Entering the Senior Phase - Options Handbook

Introduction .................................................................................................................. 3
Subject Choices ............................................................................................................ 3
Entry into S4 Courses .................................................................................................. 4
What are the students' responsibilities? ...................................................................... 5
What will staff do? ......................................................................................................... 5
What happens after the option forms are handed in? .................................................. 6
Guidelines for S4 Options ........................................................................................... 7
Beyond S4 ..................................................................................................................... 9
Administration & IT National 4 .................................................................................. 10
Administration & IT National 5 .................................................................................. 11
Art and Design National 4 and 5 ............................................................................... 12
Biology: National 4 and 5 ......................................................................................... 15
Business National 4 ................................................................................................... 17
Business Management National 5 ............................................................................... 18
Chemistry: National 4 and 5 ..................................................................................... 19
Computing Science National 4 .................................................................................. 21
Computing Science National 5 .................................................................................. 22
Design and Manufacture National 4 and 5 ................................................................. 24
English National 4 ..................................................................................................... 26
English National 5 ..................................................................................................... 27
Geography National 3, 4 and 5 .................................................................................. 28
Graphic Communication National 4 and 5 ............................................................... 30
Health & Food Technology National 4 ....................................................................... 31
Health & Food Technology National 5 ....................................................................... 32
History National 3 ..................................................................................................... 34
History National 4 ..................................................................................................... 35
History National 5 ..................................................................................................... 36
Hospitality: Practical Cake Craft National 5 ............................................................... 38
Hospitality: Practical Cookery: National 4 ................................................................. 39
Hospitality: Practical Cookery: National 5 ................................................................. 40
National 3: Applications of Mathematics .................................................................. 41
National 4: Applications of Mathematics .................................................................. 43
National 4: Mathematics ............................................................................................ 45
National 5: Mathematics ............................................................................................ 47
Modern Languages - Your gateway to the world: French/German National 4 ......... 49
Modern Languages - Your gateway to the world: French/German National 5 ........ 51
Music National 4 ....................................................................................................... 54
Music National 5 ....................................................................................................... 55
Photography National Progression Award 4 and 5 ................................................... 56
Physical Education National 4 .................................................................................... 58
Physical Education National 5 .................................................................................... 59
Physics: National 4 .................................................................................................... 60
Physics National 5 ..................................................................................................... 62
Practical Metalworking National 4/5 .......................................................................... 64
Practical Woodworking National 4/5 ......................................................................... 66
Introduction

Following Scottish Government advice students at Biggar High have continued to follow a ‘Broad General Education’ in S3 and have developed knowledge and life skills in a wide range of different subjects. In S4 our students enter the Senior Phase and will complete new National Qualifications in six subject areas. Mathematics and English are compulsory subjects for all of our students in fourth year. In addition to Mathematics and English our students will be asked to choose four courses.

The option sheet used for subject choice has been designed to best match the wants and needs of our students. The sheet is based on a trial run we carried out in January 2019. Changes to the option sheet have been made to take account of the feedback from students and teachers.

Subject Choices

In S4 English, Maths, Core PE and Personal and Social Education (PSE) are taken by all students. In the trial run in January students will choose four additional subjects from the option sheet issued.

It is very important that students make accurate choices in January’s trial run. If large numbers of students change their choices the options sheet will not be able to provide all students with their first choice of courses. It should be noted that it is not economic to run courses with low uptake and it is highly likely that such courses will be removed from the final options sheet.

Good course choices are the foundation of a student’s future success in school both in terms of attainment and achievement. Good choices are made through close collaboration between students, teachers and parents. School staff recognise the important role parents play in this process and so work hard to provide as much information as possible to help you support your child in making good choices. We also provide a number of opportunities for you to discuss your children’s option choices both formally and informally.

Good choices will:

- Maximise motivation and the opportunity for success
- Take account of aptitudes and prior attainment
- Meet realistic career aspirations
- Result in a workload which is demanding but achievable
- Keep a range of future career options open

A key resource for both students and parents is this S3 into S4 Option Choice Handbook - ‘Entering the Senior Phase’ which is available to all S3 students on our school website from January. [www.biggar.s-lanark.sch.uk](http://www.biggar.s-lanark.sch.uk)
Entry into S4 Courses

In general students should select courses they have been studying in S3 to have a good understanding.

Entry into National 5 courses will require students to have a good understanding at Level 4 by the end of S3. National 5 qualifications are externally assessed by SQA. This assessment is usually an exam in May. Part of the final grade may, depending on the subject, consist of an assignment or folio. During the year, if a pupil is finding the level of study at National 5 tooo demanding they may be recommended to move to National 5 units only or to National 4.

For entry into National 4 Courses students should have a good understanding at Level 3 by the end of S3. Students who are not able to achieve National 4 will be entered for National 3 Qualifications.

National 4 qualifications in S4 are internally assessed by class teachers. There are no external assessments. Pupils will receive an SQA certificate with ‘Pass’ or ‘Fail’ indicated.

National 3 courses may be available to a small number of students in some subjects as an alternative to National 4 or 5. These courses are internally assessed i.e. there is no formal external exam at the end of S4. National 3 may be available where it is believed that the course would offer a greater opportunity for pupils to achieve success.
What are the students’ responsibilities?

The student is, of course, the key player in the options choice process. It is very important that each student recognises their responsibilities, and your support in encouraging them to play a full part in the process helps to ensure that good choices are made.

Student responsibilities include:
- Completing realistic self-assessments taking account of their own interests and aptitudes
- Discussing possible subject choice with their teachers
- Researching possible career interests and opportunities
- Discussing their option choices at home
- Reading the Options Information Booklet online
- Completing their Interview Preparation Sheet
- Meeting relevant deadlines for returning forms

What will staff do?

Mrs Annette Rose S4-6 Year Head has overall responsibility for the course choice process.

The Pupil Support Team is responsible for the careers programme in Personal and Social Education (PSE), for coursing interviews, and for option choices.

The PSE programme includes:
- Self-evaluation of personal strengths and weaknesses
- Career paths/routes beyond school using relevant web sites
- How to use the school careers library to find information
- Familiarisation with subjects, levels and entry levels
- Small group talks with our Skills Development Scotland Advisor

Subject staff will support option choice in the following ways:
- Discussion of students’ personal strengths and development needs within the subject as well as giving advice on appropriate progression routes and related careers within the subject.
- Explanation of what is involved in the next level of the course.

Skills Development Scotland also contributes to the option choice process in a number of ways including:
- Small group talks
- Acting as a gateway to further information
- Attendance at parents’ consultation
What happens after the option forms are handed in?

When option forms are returned to the Pupil Support Team they:

- Check returned forms against agreements reached at Coursing Interviews
- Highlight any discrepancies to the Year Head.

The Year Head then summarises numbers and identifies any classes where numbers are too small to justify running the course. A final decision is then taken by the Senior Management Team after considering all of the staffing issues for the coming session.

If a class is oversubscribed, we will re-interview students to establish whether any would be happy to change. Students who have returned option forms on time will be given priority. Thereafter, we will review students’ expressed career intentions and approach those for whom the course is not essential. If we cannot identify students volunteering to change options, it may be necessary to select students by ballot but we will make every effort to avoid this. We will keep parents informed in the event of any difficulties with coursing.

When does all of this happen?

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<thead>
<tr>
<th>Event Description</th>
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<tr>
<td>PSE programme covering careers &amp; option choice process</td>
<td>December 2018 – March 2019</td>
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<tr>
<td>Options Handbook available online from S3 into S4 Trial Options run</td>
<td>January 2019</td>
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<tr>
<td>S3 into S4 Trial Options Sheet returned by S3 into S4 Final Options Form available</td>
<td>7th January 2019</td>
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<td>S3 Tracking Plus Reports issued</td>
<td>14th January 2019</td>
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<tr>
<td>S3 into S4 Options Interviews begin</td>
<td>17th January 2019</td>
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<tr>
<td>S3 Option Forms returned &amp; Individual Forms reviewed by Pupil Support</td>
<td>4th March 2018</td>
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<td><strong>S3 Parents' Consultation Evening</strong></td>
<td>11th March 2018</td>
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The option process has to begin early to allow time for the students to fully consider their choices. The process also has to be completed before staffing and timetabling can be finalised for the following year. This is why it is so important that the deadline for handing in Option Choice Forms should be adhered to. It may seem to students that there is a long gap between handing in the form and the new classes starting, but in reality a huge amount of work has to be done by staff during that time.
The final part of this process will be early March a one to one discussion with a Pupil Support Teacher. At this point the option sheet should be signed and returned to school by the 18th March. If at this point you wish to change the options, please score out the circled subject and indicate your other choice. Return the form to school. Should any issues arise we will contact you as soon as possible.

