



# **Senior Phase Course Choices**

**National 4 & National 5**



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## ENGLISH – NATIONAL 4

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### Course Overview

This year there will be a greater emphasis on personalisation and choice while developing literacy and life skills by focusing on applied learning. The National 4 course intends to continue the basic skills encapsulated in the four core capacities:

- Reading
- Writing
- Talking
- Listening

There are 4 mandatory Units which make up the National 4 award:

1. Analysis & Evaluation
2. Creation and Production
3. Literacy
4. Added Value Unit

Therefore our aim is to develop key skills in:

- Analysing and responding to a variety of texts through listening and reading.
- Creating original texts in different styles.
- Planning and researching topics and ideas.
- Communicating information with technical accuracy.
- Discussing and presenting information with peers.
- Applying knowledge of language as appropriate to task and audience.
- Reporting in different formats on topics of personal interest.

### Assessment

There are no grades awarded at this level and there is no external exam. Pupils must complete all Units to the specifications of Level 4 and will be continuously assessed throughout the year by the Faculty of English and Literacy.

The course is flexible and will allow pupils to develop at their own pace. Pupils who do not complete the required Units by the end of S4 will continue to complete the course in S5. Pupils will progress from a pass at National 4 on to National 5 in the following year.

### Course Outline

This year pupils will develop their knowledge of the trenches and the soldier poets of World War One; research and report on the topic of 'Homelessness'; work with peers to present information on charitable organisations; analyse drama and television texts and have the opportunity to demonstrate their application of the 4 capacities in a personalised response to the texts of their choice in the Added Value Unit.

### Progression

The progression from National 4 English is to continue with English at National 5 or further study, employment and/or training.

## ENGLISH – NATIONAL 5

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### Course Outline

Over the year, pupils will experience challenge and develop skills in four key areas of English and Literacy: reading, writing, talking and listening.

### Course Content

Three genre of literature will be taught, including the compulsory Scottish text. There will be a strong focus on close reading, textual analysis and skills for talking and listening, preparing pupils for internal assessment and the SQA exam. Pupils will develop writing skills and produce a minimum of two pieces, creative and discursive. The pupils will take part in whole class discussion, group discussion and present individual talk, as directed by the teacher.

### Internal Assessment

There are two forms of internal assessment with the requirement that these are passed in order to complete the course with the external exam.

Analysis and Evaluation Unit: pupils will answer questions on an unseen literature text and on a previously unseen media text.

Creation and Production Unit: pupils will write a discursive essay and take part in a spoken activity as directed by their teacher.

### External Assessment – National 5 SQA Exam

The course assessment will consist of two components, a question paper titled 'Reading' and a portfolio titled 'Writing'. The question paper will have two sections. The portfolio will have one section.

#### Component 1 — question paper: reading

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context, and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

The question paper will have 70 marks out of a total of 100 marks. This is 70% of the overall marks for the course assessment.

This question paper has two Sections.

**Section 1**, titled 'Reading for Understanding, Analysis, and Evaluation' will have 30 marks.

These 30 marks will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text.

**Section 2**, titled 'Critical Reading' will have 40 marks.

## ENGLISH – NATIONAL 5

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These 40 marks will be awarded for applying critical reading, knowledge and understanding.

This Section has two Parts.

### **Part 1**

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. An extract from each writer will be provided. Candidates will select an extract and answer questions.

### **Part 2**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

**In each part, learners must cover a different genre.**

20 marks will be awarded for each of the two parts.

### **Component 2**

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes and audiences, creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio. The portfolio will have 30 marks out of a total of 100 marks. This is 30% of the overall marks for the Course assessment.

### **Progression**

National 5 English provides progression to Higher English or further study, employment and/or training.

**Purpose**

The aims of the course 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

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Art and Design.

**Course Details**

The course comprises the following mandatory units:

- Expressive Activity
- Design Activity

In addition the course includes an **Added Value Unit:**

- Art and Design Practical Activity

**Expressive Activity**

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

**Design Activity**

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

### **Added Value Unit: Art and Design Practical Activity**

This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge, and apply practical skills when producing art and design work. This will be assessed through a practical activity, which involves producing **one piece of expressive art and one piece of design work**.

### **Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

### **Progression**

The course or its units may provide progression to:

- other qualifications in Art and Design or related areas
- further study, employment and/or training

**Purpose**

The aims of the course are to enable learners to:

- develop knowledge of art and design practice by studying artists and designers and their work.
- develop an understanding of expressive and design processes and accumulate and use a selection of related skills.

**Recommended Entry**

While entry is at the discretion of the centre, learners would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Art and Design.

**Course Content**

The course comprises two areas of study:

**Expressive**

This part of the course helps learners plan, research and develop creative expressive work in response to a theme/stimulus. Learners develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Learners reflect on and evaluate their creative process and the visual qualities of their work.

**Design**

This part of the course helps learners plan, research and develop creative design work in response to a design brief. Learners develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Learners reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

**Course Assessment**

Learners will be assessed through a **portfolio and a question paper**. In the portfolio, learners will produce one piece of expressive art work and one design solution which will be marked on both the process and products of learning. The question paper demonstrates their knowledge and understanding of art and design practice in an extended-response format.

