditions.

Cyber Security Fundamentals - SCQF Level 4/5

Course Description

Cyber security Fundamentals is designed to be an introduction to the field of CyberSecurity. It covers a range of topics from cyberhygiene, cyberwarfare and cyberreliance. It will equip learners with basic knowledge and skills relating to cybersecurity which are essential for every citizen. Learners will gain practical experience of protecting personal digital devices, such as a smartphone or personal computer. The role of social engineering in cyberattacks and the implications of cyberthreats for personal privacy are also explored in this Award.

Candidates will study three outcomes which will allow them to

- identify common cyber security threats to individuals, businesses and nations
- defensive measures to minimise the risks posed by these threats
- secure a digital device for personal use

Internal Assessment

Learners are required to pass an assessment to evidence each of 3 outcomes. These will be a mix of practical and theory.

The assessment will be resulted with either a pass or a fail.

External Assessment

There is no external assessment for this course.

Design and Manufacture National 5, SCQF Level 5

Course Description

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

The work of the course

There are 2 units in this course. They are:

1. Design

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

2. Materials and Manufacturing

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

Assessment

The course assessment has three components.

Component	Mark	Duration
Component 1: question paper	80	1 hour and 45 minutes
Component 2: assignment design	55	
Component 3: assignment practical	45	

Design and Manufacture National 4, SCQF Level 4

Course Description

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

The work of the course

There are 2 units in this course. They are:

1. Design

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

2. Materials and Manufacturing

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

Internal Assessment

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

External Assessment

N/A

Engineering Science National 5, SCQF Level 5

Course Description

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

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

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

Progression will be to study engineering science at Higher.

The work of the course

There are 3 units in this course. They are:

1. Engineering: Contexts and Challenges

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

2. Electrical and Electronic Systems

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

3. Mechanical Systems

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

Assessment

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	110	1 hour and 50 minutes
Component 2: assignment	50	

Engineering Science National 4, SCQF Level 4

Course Description

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

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

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

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

The work of the course

There are 3 units in this course. They are:

1. Engineering: Contexts and Challenges

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

2. Electrical and Electronic Systems

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

3. Mechanical Systems

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

Internal Assessment

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

External Assessment

N/A

Graphic Communication National 5, SCQF Level 5

Course Description

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The National 5 Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them

to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Higher Graphic Communication or Design courses at College.

The work of the course

There are 2 units in this course. They are:

1. 2D Graphic Communication

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

2. 3D and Pictorial Graphic Communication

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

Assessment

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	80	2 hours
Component 2: assignment	40	

Graphic Communication National 4, SCQF Level 4

Course Description

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

The work of the course

There are 2 units in this course. They are:

1. 2D Graphic Communication

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

2. 3D and Pictorial Graphic Communication

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

Internal Assessment

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

External Assessment

N/A

More information can be found at our Website.

Practical Woodworking Skills National 5, SCQF Level 5

Course Description

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

The work of the course

There are 3 units in this course. They are:

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

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

2. Practical Woodworking: Carcase Construction (National 5)

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

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

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

Internal Assessment

All units will be internally assessed.

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

External Assessment

A written exam will test materials tools and processes in the workshop.

Practical Woodworking Skills National 4, SCQF Level 4

Course Description

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

The work of the course

There are 3 units in this course. They are:

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

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

2. Practical Woodworking: Carcase Construction (National 4)

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

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

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

Internal Assessment

All units will be internally assessed.

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

External Assessment

N/A

NPA Construction Craft and Technician at SCQF level 4

Course Description

The NPA in Construction Craft and Technician at SCQF level 4 introduces learners to techniques that are important in the construction sector.

It develops knowledge and understanding of a range of construction disciplines together with the practical, technical and transferable skills required to carry out and complete a vocational project. This NPA covers areas such as carpentry and bench joinery, painting and decorating, brickwork, plasterwork, roof tiling, stonemasonry, and personal development.

The work of the course

This group award aims to offer learners the opportunity to develop a range of skills and knowledge in relation to Construction Industry. Through completion of this award, learners will develop Core Skills which will enhance their employability prospects.

The group award will:

- Give learners the technical knowledge, skills and understanding associated with a range of craft and technician skills in construction at this level.
- Develop an awareness that health and safety issues are central to the world of work, and in particular to the construction industry.
- Enable learners to develop and apply practical, technical and communication skills as a foundation for future learning and progression.
- Encourage learners to develop a positive attitude to waste minimisation and environmental issues.
- Encourage learners to apply their knowledge and understanding of construction by using skills of evaluation and problem solving in a vocational context.
- Prepare learners for further learning opportunities, study and training for employment in Construction and the Built Environment sectors and related occupations.