The course of study chosen at this stage will be followed for the next year, until the end of S4.

Once decisions have been made, it is not normally possible to change subjects due to difficulties in catching up on missed work.

**Guidelines for S4 Options**

- English, Mathematics, Core PE and PSE are compulsory.
- Pupils must not choose the same subject in two different columns.
- Pupils who want to choose PE must normally have achieved 85% participation in PE classes in S3.
- Details about our Whats with Work programme will be given to pupils when available.
- All courses are offered subject to viable numbers choosing the subjects.
- In the event that some courses are oversubscribed pupils may be asked to choose an alternative course. Students who return options forms or target setting booklets late will be considered for re-coursing initially. Thereafter volunteers will be sought. If necessary, decisions may have to be taken based on student career aspirations and professional judgement. Parents will be consulted if re-coursing is necessary.
- Pupils opting for Hospitality and Practical Craft should be aware that there is no progression to Higher in these courses and in S4 they are offered at National 3 & 4 only.

**Please Note:**

It cannot be guaranteed that subjects listed will be available in S5/6.
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Please tick if you are interested in a GradU8 College based course in any of the following:

- Barbering
- Beauty Skills
- Construction
- Childcare
- Engineering
- Hairdressing
- Horticulture
- Mental Health and Well Being
- Makeup Artistry
- Uniformed and Emergency Services

*Please note that there is no guarantee that all of these courses will run and that there will be a separate application process. Please let us know if there is any subject that you wish to study but cannot due to a column clash with another subject

Please return to school office by Monday 14th January
Beyond S4

The number of young people staying on in full-time education beyond the age of 16 has risen steadily over the past ten years. Over 80% of young people now stay on into fifth year and it is increasingly normal to stay on for a sixth year.

The following National Qualification (NQ) levels will be offered: National 3, National 4, National 5, Higher and Advanced Higher. While it cannot be guaranteed that subjects listed on the S4 option sheet will be available in S5, we will endeavour to ensure that there are suitable progression routes for all students. Subject to staffing, accommodation and viable numbers of students choosing courses, we will attempt to offer as wide a range of curricular choice as possible each year. There will be the opportunity to start new subjects in S5 and S6.
Administration & IT National 4

Contact Teacher: Mrs F Thomson

Course Information:
The key purpose of this Course is to develop learners’ administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations. The Course aims to enable learners to:

- develop a basic understanding of administration in the workplace and laws that affect employees in the workplace
- 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

Entry Requirements
- An interest in developing IT skills in a business environment
- S3 Administration and IT course is an advantage
- Comparative Maths level is required

Assessment:
This course is assessed within class time. Students will be provided with opportunities to demonstrate the skills they have learned through completion of various practical and written work contained in the 3 units of the course. There is also an added value unit which will be completed in class and will provide an opportunity for the student to use the skills learned throughout the course to organise a small-scale event.

Progression Pathways:
This Course or its components may provide progression to:
- National 5 Administration and IT Course or relevant component Units
- Further study, employment or training.

Resources:
- Administration and IT instruction booklets issued to each student for class work.
- Google classroom

Hints for Success:
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
Administration & IT National 5

Contact Teacher: Mrs F Thomson

Course Information:
The Course aims to develop learners’ administrative and IT skills and to enable learners to:

- develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

Entry Requirements:
- An interest in developing IT skills in a business environment
- National 4/Administration and IT course is an advantage
- Comparative Maths level is required

Assessment:
This course assessment has two components, a question paper which assesses both practical ICT skills and theory knowledge and understanding and an assignment, which will be completed in class and will provide an opportunity for the student to use the skills learned throughout the course.

Progression Pathways:
This Course or its components may provide progression to:

- Higher Administration and IT Course or relevant component Units
- Further study, employment or training.

Resources:
- Administration and IT instruction booklets issued to each student for class work.
- Google classroom

Hints for Success:

- Completion of all work set in class and homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
Art and Design National 4 and 5

Contact Teacher: Mrs L Leiper/Miss E Wilson
The Creative Industries are the fastest growing sector in the economy and performing better than any other sector with an average increase of 10% per year.

The skills that you learn during your National Art and Design course will set you up to excel in many different professional roles. You’ll learn how to think creatively and independently, exercise your problem-solving abilities and fine-tune skills such as hand-eye coordination and communication.

Aims
The National 4/5 Art and Design Courses are practical and experiential. They aim to develop knowledge of art and design practice and practical media handling skills in both expressive and design contexts. The Courses provide opportunities for learners to exercise imagination and creativity. They provide scope for personalisation and choice.

The Courses provide opportunities for learners to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work and create original expressive and design ideas.

As learners develop their practical skills, they will investigate how artists and designers create and develop their ideas. Developing their appreciation of art and design practice helps learners to develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice. This will help learners when developing and refining their creative ideas.

The aims of the Courses are to enable learners to:
- Communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
- Develop knowledge and understanding of art and design practice
- Plan, develop, produce and present creative art and design work
- Develop understanding of the social and cultural influences on artists and designers and their work
- Develop problem solving, critical thinking and reflective practice skills

In S4, all students will follow a National 4 or 5 course. This will be divided into three areas.
- Design
- Expressive
- Critical (Looking at both design and expressive)

Progression into this Course
Entry to this Course is at the discretion of the Art and Design Department. However, learners would benefit from having some or all of the following skills and knowledge before starting this Course:
- a working knowledge of colour, colour mixing and the visual elements
- observational drawing skills
- prior experience of working with and using a variety of art and design materials and techniques in 2D and/or 3D formats
Art & Design National 4 and 5 continued

Assessment:
These courses will be assessed through a portfolio and a question paper (National 5 only).

- Course work will be assessed at the end of each unit.
- Regular feedback is given on class work and homework tasks.
- National 4 & 5: All Units are internally assessed against SQA requirements.
- They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres. National 5 portfolios will then be externally assessed by SQA. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Progression from this Course (National 4)
This Course or its components may provide progression to:

- National 5 Art and Design Course or relevant component Units.
- Further study, employment or training

Progression from this Course (National 5)
This Course or its components may provide progression to other SQA qualifications in the expressive arts, fashion, textiles, and technologies including:

- Skills for Work (SfW) Creative Industries Course (SCQF level 5)
- National Certificate (NC) in Art and Design (SCQF level 6) National Progression Awards (NPAs) in Art and Design: Digital Media (SCQF levels 5 and 6)
- Higher Art and Design and relevant component Units
- For some learners it may also include progression into employment and/or training.

Resources:
- Art and Design Studies notes and visual resources issued to each student.
- DVD and reference book collection available to each student.
- Expressive media and design materials provided for each student.
- Art packs are available for purchase.
- Key dates summary sheets.
Art & Design National 4 and 5 continued

Hints for Success:
- Meet deadlines – plan your time well
- Working on practical work at home and in school
- Regular completion of homework (both critical and continuous practical class work)
- Commitment to achieving your agreed target, this will be demonstrated and make your targets move achievable if you show commitment both at home and in class.
- Regular revision of critical notes.

Students tell us that they like art, but people say that there is no job or money in it! We respond by asking them to think of something in their life that hasn’t been designed or created. Imagine sitting at home, look around you. The clothes that you wear are designed by fashion designers, the wallpaper designed by interior designers, the packaging on your food, the style of your car, your house, the computer, television... the list goes on and on. All of these professions came through Art and Design in schools and colleges.
Biology: National 4 and 5

Contact Teacher – Miss Owens, Mrs Annand, Mrs Robinson, Mr Stevenson

Why study Biology?
Biology affects everyone and aims to find solutions to many of the world’s problems. Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Through enjoyable learning in biology, learners develop their interest in and understanding of the world. The Course will be of value to those wishing to develop skills, knowledge and understanding of biology.

What does the Course involve?
National 4 introduces the following topics giving a broad insight into the topic, while National 5 develops the skills’ and knowledge further in preparation for Higher studies.

The courses comprises of four units:

Cell Biology
Learners study cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

Multicellular Organisms
Learners study plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

Life on Earth
Learners study world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

National 4 Assessment
To gain the Course award, the learner must pass all of the Units and the Added Value Unit assessment which is an assignment. The unit assessments ensure that students can apply knowledge and understanding and scientific skills to an experiment or practical investigation. There is no formal exam.