**The course assessment is graded A-D.**

**Progression**

The course or its units may provide progression to:

- other qualifications in Art and Design or related areas
- further study, employment and/or training

### **Purpose**

The aims of the Course are to enable learners to:

- develop a range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance
- work imaginatively and demonstrate individual creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice in relation to physical wellbeing
- evaluate their own work and the work of others

### **Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications.

### **Course Details**

The course comprises the following mandatory units:

- Technical Skills
- Choreography

In addition the course includes an **Added Value Unit**:

- Course Assessment

### **Technical Skills**

In this Unit learners will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. Learners will develop critical thinking skills and appreciation of dance. They will evaluate their own work and the work of others.

### **Choreography**

In this Unit learners will develop and use self-expression and creative problem-solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

### **Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

### Course Assessment

#### **Added Value Unit Assessment**

Learners will be assessed through a **performance and a practical activity**.

#### **Performance**

In the performance, learners will extend and refine their technical and performance skill gained in the Course. Learners will perform a challenging and demanding tutor-choreographed technical solo lasting a minimum of 1.5 minutes.

#### **Practical Activity**

In the practical activity, learners will apply choreography skills, knowledge and understanding gained in the Course, along with skills in problem solving and critical thinking, to create and present a choreography for two dancers, and review the choreographic process.

**The course assessment is graded A-D.**

#### **Progression**

This Course or its Units may provide progression to:

- Higher Dance
- a range of dance-related NPAs, including Dance NPA at SCQF level 5 and Musical Theatre NPA at SCQF level 6
- further study, employment and/or training

### **Purpose**

The aims of the course are to enable learners to:

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

### **Recommended Entry**

- While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Drama.

### **Course Details**

The course comprises the following mandatory units:

- Drama Skills
- Production Skills

In addition the course includes an **Added Value Unit**:

- Drama Performance

### **Drama Skills**

In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other learners.

### **Production Skills**

In this Unit, learners will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

### **Added Value Unit: Drama Performance**

This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply their production skills in a **drama performance**.

### **Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

### **Progression**

The course or its units may provide progression to:

- other qualifications in Drama or related areas
- further study, employment and/or training

### **Purpose**

The course aims to enable candidates to:

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

### **Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Drama.

### **Course Content**

Throughout the course, learners explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters.

They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.

Learners generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting.

Learners develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

### **Course Assessment**

Learners will be assessed through a **performance and a question paper**. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

**The course assessment is graded A-D.**

### **Progression**

The course or its units may provide progression to:

- other qualifications in Drama or related areas
- further study, employment and/or training

### Purpose

The aims of the course are to enable learners to:

- develop performing skills in solo and/or group settings on **two selected instruments or one instrument and voice**
- perform music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts when composing, arranging or improvising
- develop knowledge and understanding of the social and cultural factors influencing music
- develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts
- reflect on their own work and that of others

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Music.

### Course Details

The course comprises the following mandatory units:

- Performing Skills
- Composing Skills
- Understanding Music

In addition the course includes an **Added Value Unit**:

- Music Performance

### Performing Skills

In this Unit, learners will develop performing skills on **two selected instruments, or on one selected instrument and voice**. They will play **level specific music (Grade 2)** with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

### Composing Skills

In this Unit, learners will experiment with and use compositional methods and music concepts in an imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how composers develop their ideas and create their music.

### **Understanding Music**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

### **Added Value Unit: Music Performance**

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. **Learners will prepare and perform a programme of music** in a solo setting and/or as part of a group.

### **Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

### **Progression**

The course or its units may provide progression to:

- other qualifications in Music or related areas
- further study, employment and/or training

### **Purpose**

The course aims to enable candidates to:

- perform music
- create original music using compositional methods
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols

### **Recommended Entry**

While entry is at the discretion of the centre, learners would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music.

### **Course Content**

Learners develop their performing skills on two selected instruments, or on one selected instrument and voice through regular practice and self-reflection.

Learners experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices.

Through listening, learners develop knowledge and understanding of a variety of music styles, level-specific concepts, sign and symbols used in music notation.

### **Course Assessment**

Learners will be assessed through a **performance of a programme of music, a composition assignment and a question paper** which demonstrates knowledge and understanding of music, music concepts and musical literacy.

**The course assessment is graded A-D.**

### **Progression**

The course or its units may provide progression to:

- other qualifications in Music or related areas
- further study, employment and/or training

### **Careers**

A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments; printing, etc.

Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work.

A knowledge of music can also enhance careers related to dance or drama.

### **Purpose**

The course aims to enable candidates to:

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

### **Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music Technology (although not mandatory).

### **Course Content**

#### **Developing music technology skills**

Throughout the course, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **Music technology contexts**

Throughout the course, learners gain experience in using music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

#### **Developing an understanding of 20<sup>th</sup> and 21<sup>st</sup> century music**

Throughout the course, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20<sup>th</sup> and 21<sup>st</sup> century music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights.