Internal Assessment

Assessment will be a combination of practical and knowledge assessments under open-book assessment conditions. An observation checklist will be used to assess the practical exercises in all outcomes

External Assessment

N/A

Creative Thinking Qualification - SCQF Level 5

Course Description

This brand new course celebrates the importance of creativity, problem-solving and critical thinking; metaskills that will be required of a future workforce. It carries 24 SCQF credit points and is undertaken across a delivery model of a notional 240 learning hours. It is the result of a collaboration between employers, creative agencies, teachers, lecturers and students who came together as a group to form Daydream Believers. This award-winning collaborative effort has

resulted in the website daydreambelievers.co.uk and includes resources by contributors such as LEGO, Whitespace, Ellen MacArthur Foundation, Amazerealise, Skyscanner, D&AD, Edinburgh Napier University, Edinburgh College and many more.

The work of the course

The learning outcomes above align to the headings of: Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking. The qualification can be undertaken using a combination of two, three or four projects.

Examples of projects include:

- Thoughts become things – Create a Hospital, School, Music Venue or Workplace. An experiential project about the built environment from multi-disciplinary creative studio Acrylicize.
- Campaign for Kindness - Studio LR asks students to create an advertising campaign using empathy
- Circular Brand - Ellen MacArthur Foundation and Teemill challenge students to create a fashion brand and sell their own products in the circular economy

All students entering the course should be studying National 5 English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Formative Assessment

Using a physical rubber stamp directly onto sketch books to create a framework constructively aligned to the 5 elements of the creative process.

Summative Assessment

Using a digital assessment App for summative feedback SWIPE iT© uses scroll bars to mark the same 5 elements of the creative process which are constructively aligned to the Learning Outcomes. Averages and grades are calculated in real time and interactive grade descriptors from the course assessment rubric are displayed. This allows informed and efficient marking, trusting educators to be the most informed markers of their student's work.

Creative Thinking Qualification - SCQF Level 6

Course Description

This brand new course celebrates the importance of creativity, problem-solving and critical thinking; metaskills that will be required of a future workforce. It carries 24 SCQF credit points and is undertaken across a delivery model of a notional 240 learning hours. It is the result of a collaboration between employers, creative agencies, teachers, lecturers and students who came together as a group to form Daydream Believers. This award-winning collaborative effort has resulted in the website daydreambelievers.co.uk and includes resources by contributors such as LEGO, Whitespace, Ellen MacArthur Foundation, Amazerealise, Skyscanner, D&AD, Edinburgh Napier University, Edinburgh College and many more.

The Level 6 Award will be listed as a preferred requirement for all Design courses at Edinburgh Napier University and Edinburgh college and we expect other FE and HE institutions to follow.

The work of the course

The learning outcomes above align to the headings of: Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking. The qualification can be undertaken using a combination of two, three or four projects.

Examples of projects include:

- Thoughts become things – Create a Hospital, School, Music Venue or Workplace. An experiential project about the built environment from multi-disciplinary creative studio Acrylicize.
- Campaign for Kindness - Studio LR asks students to create an advertising campaign using empathy

All students entering the course should be studying Higher English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Formative Assessment

Using a physical rubber stamp directly onto sketch books to create a framework constructively aligned to the 5 elements of the creative process.

Summative Assessment

Using a digital assessment App for summative feedback SWIPE iT© uses scroll bars to mark the same 5 elements of the creative process which are constructively aligned to the Learning Outcomes. Averages and grades are calculated in real time and interactive grade descriptors from the course assessment rubric are displayed. This allows informed and efficient marking, trusting educators to be the most informed markers of their student's work.

Core Subjects

Information on Core Social Education and RE

All pupils will follow a programme on a one period per week basis of SE and RE on a rota.

In Social Education, the aims are to:

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

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

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

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

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

Core S4 RMPS

We explore two morality issues, which allow pupils to explore different moral issues and different religious and non-religious views on these issues to come to their own reasoned opinions. First, we look at Euthanasia, looking at the following aspects;

- Types of Euthanasia
- UK laws
- Laws in Switzerland and the Netherlands
- Reasons for and against Euthanasia

When pupils come back for their second rotation of Core RMPS they learn about Relationships and look at the following aspects;

- Religious and Secular marriage
- Arrange and forced marriage
- Sex education