Further information on this course can be found on the SQA web-site at

http://www.sqa.org.uk/sqa/45724.html

National 5 Assessment
Component 1 — question paper 100 marks
Component 2 — assignment 20 marks (scaled to 25 marks)

Total marks 125 marks
(80% question paper and 20% assignment)

The assignment is based on a practical experiment/activity. This is researched and carried out under the guidance of the teacher and then written up in line with SQA guidance and procedures. Both the question paper and the assignment are marked externally. /contd.
/Biology National 5 assessment continued

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award however teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

Further information on this course can be found on the SQA web-site at

http://www.sqa.org.uk/sqa/45725.html
Business National 4

Contact Teacher: Mrs F Thomson

Course Information:
The key purpose of this Course is to develop learners’ knowledge and understanding of business concepts in a range of contexts and enable them to gain an awareness of the processes and procedures businesses use to ensure customers’ needs are met. The Course aims to enable learners to:

- Develop enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations.
- Develop a financial awareness through a business context.
- Gain an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness.

Entry Requirements
- An interest in developing, entrepreneurial skills.
- S3 Business course is an advantage.
- Comparative English unit required.

Assessment:
This course is assessed within class time. Students will be provided with regular opportunities to demonstrate their knowledge and understanding and the skills they have learned through completion of various practical and written work contained in the 2 units of the course. There is also an added value unit which will be completed in class and will provide an opportunity for the students to demonstrate challenge and application. Students will prepare a simple business proposal for an aspect of a new small business.

Progression Pathways:
This Course or its components may provide progression to:
- National 5 Business Management Course or relevant component Units.
- Further study, employment or training.

Resources:
- Course notes issued to each student for class work.
- Google classroom.

Hints for Success:
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
Business Management National 5

Contact Teacher: Mrs F Thomson

Course Information:
The Course aims to enhance learners’ understanding of the features and characteristics of large business organisations. It will further develop their skills, knowledge and understanding by carrying out activities relating to the operation of large business organisations including those that operate globally. The Unit will allow learners to explore in depth issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability. Learners who complete this Unit will be able to:

- Give an account of the key objectives and activities of small and medium business organisations
- Apply knowledge and understanding of factors that impact on the activities of small and medium business organisations

Entry Requirements:
- National 4 Business is an advantage.
- Comparative English unit is required

Assessment:
- End of topic assessment
- Past paper questions
- Assignment
- Final examination

Progression Pathways:
This Course or its components may provide progression to:

- Higher Business Management
- Further study, employment or training

Resources:
- A full set of course notes will be issued to each student
- Exercise booklets will be issued to all students
- Google classroom

Hints for Success:
- Regular completion of homework
- Commitment to a high standard of work
- Commitment to achieving your agreed target
- Regular revision of course notes
Why study Chemistry?
The courses develop learners’ interest in, and enthusiasm for, chemistry through a variety of contexts relevant to chemistry’s impact on society, namely: utilising nature’s resources, chemical analysis, and the development of new and novel applications. It offers a broad, versatile and adaptable skill set which is valued in the work place. It develops knowledge and understanding of some basic chemistry concepts and learners will become scientifically literate citizens who are able to evaluate the science-based claims which they will come across in a rapidly developing society.

What does the Course involve?
National 4 introduces the following topics giving a broad insight into the topic, while National 5 develops the skills and the deeper understanding in preparation for Higher studies.

Chemical Changes and Structure
In this Unit learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials.

Nature’s Chemistry
In this Unit learners will research the Earth’s rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

Chemistry in Society
In this Unit learners will focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

National 4 Assessment
To gain the Course award, the learner must pass all of the Units and the Added Value Unit assessment which is an assignment. The unit assessments ensure that students can apply knowledge and understanding and scientific skills to an experiment or practical investigation. There is no formal exam.
Chemistry National 4 and 5 continued

National 5 Course Assessment
To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Component 1 — question paper 100 marks

Component 2 — assignment 20 marks (scaled to 25 marks)

Total 125 marks
Computing Science National 4

Contact Teacher: Mrs F Thomson

Course Information:
The National 4 Computing Science Course develops knowledge and understanding of key facts and ideas in computing science; enabling learners to apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions. Learners communicate computing concepts clearly and concisely using appropriate terminology, and develop an understanding of the impact of computing science in changing and influencing our environment and society.

Course content
The Course has two units of study:

- Software Design and Development
- Information System Design and Development

Entry Requirements
Candidates should have achieved level three level curriculum outcomes in the Broad General Education with a strong understanding of Science and Maths outcomes. Experience of Computing Science at S3 is preferred.

Assessment
This course is assessed through two internally assessed unit assessments and an added value assignment.

The unit assessment and the added value assignment are graded pass/fail.

Progression Pathways:
Candidates can progress to National 5 Computing Science.

Technology is currently a growth industry that experiences a shortage of skilled and qualified individuals. The skills and knowledge gained from the study of Computing Science are in demand across a wide range of the UK and world economy. The study of Computing Science offers candidates the opportunity to progress and play a crucial part in a dynamic and essential sector.

Resources:
- Computing instruction booklets issued within glow to each student for class work.
- Online resources

Hints for Success:
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes and practical skills at home.
Computing Science National 5

Contact Teacher: Mrs F Thomson

Course Information

The course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

Course content

The course has four areas of study:

- Software design and development
- Computer systems
- Database design and development
- Web design and development

Entry requirements

Candidates should have achieved fourth level curriculum outcomes in the Broad General Education with a strong understanding of Science and Maths outcomes. Experience of Computing Science at S3 is preferred.

OR

Candidates should have achieved National 4 Computing Science course award.

OR

Candidates should have achieved National 5 awards in a range of subjects preferably Maths, English and the Sciences.

Assessment

This course is assessed through an externally marked assignment and an exam.

The assignment is marked out of a possible 50 marks.

The exam is marked out of a possible 110 marks.

Progression Pathways

Candidates can progress to Higher Computing Science.

Candidates can continue their study of Computing Science in higher education or enroll in professional apprenticeship schemes.

Technology is currently a growth industry that experiences a shortage of skilled and qualified individuals. The skills and knowledge gained from the study of Computing Science are in demand across a wide range of the UK and world CC
Computing Science National 5

economy. The study of Computing Science offers candidates the opportunity to progress and play a crucial part in a dynamic and essential sector.

**Resources:**
- Computing instruction booklets issued within glow to each student for class work.

**Hints for Success:**
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes and practical skills at home.
Design and Manufacture National 4 and 5

Contact Teacher: Mr Barrowman

Course Information: The course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it an exciting and dynamic course to study.

In the course, learners are encouraged to exercise imagination, creativity and logical thinking. The course thus provides a broad scope for personalisation and choice. The course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. Through exploring design challenges the pupils will acquire knowledge and understanding of designing and manufacturing processes in a wide variety of materials. 70% of the course is classroom based and 30% is workshop based. The course consists of two stand alone mandatory Units:

**Design and Manufacture: Design**
This covers the product design process from brief to resolved design proposals, including a specification. It helps learners develop skills in initiating, developing, articulating and communicating simple design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

**Design and Manufacture: Materials and Manufacturing**
This covers the product design process from design proposals to prototype or product. It allows learners to ‘close the design loop’ by manufacturing their design ideas. It allows learners 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 simple manufacturing processes and techniques. It allows learners to refine and resolve design and manufacturing solutions. In both Units, learners will gain knowledge of design and manufacturing technologies and how these impact on our environment and society.

**N5 Assessment:**
Pupils are given the option to achieve a number of assessment standards by completing 3 practical models throughout the year. Candidates could alternatively choose a final assignment project and to sit an exam question paper.

Question paper = 45% of marks  
Final assignment = 55% of marks

**Progression Pathway**
Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.
Pupils who complete National 5 at the end of S4 can progress to Higher in S5.

**Career Pathway**
The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.
Design and Manufacture National 4 and 5 continued

**Entry Requirements**
Pupils who have demonstrated strong competencies in Design and Manufacture throughout S1-S3 would be suitable.

Entry at discretion of Mr Barrowman/Mr Telfer for students with weak or no Design & Manufacture experience.
English National 4

Contact Teacher: Ms J. Black

Course Information: Our English courses will develop skills in the key English activities of Reading, Writing, Talking and Listening.

Our broad aims: to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. These reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

The course will consist of four units:
- Analysis and Evaluation
- Creation and Production
- Added Value Unit
- Literacy unit

Through the quality and range of language experiences in the department, we will develop the attributes and capabilities of our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

Assessment: Performance in the key activities mentioned will be subject to ongoing assessment; and because the course is internally assessed, performance will be judged against departmental, authority and national standards. The skills of Reading and Listening will be assessed in the Analysis and Evaluation Unit. The skills of Writing and Talking will be assessed in the Creation and Production Unit. Successful progression in all these skills will additionally be measured in the Added Value Unit.

Progression Pathways: Successful completion of National 4 will lead to entry to the National 5 course.

Resources: A wide range of literary and non-literary texts (also including non-print texts)

Hints for Success: Take responsibility for your own learning.
- Ask advice from your teacher about your strengths and weaknesses and find out which simple steps will help you improve.
- Remember, you can use other sources outside the classroom to help with this process (for instance, materials on the school website, and the internet).

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1 It should be noted that, as much as possible, positive student performance will also be recognised in a variety of ways, as appropriate. Similarly, it should be recognised that, in some cases, the skills reinforcement required to attain levels of performance may mean overall certification only being achieved over more than one session.
English National 5

Contact Teacher: Ms J. Black

Course Information: Our English courses will develop skills in the key English activities of Reading, Writing, Talking and Listening.

Our broad aims: to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. These reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

The course will consist of:
- A speaking and listening unit
- A folio of writing (30% of the final mark).
- An external examination of two papers.

Through the quality and range of language experiences in the department, we will develop the attributes and capabilities of our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

Assessment

Performance in key activities will be subject to external assessment consisting of two exam components - Paper I Reading for Understanding, Analysis and Evaluation and Paper II Critical Reading – and the externally assessed folio of writing.

Paper I Reading for Understanding Analysis and Evaluation examines pupils’ comprehension of a complex, unseen, non-fiction text.

Paper II Critical Reading examines pupils’ skill in analysing set Scottish texts and other literary text studied in class.

Progression Pathways: Successful completion of National 5 will lead to entry to the Higher course. If pupils find the course challenging, they have the option to be presented for units only and can do the course over two years.

Resources: A wide range of literary and non-literary texts (also including non-print texts)

Hints for Success: Take responsibility for your own learning.

- Ask advice from your teacher about your strengths and weaknesses and find out which simple steps will help you improve.
- Remember, you can use other sources outside the classroom to help with this process (for instance, materials on the school website, and the internet).
Geography National 3, 4 and 5

Contact Teachers: Mr Morrison (Acting Head of Faculty), Miss H Gibney and Miss Webb.

Course Information:
The Nationals are separated into 3 key topic areas:

- Physical Environments
- Human Environments
- Global Issues

The Geography Course should be seen as a coherent study demonstrating the interaction of physical and human processes on geographical topics and issues. There will be opportunities throughout the course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units.

The Physical Environments topic at National level encompasses Rivers and Limestone landscapes including a study of land use and land use conflict. It also includes weather systems. The Human Environment topic will cover theme of developed and developing countries considering population issues, land use issues and land use change in rural and urban areas. The Global issues unit has a choice of topic areas. At Biggar High School we will study Environmental Hazards and Health.

Skills will include mapping skills, including the use of Ordnance Survey maps, research skills, including the use of fieldwork and the use of numerical and graphical information.

Entry Requirements:

Progression into National’s is based on holistic view of how a pupil has progressed through the Broad General Education and will be discussed with the pupil during target setting and tracking plus in S3. We will provide a recommendation for future study at National level. Once pupils have opted for the National course there can be movement between the levels.

Assessment:

National 3/4
Pupils who achieve Level 2/3 in S3 will progress to either National 3 or 4. The National 3 and 4 course will be internally assessed using unit assessments which demonstrate knowledge and understanding as well as skills.

The Added Value unit will also be internally assessed at National 4 using SQA guidelines and is a project which demonstrates the application of knowledge and skills.

National 5
The Course assessment will consist of two Components: a question paper and an assignment.
Component 1 — question paper
The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding across the three Units of the Course. The question paper will have 80 marks (80% of the total mark).

Component 2 — assignment
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue. The assignment will have 20 marks (20% of the total mark) and is sat under controlled exam conditions. Pupils have 1 hour for their National 5 write-up.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

Progression Pathways:
Pupils who achieve Level 4 in S3 or National 4 in S4/5 will progress to National 5. Pupils who achieve an A or a B pass at National 5 can progress to Higher.

Resources:
- Core textbooks – class based
- Booklets with learning intentions and success criteria
- Visual tools such as multimedia presentations and DVD’s

Hints for Success:
- Regular revision to sustain knowledge and understanding
- Completion of homework
- Target based learning
- Wider reading – geography is always in the news!
Graphic Communication National 4 and 5

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information:
The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers. It provides opportunities to further acquire and develop the learners skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact graphics that transmit information.

The Course consists of two stand alone units.

2D Graphic Communication
Learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 2D spatial awareness.

3D and Pictorial Graphic Communication
Learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D spatial awareness.

Graphic Communication Assignment
The Graphic Communication Assignment adds value by introducing challenge and application. Learners will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

N5 Assessment:
Pupils are given the option of achieving a number of assessment standards by completing various tasks throughout the course. Alternatively, candidates can choose to sit a final assignment and a final exam paper.

Question paper = 67% of final mark
Final assessment = 33% of final mark

Progression Pathway:
Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.
Pupils who complete National 5 at the end of S4 can progress to Higher in S5.

Resources:
- All graphic resources required to complete the course will be provided.
- Revision notes will be supplied in electronic format.
- Revision and homework questions are supplied in paper format. Students may wish to purchase extra resources to help with homework and study.

Career Pathway:
- Civil, mechanical or electrical engineering.
- Product of fashion design.
- Practical experience for those studying any technology or design related subjects.
- Graphic artists.
- Journalism and publishing.
- Architecture
Health & Food Technology National 4

Contact Teacher: Mrs Rose

Course Information:
The main purpose of this course is to allow learners to develop practical and technological skills and knowledge and understanding, to make informed food and consumer choices. The course has six broad inter-related aims which allow learners to:

- Develop knowledge of the relationships between health, food and nutrition.
- Develop knowledge of the functional properties of food.
- Make informed food and consumer choices.
- Develop the skills to apply their knowledge in practical contexts.
- Develop organisational and technological skills to make food products.
- Develop safe and hygienic practise in practical food preparation.

Health and Food Technology: Food for Health
The aim of this unit is to develop learner’s knowledge of the relationship between food, health and nutrition. Through practical activities, the learner will produce food products which meet dietary needs.

Health and Food Technology: Food Product Development
The aim of this unit is to allow learners to develop a knowledge of the functional properties of ingredients in food and their use in developing food products.

Health and Food Technology: Contemporary food issues
Learners will develop knowledge of consumer food choices. They will also develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. This will involve learning about food labelling. This knowledge will be applied to practical contexts.

Added Value Unit: Health and Food Technology: Assignment
Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through an assignment in which learners will produce a solution to an appropriately challenging problem. The task will be suitably open to allow flexibility and personal choice.

Assessment: Coursework will be assessed at the end of each unit. Assessments will be in the form of both written assessments and practical activities.

Progression Pathways: Some pupils who achieve National 4 in S4 can progress to National 5 in S5.

Resources: Workbooks, Information packs, recipe books, ICT

Hints for Success: Come to school prepared for the practical activities, regular attendance, completion of homework tasks, meeting deadlines.
Health & Food Technology National 5

Contact Teacher: Mrs Rose

Course Information: The purpose of this Course is to allow develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choice.

The Course has six broad and inter-related aims which allow learners to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills. The Course uses real-life situations taking account of local, cultural and media influences and technological innovations.

The course is comprised of the areas of work listed below.

Health and Food Technology: Food for Health (National 5)
The general aim of this Unit is to develop learners’ knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

Health and Food Technology: Food Product Development (National 5)
The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce food products to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

Health and Food Technology: Contemporary Food Issues (National 5)
The general aim of this Unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.
**Assessment:** In the National 5 Health and Food Technology Course, added value will focus on: **application & challenge.**

The Course will be assessed by an assignment and question papers. The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. This assignment is out of 60 marks.

The question paper will require integration of knowledge and understanding from across the Units. The question paper is out of 60 marks.

**Progression Pathways:** Pupils who have passed National 5 in S4 will progress to Higher.

**Resources:** Workbooks, Information Packs, Recipe Books, ICT

**Hints for Success:** Come to school prepared for practical activities, regular attendance, completion of all homework tasks, meeting deadlines.

**Requirements:**
History National 3

Contact Teacher: Mr Doyle/ Ms McGhee/ Mr Morrison
(Acting Head of Faculty)

Course Information:

The Nationals are separated into 3 key units with a distinct topic within each unit:

- Scottish - Scotland and the Era of the Great War, 1910 - 1928
- British – The Atlantic Slave Trade, 1770-1807

The National 3 History course is suited for pupils who have a general interest in history and wish to continue their learning and gradual improvement of skills. It allows pupils a level of independent learning whilst maintaining a structured approach to their studies.

The Scottish topic looks at the outbreak of the First World War and pays particular attention to the role of the Scots. This is not studied in isolation but as part of a broader study of the Great War. The European and World topic challenges pupils to consider the exercise of power in Russia in the early part of the 20th Century whilst analysing the outbreak and progress of Revolution. Powerful individuals such as Lenin, Trotsky, Tsar Nicholas II and Rasputin will all be studied in depth. The British section will look at the nature of the British Atlantic slave trade in the late eighteenth century, the changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Assessment
Unit Assessments: Pupils at National 3 will complete unit assessments in class as the year progresses, in which they will be assessed on meeting outcomes outlined by the SQA. Pupils will be presented for these assessments when the teacher feels they are adequately prepared.

Progression Pathways
National 4 History

Resources
Department booklets and textbooks, jotter notes and DVD/Video resources.

Hints for success
Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work.
History National 4

Contact Teacher: Mr Doyle/ Ms McGhee/ Mr Morrison (Acting Head of Faculty)

Course Information:

The Nationals are separated into 3 key units with a distinct topic within each unit:

- Scottish - Scotland and the Era of the Great War, 1910 - 1928
- British – The Atlantic Slave Trade, 1770-1807

The National 4 History course is suited for pupils who have a general interest in history and wish to continue their learning and gradual improvement of skills. It allows pupils a level of independent learning whilst maintaining a structured approach to their studies. The added value section allows pupils to put together a piece of historical research on a topic of their choosing and gives a degree of choice in how to present this work.

The Scottish topic looks at the outbreak of the First World War and pays particular attention to the role of the Scots. This is not studied in isolation but as part of a broader study of the Great War. The European and World topic challenges pupils to consider the exercise of power in Russia in the early part of the 20th Century whilst analysing the outbreak and progress of Revolution. Powerful individuals such as Lenin, Trotsky, Tsar Nicholas II and Rasputin will all be studied in depth. The British section will look at the nature of the British Atlantic slave trade in the late eighteenth century, the changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Assessment

Unit Assessments: Pupils at National 4 will complete unit assessments in class as the year progresses, in which they will be assessed on meeting outcomes outlined by the SQA. Pupils will be presented for these assessments when the teacher feels they are adequately prepared.

Added Value Unit: Pupils at National 4 will also research a historical topic of their choosing and, with guidance, produce a piece of work that reflects their research on that topic. There is no external examination for National 4 pupils. The sum of the added value unit and the successful completion of unit assessments will earn pupils the award of National 4 History.

Progression Pathways

National 5 History

Resources

Department booklets and textbooks, jotter notes and DVD/Video resources.

Hints for success

Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work.
History National 5

Contact Teacher: Mr Doyle/ Ms McGhee/ Mr Morrison (Acting Head of Faculty)

Course Information:

The Nationals are separated into 3 key units with a distinct topic within each unit:

- Scottish - Scotland and the Era of the Great War, 1910 - 1928
- British – The Atlantic Slave Trade, 1770-1807

The History course is intended to equip pupils with a deep knowledge of important periods in History covering a range of themes. The course is designed to allow pupils to engage with significant social, political, economic, military and cultural developments over a number of centuries in different settings. Recurring themes enable pupils to connect their learning in a coherent manner, leading to deeper understanding.

The Scottish topic looks at the outbreak of the First World War and pays particular attention to the role of the Scots. This is not studied in isolation but as part of a broader study of the Great War. The European and World topic challenges pupils to consider the exercise of power in Russia in the early part of the 20th Century whilst analysing the outbreak and progress of Revolution. Powerful individuals such as Lenin, Trotsky, Tsar Nicholas II and Rasputin will all be studied in depth. The British section will look at the nature of the British Atlantic slave trade in the late eighteenth century, the changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Assessment

Class Assessments: Pupils at National 5 will complete assessments in class as the year progresses, in which they will be assessed on meeting outcomes outlined by the SQA. Pupils will be presented for these assessments when the teacher feels they are adequately prepared.

Assignment: Pupils at National 5 will also research a historical topic of their choosing and, with limited guidance, produce an extended piece of writing under exam conditions, which will be marked externally. This accounts for 20% of the final course mark.

External exam: Pupils at National 5 will sit an external examination in May which covers all three topics that are mentioned above. This will count for the other 80% of their grade. The final result will be graded A-D.

Progression Pathways

Pupils who achieve a C pass in National 5 History will be eligible to progress onto Higher History.
History National 5 continued

Resources
Department booklets and textbooks, jotter notes and DVD/Video resources.

Hints for success
Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work.
Hospitality: Practical Cake Craft National 5

Contact teacher: Mrs Brown

The Practical Cake Craft qualification develops skills in methods of cake baking and technical and creative skills in cake finishing. Learners acquire knowledge of food safety and hygiene as well as organisational and time management skills which can be applied anywhere. It is very suited to learners with good hand eye coordination and creative abilities.

Course Units:
- Cake baking
- Cake finishing

Course Assessment:
- Question Paper 25 marks
- Assignment 30 marks
- Practical Activity 70 marks

Recommended entry to course:
Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications or experience:
- National 4 Hospitality: Practical Cookery
- National 4 Health and Food Technology
- National 4 Art and Design

Good attendance is crucial as students are required to bake and finish a large range of baked items. Good level of English is required to complete the assignment and question paper. Also a creative and artistic ability would be an important quality for drawing and creating cake designs if to excel in this subject.

Purpose and aims of the course
The Scottish hospitality industry is a large, vibrant and growing proportion of the nation's workforce. It is one of the largest sectors in the world for employment and cake production is one of these. The course can be seen as a good platform to the hospitality industry and aims to enable learners to:
- Develop technical skills in cake making.
- Develop creative and technical skills in cake finishing.
- Develop safe and hygienic working practices.

Progression
The course can provide progression to other qualifications in Hospitality or related employment.
Hospitality: Practical Cookery: National 4

Contact Teacher: Mrs Prentice

Course information

This course is designed to develop learner's life skills and help them to progress further in hospitality. The course enables learners to plan, prepare and cook a wide range of food. It also develops their awareness of the journey of food from farm to fork and helps them understand a wide range of contemporary food issues.

Skills developed by learners:

- Food preparation techniques and cookery methods
- Garnishing and decoration.
- Characteristics of ingredients and where they are sourced.
- Current dietary advice in relation to the use of ingredients.
- Safety and hygiene.

Nutrition is mainly taught in the alternative course offered in this department, namely Health and Food Technology, however there is a small element of nutrition as part of the Hospitality course where learners acquire the skills to use their knowledge of nutrients to adapt and change recipes to suit dietary needs.

Course units and course awards

To gain the course award it is essential that students have very good attendance as the expectation is for them to develop practical skills which can only be taught at school and not obtained at home through personal study.

The assessments are ongoing in the form or a checklist.

The units they will achieve are as follows:

- Cookery skills, Techniques and Processes (National 4)
- Understanding and using ingredients (National 4)
- Organisational skills for cooking (National 4)
- Added Value unit- Production of a two course meal under exam conditions (National 4)

As yet all assessments are mainly practical based, with the exception of some short response naming and matching tests. To prepare learners for the progression to National 5 there may be future changes to the course structure which could involve a short formal written examination. This is a positive move forward for the course as it would help to consolidate the knowledge and understanding acquired in completing the course units.

Progression

This course and its units provide a platform for learners entering the hospitality industry and its courses. Being one of the biggest job markets in the world, it provides students with the possibility for further study or employment.
Hospitality: Practical Cookery: National 5
Contact Teacher: Mrs Prentice

Course information

This course is designed to develop learner 's life skills and help the m to progress further in hospitality. The course enables learners to plan, prepare and cook a wide range of food. It also develops their awareness of the journey of food from farm to fork and helps them understand a wide range of contemporary food issues.

Skills developed by learners:

- Food preparation techniques and cookery methods
- Understanding and using ingredients
- Organisational skills for the hospitality industry

Nutrition is mainly taught in the alternative course offered in this department, namely Health and Food Technology, however there is a small element of nutrition as part of the Hospitality course where learners acquire the skills to use their knowledge of nutrients to adapt and change recipes to suit dietary needs.

Course units and course awards

To gain the course award it is essential that students have very good attendance as the expectation is for them to develop practical skills which can only be taught at school and not obtained at home through personal study. The assessments are ongoing in the form of a checklist.

Assessments

The course and its assessments are quite rigorous and a good step up from National 4 to prepare them for further study at the appropriate colleges. The school only has the facilities to provide up to National 5 as following on requires a professional kitchen, therefore the National 5 course is very generous in content and volume of work so that students are prepared for this step up to college.

Assessment structure:

- Each unit is assessed both practically and through a formal written assessment.
- Students will be required to sit a final formal written exam during the exam diet whereby all knowledge and understanding of the course is assessed. This exam is not exhaustive as it is a mainly practical based course.
- Students will undergo an assignment involving a real life hospitality experience. This will involve the planning and preparation of a three course meal for four individuals and will be assessed internally under exam conditions.

Progression

This course and its units provide a platform for learners entering into the hospitality industry and its courses. Being one of the biggest job markets in the world, it provides students with the possibility for further study or employment.
National 3: Applications of Mathematics

Contact Teacher: Mr M Deacon

Course Information:
Applications of Mathematics qualifications support numeracy and are designed to develop learners’ mathematical reasoning skills for learning, life and work. These Courses develop confidence and independence in handling information and mathematical tasks in both personal life and in the workplace. The Courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

The National 3 Application of Mathematics Course includes the study of number, money, shape, space and measurement in everyday life, enabling learners to interpret data and tackle real-life situations.

National 3: Applications of Mathematics: 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.

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

National 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
The above units are internally assessed. There is only one opportunity of reassessment for each unit.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Progression Pathways
On successful completion of the National 3 Applications of Mathematics course the learner will progress onto National 4 Numeracy and may progress further onto National 4 Applications of Mathematics.
Applications of Mathematics continued

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. Use of a mobile phone for calculator functions is not acceptable in Maths classes.

Hints for Success:
- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Regular revision of course notes and exam style questions must be undertaken.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 3, Applications of Mathematics to support and extend your child.
National 4: Applications of Mathematics

Contact Teacher: Mr M Deacon

Course Information:
Applications of Mathematics qualifications support numeracy and are designed to develop learners’ mathematical reasoning skills for learning, life and work. These Courses develop confidence and independence in handling information and mathematical tasks in both personal life and in the workplace. The Courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

The National 4 Application of Mathematics Course includes the study of number, money, shape, space and measurement in everyday life, enabling learners to interpret data and tackle real-life situations.

National 4: Applications of Mathematics: 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.

National 4: Applications of Mathematics: Shape, Space and Measures
The general aim of this unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measure and elementary geometry to tackle real-life situations.

National 4: 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
The above units are internally assessed. There is only one opportunity of reassessment for each unit.

Pupils will complete a prelim examination in December which consists of two papers:
Paper 1 – Non-calculator
Paper 2 – Calculator

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Progression Pathways
On successful completion of the National 4 Applications of Mathematics course the learner may progress onto National 5 Numeracy or onto National 5 Mathematics.
Applications of Mathematics continued

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. Use of a mobile phone for calculator functions is not acceptable in Maths classes.

Hints for Success:
- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Regular revision of course notes and exam style questions must be undertaken.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 4, Applications of Mathematics to support and extend your child.
National 4: Mathematics

Contact Teacher: Mr M Deacon

Course Information:
The course primarily consists of three course units entitled Expressions and Formulae, Relationships and Numeracy.

National 4 Mathematics: Expressions and Formulae
This unit aims 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.

National 4 Mathematics: Relationships
This unit aims 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.

National 4: Numeracy
This unit aims to develop pupils’ numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As pupils tackle real-life problems, they will decide which numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Pupils 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. Pupils will use their solutions to make and explain decisions.

Added Value Unit Mathematics Assessment
This assessment aims to enable pupils to provide evidence of added value for the National 4 Mathematics Course. The successful completion of this assessment will demonstrate a breadth of knowledge of the course. Pupils must pass the Expressions and Formulae, Relationships, Numeracy and Added Value Unit Assessments to gain a National 4 course award. The Added Value Unit Assessment is the equivalent of a National 4 Examination.

Assessment
Three component units are assessed internally with a final internally assessed exam. There is only one opportunity of re-assessment of each unit.

An extension prelim will also take place under exam conditions to provide evidence to support progression on to National 5 Mathematics.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.
National 4 Mathematics continued

Progression Pathways
On successful completion of the National 4 Mathematics course, and obtaining an A or B in the extension prelim, the learner may progress onto National 5 Mathematics.

On successful completion of the National 4 Mathematics course, and obtaining a C or less in the extension prelim the learner may progress onto National 5 Mathematics over two years. They may also choose to opt out of mathematics in S5/6 or exit to further education.

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. These are available to purchase in department if required. Use of a mobile phone for calculator functions is not acceptable in Maths.

Hints for Success:
- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Attend lunchtime and after school Supported Study sessions regularly to ensure increased success.
- Regular revision of course notes and exam style questions must be undertaken.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 4 Mathematics to support and extend your child.
National 5: Mathematics

Contact Teacher: Mr M Deacon

Course Information:
The course consists of three course units entitled Expressions and Formulae, Relationships and Applications.

National 5 Mathematics: Expressions and Formulae
This unit aims 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.

National 5 Mathematics: Relationships
This Unit aims to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on lengths and angles within shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

National 5 Mathematics: Applications
This unit aims 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
The basis for grading is solely based on performance in the external exam.
The final SQA external exam consists of two papers:
Paper 1 – Non-calculator (50 marks, 75 minutes)
Paper 2 – Calculator (60 marks, 110 minutes)

A prelim, which is of the same form as the SQA external exam, takes place under exam conditions.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.
National 5 Mathematics continued

Progression Pathways
On successful completion of the National 5 Mathematics course, and obtaining an A or B in the final exam, the learner may progress into Higher Mathematics. On successful completion of the National 5 Mathematics course, and obtaining a C or less in the final exam the learner should not progress onto Higher Mathematics and may wish to upgrade their National 5 qualification. They may also wish to opt out of Mathematics in S5/6 or exit to further education.

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. These are available to purchase in department if required. Use of a mobile phone for calculator functions is not acceptable in Maths.

Hints for Success:
- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Attend lunchtime and after school Supported Study sessions regularly to ensure increased success.
- Regular revision of course notes and exam style questions must be undertaken.
- Use SQA website for past papers to ensure exam standard questions are being practised regularly.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 5 Mathematics to support and extend your child.
Modern Languages - Your gateway to the world: French/German National 4

Contact Teacher: Ms C Ross

The aim of the course is to encourage communicative competence in relation to developing personal relationships, leisure and communication. Communicating effectively and confidently on holiday or in the workplace – in the areas of business, tourism and hospitality – is best achieved by learning about and engaging with not only the language, but also its customs and culture.

Development of Core Skills: for learning, life and work
Learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop are based on SQA’s Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

- 4 Employability, enterprise and citizenship
- 4.6 Citizenship
- 5 Thinking skills
- 5.3 Applying

1. There are two units to be completed for the course:

- Understanding Language
- Using Language

In continuing their learning of French, pupils will develop the skills of Listening and Talking and Reading and Writing which will allow them to:

- understand written and spoken French within a range of familiar contexts within the broad themes of Society, Enterprise, Culture and Employability.
- apply and adapt familiar language in written and spoken French to make themselves readily understood
- carry out an assignment, demonstrating their ability to investigate a chosen topic, making use of resources in French, and to present their findings in French by means of a written and oral presentation.

Assessment:

- This course will be formally assessed by teaching staff using resources provided by SQA in the skills of Listening and Talking, Reading and Writing.
- There is no externally assessed assessment of this course, and therefore no exams as part of the SQA diet.
- Regular formative assessment will continue to be based on work in class – often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments.
Entering the Senior Phase - Options Handbook

- Listening and Talking may be assessed in the format of paired role plays, transactional tasks and group discussion. In addition, Talking will be assessed by individual presentations of a chosen topic.
- Reading and Listening can be assessed by pupils’ responses to written and spoken texts in French – including personal responses to a text read for enjoyment, or a film.
- Writing will be assessed regularly, with pupils preparing a selection of pieces, which might include basic discursive essays, reports and reviews, or informative texts such as posters, brochures, e-mails or contributions for a web-page.

Entry requirements:

- Pupils who are secure within Level 3 or developing at Level 4 by the end of S3 would be advised to continue to National 4.
- Pupils who are secure within level 4 – especially in the skills of Talking and Writing in French – should be able to progress to National 5.

Progression Pathway:

- Pupils who attain National 4 (internally assessed) in S4 should be able to advance to National 5.

Resources:

- Pupils are provided with core vocabulary and notes in the form of online materials on the school’s website / shared area, linked to a range of topics.
- Audio files to assist with the learning of vocabulary are also available.
- Links to useful web-sites and “apps” for mobile phones to help practise and revise language are up-dated regularly.
- Traditional dictionaries and grammar reference books are supplemented by on-line versions.

Hints for success:

- Regular learning, revising and applying of key points of vocabulary and grammar is essential to making progress in any language. Little, but often, rather than big chunks all at once.
- Individual preferences / styles of learning should be explored, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks.
Modern Languages - Your gateway to the world: French/German National 5

Contact Teacher: Ms C Ross

Course information:
The aim of the course is to encourage communicative competence in French in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on holiday or in the work-place – in the areas of business, tourism and hospitality – is best achieved by learning about and engaging with not only the language, but also its customs and culture.

Development of Core Skills: for learning, life and work
Learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop are based on SQA’s Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

- 4 Employability, enterprise and citizenship
- 4.6 Citizenship
- 5 Thinking skills
- 5.3 Applying

Core Skill: Communication
Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, and in conveying information, feelings, and opinions.

In continuing their learning of French, pupils will develop the skills of **Listening and Talking** and **Reading and Writing** which will allow them to:

- **understand** written and spoken French within a range of familiar contexts within the broad themes of **Society, Enterprise, Culture** and **Employability**.
- **apply and adapt** familiar language in written and spoken French to make themselves readily understood
- **demonstrate** flexible use of written and spoken language.

Assessment:
This course will be formally assessed by means of external examinations set by SQA in the skills of **Listening and Talking, Reading and Writing**.

- **Listening** will be assessed in the form of two audio items – one monologue, one dialogue – with comprehension questions in English.
- **Reading** will be assessed by pupils’ responses to written texts in French to demonstrate understanding.
Talking will be assessed by individual presentations of a chosen topic, followed by discussion of another topic. This component is marked internally, and audio recordings will be made and retained for sending to SQA, if requested for verification. **This element will be completed by the end of March.**

Core Skills component: Oral Communication

Oral Communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate conveying basic information and opinions through short, informal communications on familiar topics.

Writing will be formally assessed by two pieces of writing in French: as part of the external exam in Paper 1 (Reading / Writing), in which candidates will write a letter in French applying for a job, and by a second piece of writing, the Assignment, which will be prepared and completed in school under controlled conditions, with the final draft being sent to SQA for external marking. **The Assignment will be completed for submission to SQA before the end of March.**

Core Skills Component: Written Communication

Written Communication is the ability to write and respond to writing (reading). Attainment levels range from:

- dealing with brief communications expressing a few basic ideas or pieces of information about familiar topics

NB: If pupils are presented for Units only, rather than the course exam, the following units must be completed. These are assessed in school and will be retained for sending to SQA for verification on request.

- Understanding Language (Reading and Listening)
- Using Language (Talking and Writing)

Entry requirements:

- Pupils who are secure within Level 3 or developing at Level 4 by the end of S3 would be advised to continue to National 4
- Pupils who are secure within level 4 – especially in the skills of Talking and Writing in French – should be able to progress to National 5.

Progression Pathway:

- Pupils who attain National 4 (internally assessed) in S4 should be able to advance to National 5.
- Pupils gaining a National 5 award (external assessment) would be likely to proceed to Higher.
Resources:

- Pupils are provided with core vocabulary, notes and additional supporting materials on the school’s network or web-page.
- Audio files to assist with the learning of vocabulary are also available.
- Links to useful web-sites and “apps” for mobile phones to help practise and revise language are up-dated regularly.
- Traditional dictionaries and grammar reference books are supplemented by on-line versions.
- Direct access via Internet to a range of web-sites allows up-to-date topics to be studied for personal interest and enjoyment. (eg Current stories in the news / the latest films)

Hints for success:

- Regular learning of key points of vocabulary and grammar is essential to making progress in any language: little, but often, rather than in big chunks. Do this in your own way to include individual preferences / styles of learning, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Change your phone settings to French to learn the ever-changing language of modern technology!
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks – will help in practising, adapting and applying language.
Music National 4

Contact Teacher:  R Keay, M Clarke, A Shaw.

Course Information:
This course is suitable for pupils with a general interest in all aspects of music. It allows pupils to further develop the musical skills they have gained through the music experiences and outcomes in S1, S2 and S3, whilst developing their ability to express themselves. It also offers a chance to build self confidence through performing and creating music.

The course has three Mandatory Units: Performing Skills (performing on two instruments, or one instrument plus voice), Composing Skills (creating your own original music in various different styles), Understanding Music (demonstrating an understanding of music concepts, signs and symbols). The Added Value Unit involves preparing and performing a programme of music on two selected instruments.

Assessment:
Ongoing formative assessment is central to this course; teachers and tutors aim to give pupils regular and detailed feedback, and opportunities to enhance their knowledge and skills.

To achieve the National 4 music course, pupils must pass all of the required units, including the added value unit. This course is not graded.

Progression Pathways:
• National 5 in music.

Resources:
• Resources available on RM Portico
• A full set of course notes
• Relevant and challenging musical repertoire
• Useful websites:
  www.ataea.co.uk
  www.soundjunction.org

Hints for Success:
• Study concepts regularly at home
• To practise regularly (music rooms are always available at lunchtime and interval)
• Become involved in extra-curricular activities within the school
• Always complete homework
• Commit to a high standard of work and sustained effort!
Music National 5

Contact Teacher: R Keay, M Clarke, A Shaw.

Course Information:
This course is suitable for learners with a keen interest in all aspects of music. It provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or their selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creatively and self confidence when performing and creating music. Learners will also develop a breadth of knowledge and an understanding of music concepts and musical literacy as they perform, create, and listen to music.

Units:
The course has three Mandatory Units: Performing Skills (performing on two instruments, or one instrument plus voice), Composing Skills (creating your own original music in various different styles), Understanding Music (demonstrating a depth of knowledge and understanding of music, concepts and literacy).

Assessment:
Ongoing formative assessment is central to this course; teachers and tutors aim to give pupils regular and detailed feedback, and opportunities to enhance their knowledge and skills.

Formal External Assessment:
To gain the award of the course, pupils must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award:

- 50% Component 1 - Performance (60 marks) – 8 minute recital on two instruments (or voice, plus one instrument).
- 35% Component 2 - Listening assessment (40 marks).
- 15% Component 3 – Composition (30 marks).

Progression Pathways:
- Higher music
- Further study, employment or training

Resources:
- A full set of course notes
- Resources available on RM Portico
- Relevant and challenging musical repertoire
- Useful websites:
  - NQ Website: www.ataea.co.uk
  - www.soundjunction.org

Hints for Success:
- Study concepts regularly at home
- Practise regularly (music rooms are always available at lunchtime and interval)
- Become involved in extra curricular activities within the school
- Always complete homework
- Commit to a high standard of work and sustained effort!
Photography National Progression Award 4 and 5

Contact Teacher: Miss E Wilson/Mrs L Leiper

Aims
The NPA 4/5 Photography course uses explanation, demonstration and practical exercises to build a foundational knowledge of photography. Learners will explore their creative ideas through a series of projects which aims to build confidence in handling the camera.

NPA Photography 4/5 focuses on a different skill set from Art & Design therefore pupils should not see this as a substitute for choosing Art & Design, pupils should also note they can choose BOTH Art & Design and Photography as long as they are in different columns, these subjects will complement each other. Pupils do not need to own a digital camera to access the course however they can use their own (in discussion with class teacher).

NPA Photography students will follow a focussed course which is divided into four units:
- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs.

The NPA’s at level 4 and 5 will promote learner confidence in photography skills for everyday use. Each Unit is individually assessed, and learners will be expected to use functions of the camera 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.

The aims of the Courses are to enable learners to develop skills in the following areas:
- Camera operations, Camera care, Camera handling
- Simple concepts — lighting, composition and framing
- Reviewing the work of prominent photographers
- Capturing good images
- Making simple adjustments and enhancements to images
- Editing and presentation
- Storing photographs
- Outputs: print online, mobile applications
- Folio work
- Exhibition work

Assessment:
These courses will be assessed through a portfolio and series of mandatory units.

- Coursework will be assessed at the end of each unit.
- Regular feedback is given on class work and homework tasks.
- NPA 4 & 5: All units are internally assessed against SQA requirements.
- They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres.
Photography National Progression Award continued

Progression from this Course (National Progression Award 4)
This Course or its components may provide progression to:

- National Progression Award Photography Level 5 or relevant component units
- Further study, employment or training.

Progression from this Course (National Progression Award 5)
This Course or its components may provide progression to

- Other SQA qualifications in the expressive arts
- Higher Photography and relevant component units should this be offered in S5/6
- For some learners it may also include progression into employment and/or training.

Resources:
- Technical Photography notes and visual resources issued to each student
- Video and reference book collection available to each student
- Access to digital camera and computers and software
- Key dates summary sheet.

Hints for success:
- Meet deadlines
- Regular completion of photoshoots/homework
- Commitment to reaching your agreed target
- Regular revision of critical notes
Physical Education National 4

Contact Teacher: Mr C Robertson

Course Information:
The National 4 course in Physical Education offers students the opportunity to extend their knowledge and practical performance in a range of activities. This work will be undertaken in both practical and classroom lessons allowing the students a deeper understanding of their own performance and how this could be improved.

Students need to be aware that there is a much heavier workload than in either core PE or the S3 elective and that at least 25% of the course will be classroom based.

Assessment:
- Practical Performance units in: Hockey, Badminton, Rugby, Handball, Table Tennis, Volleyball and Basketball. Candidates must pass in at least 2 activities.
- Factors Impacting on Performance log-book
- A "One Off" performance in an activity of the student’s choice.

Progression Pathways:
- Progression to National Level 5

Resources:
- Course Booklet
- Exemplar Programmes of Work
- Google Classroom

Hints for Success:
Students are encouraged to take up the opportunities within and out with the School to develop their performance in each of the activities in the course.

Make full use of the resources in the School and public libraries and the internet to support your learning.

Development of skills for learning, skills for life and skills for work:
1 Literacy
1.3 Listening and talking
3 Health and wellbeing
3.2 Emotional wellbeing
3.3 Physical wellbeing
4 Employability, enterprise and citizenship
4.3 Working with others
5 Thinking skills
5.3 Applying

Skills, knowledge and understanding:
- demonstrating movement and performance skills safely in straightforward performance contexts
- demonstrating knowledge of factors that impact on performance
- developing knowledge of approaches to enhance personal performance
- monitoring, recording and reflecting on performance development
- decision-making and problem-solving in straightforward performance contexts
- organisational skills in preparing for, and during, physical activities
Physical Education National 5

Contact Teacher: Mr C Robertson

Course Information:
The National 5 course in Physical Education offers students the opportunity to extend their knowledge and practical performance in a range of activities. This work will be undertaken in both practical and classroom lessons allowing the students a deeper understanding of their own performance and how this could be improved.

Students need to be aware that there is a much heavier workload than in either core PE or the S3 elective and that at least 25% of the course will be classroom based.

Assessment:
- Practical Performance units including: Hockey, Badminton, Table Tennis, Handball, Volleyball, Basketball, Rugby and Football.
- A portfolio which will evidence the work carried out while the candidate investigates their initial performance, designs and carried out a training programme for improvement and evaluates the work undertaken.
- Two performance assessment tasks in an activity of the student’s choice.

Progression Pathways:
- Progression to Higher Physical Education
- Qualification can contribute to entry conditions for Higher/Further Education and employment.
- Entry to the Sports Leader Course.

Resources:
- Course Booklet
- Exemplar Programmes of Work
- Google Classroom

Development of skills for learning, skills for life and skills for work:

1 Literacy
1.3 Listening and talking

3 Health and wellbeing
3.2 Emotional wellbeing
3.3 Physical wellbeing

4 Employability, enterprise and citizenship
4.3 Working with others

5 Thinking skills
5.3 Applying
5.4 Analysing and Evaluating

Skills, knowledge and understanding for the course:
- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving
Physics: National 4

Contact teacher Mr Colquhoun or Mr Hamilton

Why study Physics?

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study at N5 level.

The skills you learn on this course are valuable for careers in engineering, the armed forces, medicine, energy, space & cosmology, material development, telecommunications, the environment and sustainability.

What will I study?

From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

**Electricity and Energy**

In this unit you will study:

- Generation and distribution of electricity
- Electrical power and electromagnetism
- Practical electrical and electronic circuits
- Gas laws and the kinetic model

**Waves and Radiation**

In this unit you will study:

- Wave characteristics
- Sound waves and applications
- The electromagnetic spectrum
- Nuclear radiation
- Application and uses of nuclear power

**Dynamics and Space**

In this unit you will study:

- Speed and acceleration
- Relationships between forces, motion and energy
- Satellites
- Cosmology
Physics: National 4 continued

How will I be assessed?

Course Assessment
Units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:
- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- question papers/tests.

There is no final exam at the end of the National 4 course. Instead of a final exam, you are required to pass four assessment tasks.

- Preparation of a scientific report on a physics experiment or practical investigation
- A short scientific report based on research of a physics topic
- A set of questions covering each unit
- An Added Value Unit (AVU)

For the AVU component, you will be asked to choose a topical issue in physics to investigate and produce a summary of your research and development ideas. The AVU component will be set and internally marked by Physics teachers within the school.

The course assessment is graded pass/fail.
Where can I find out more?

- Resources available on RM Portico
Physics National 5

Contact teacher Mr Colquhoun or Mr Hamilton

Why study Physics?
This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study.

The skills you learn on this course are valuable for careers in engineering, the armed forces, medicine, energy, space & cosmology, material development, telecommunications, the environment and sustainability.

What will I study?
From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

Electricity and Energy (6 SCQF credit points)

In this unit you will:

- deepen your understanding of the applications of electricity and energy, and the implications of this for society and the environment
- learn about the key areas of energy transfer, heat and the gas laws.

Waves and Radiation (6 SCQF credit points)

In this unit you will:

- increase your knowledge of the applications of waves and radiation and the implications of this for society and the environment
- investigate the key areas of waves and nuclear radiation.

Dynamics and Space (6 SCQF credit points)

In this unit you will:

- learn more about the applications of dynamics and space and the implications of this for society and the environment
- investigate the key areas of kinematics, forces and space.
## How will I be assessed?

### Course Assessment

Units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:
- **practical work** - such as practical experiments
- **written work** - research assignments and reports
- **projects**
- **question papers/tests**.

Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus a course assessment.

The course assessment for this course consists of **two** components:

- **question paper** - 135 marks (scaled to 100)
- **assignment** - 20 marks (scaled to 25).

  Total marks 125 marks
  
  (80% question paper and 20% assignment)

The assignment is based on a practical experiment/activity. This is researched and carried out under the guidance of the teacher and then written up in line with SQA guidance and procedures. Both the question paper and the assignment are marked externally.

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award, however, teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

The Course assessment is graded A–D.

**Where can I find out more?**

[https://www.sqa.org.uk/sqa/45731.html](https://www.sqa.org.uk/sqa/45731.html)
Practical Metalworking National 4/5

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information
The National 5 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

Course Units
The course consists of three areas of study.

Practical Metalworking: Bench Skills (National 4/5)
Learners develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, and measuring and marking out. Tasks will involve some complex features. Learners will be able to read and interpret drawings and diagrams depicting both familiar and unfamiliar metalworking tasks.

Practical Metalworking: Machine Processes (National 4/5)
Learners build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Tasks will involve some complex features. Learners will work with an appropriate range of metals in both familiar and unfamiliar contexts.

Practical Metalworking: Fabrication and Thermal Joining (National 4/5)
Learners develop skills in fabrication, forming and joining of metalwork components with some complex features. Learners will develop skills in thermal joining techniques. They will also build skills in measuring and marking out. In each of the units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues in a practical metalworking context.

Value Added Unit
The Practical Metalworking Assignment adds value by adding challenge and application. Learners will draw on their range of skills and knowledge from the units in order to produce an effective overall response to the brief.

N4 Assessment
To complete the course the learners must:
- Complete the three mandatory units to the necessary standard.
- Also complete the value added unit.
- Demonstrate a level of understanding of metalworking processes, tools and safe working practices. These will be tested at suitable intervals throughout the course.

N5 Assessment
The course assessment has two components:
1. Question paper – contributes 30% of final marks for the course.
2. Practical activity – complete a final project independently – contributes 70% of the final marks for the course.
Practical Metalworking National 4/5

Progression Pathways
Practical metalworking provides a qualification and a range of skills that will be useful for college or university courses and employment in the following disciplines: Mechanical engineering, electrical engineering, agricultural engineering, civil engineering, car and aeronautical engineering, manufacturing, architecture, product design.

Entry Qualifications
Candidates should be able to demonstrate an interest in working with metals and have previously shown a good level of skills when working on practical tasks.
Practical Woodworking National 4/5

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information
The Course is largely workshop-based, providing a broad introduction to practical woodworking.

The Course helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.

The Course is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

Course Units
The course consists of three areas of study.

Practical Woodworking: Flat-frame Construction (National 4/5)
Learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction (National 4/5)
Learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Practical Woodworking: Machining and Finishing (National 4/5)
This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

In each of the units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

Value Added Unit
The Practical Woodworking Assignment adds value by adding challenge and application. Learners will draw on their range of skills and knowledge from the units in order to produce an effective overall response to the brief.
Practical Woodworking National 4/5 continued

**N4 Assessment**
To complete the course the learners must:

- Complete the three mandatory units.
- Also complete the value added unit.
  - Demonstrate a level of understanding of woodworking processes, tools and safe working practices. These will be tested at suitable intervals throughout the course.

**N5 Assessment**
The course assessment has two components:

1. Question paper – contributes 30% of full marks for the course.
2. Practical activity – complete a final project independently – contributes 70% of final marks for the course.

**Progression Pathways**
Practical woodworking provides a qualification and a range of skills that will be useful for college or university courses and employment in the following disciplines:

- Carpentry, cabinet and furniture making, construction, interior design and landscape gardening.

**Entry Qualifications**
Candidates should be able to demonstrate an interest in working with wood and have previously shown a good level of skills when working on practical tasks.