### Course Assessment

Learners will be assessed through an **assignment** and a **question paper**. The **assignment** will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate **two** completed creative sound productions. The **question paper** will assess breadth of knowledge and understanding of concepts related to music technology and 20<sup>th</sup> and 21<sup>st</sup> century music.

**The course assessment is graded A-D.**

### **Progression**

The course or its units may provide progression to:

- other qualifications in Music Technology or related areas
- further study, employment and/or training
- degrees in music and audio technology and related disciplines
- careers in the creative music industries

### **Purpose**

The course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study and employment in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to plan, prepare and cook for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained one of the following:

- It would be beneficial if pupils had completed the Pre NQ course in S3.
- Other relevant prior experience in Home Economics, including experience gained outwith certificated courses.

### **Course Details**

The course aims to enable candidates to:

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

### **Course Assessment**

#### Question Paper (30 marks)

The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate.

This question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- the principles of selecting and using food preparation equipment
- the principles of successful weighing and measuring
- understanding cookery processes and food preparation techniques
- understanding ingredients, their characteristics, and the importance of sustainability
- knowledge and application of current dietary advice
- knowledge of the application of the principles of food safety and hygiene
- costing recipes
- evaluation of presentation, taste or texture of dishes

The question paper has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment.

### Assignment (18 marks)

### Practical activity (82 marks)

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.

The purpose of this is to assess candidates' ability to plan, prepare and present a three course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

The assignment and practical activity give candidates an opportunity to demonstrate the following skills, knowledge and understanding in the context of producing and serving the meal:

- ◆ planning, organisational and time management skills
- ◆ applying food preparation techniques and cookery processes according to the given brief
- ◆ preparing and using ingredients according to the given brief
- ◆ presenting and serving each dish appropriately
- ◆ demonstrating the importance of food safety and hygiene and working safely and hygienically

The assignment and practical activity is conducted in two stages:

- ◆ stage 1: planning (assignment)
- ◆ stage 2: implementing (practical activity) The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

### **Progression**

- To further education at NC level in Hotel, Catering and Hospitality
- To employment in Hotel, Catering and Hospitality.

As there are a lot of ingredients required throughout the course of the year pupils are asked to make a contribution towards the cost of this. This can be paid as a 1 off payment or in instalments throughout the course of the year.

**NATIONAL 4 & 5****Purpose**

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students.

**Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained one of the following:

- It would be beneficial if pupils had completed the Pre NQ course in S3.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses.

**Course Details**

Throughout the course pupils will study the four factors: Physical, Mental, Social and Emotional. For each factor pupils will be involved in the following across a range of different activities:

- Data collection
- Identifying individual strengths and areas for development
- Impacts on performance
- Stages of Learning
- Principles of Training
- Approaches used to develop individual performance
- Monitor, record and evaluate performance development
- Identifying future development needs

**Course Assessment**

- 2 single performances (50% final grade)
- A portfolio (50% final grade)

**Performance (60 marks)**

This is 2 single performances, in 2 different physical activities. This assessment takes place in a challenging and competitive environment, with each performance having 30 marks available.

The physical activities undertaken throughout the year will arise from a process of consultation between staff and students, which takes account of the interests and talents of the student and the constraints on both staff and student.

### **Portfolio (60 marks)**

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- 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

The portfolio is an ongoing piece of work that is completed under controlled conditions and sent to the SQA for external marking.

### **Progression**

- Higher PE in S5/6

This course or its component units may form part of one or more Scottish Group Awards.

## MATHEMATICS – NATIONAL 4

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### **Purpose**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to

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

### **Recommended Entry**

Pupils should have covered all CFE Outcomes & Experiences at Level 3 and at least some at Level 4

### **Course Details**

This course consists of 3 units of work and a number of assessments which are to be completed internally.

### **Mathematics: Expressions and Formulae**

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

### **Mathematics: Relationships**

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

## **MATHEMATICS – NATIONAL 4**

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### **Numeracy (National 4)**

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

### **Mathematics Test**

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

### **Progression**

Students may progress to National 5 but for some pupils this will be a large step up from National 4 so should only be undertaken after discussion with their Maths teacher

## MATHEMATICS – NATIONAL 5

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### **Purpose**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to

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

### **Recommended Entry**

While entry is at the discretion of the school, students should have overtaken all CFE experiences and Outcomes at Level 4 or have achieved a pass at National 4 Maths.

### **Course Details**

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis. Completion of the 3 internal assessments also allows pupils to achieve National 5 Numeracy.

### **Mathematics: Expressions and Formulae**

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

### **Mathematics: Relationships**

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

## **MATHEMATICS – NATIONAL 5**

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### **Mathematics: Applications**

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning. This unit contains maths in a social context, logic diagrams, applying formulae and a statistical assignment.

### **Progression**

Students may progress to Higher Mathematics. However, this will require a high degree of independent study as a timetabled class may not be available. The course may also serve as a general or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

## **MATHEMATICS – NATIONAL 5 APPLICATION OF MATHEMATICS**

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### **Purpose**

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

The course aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
- develop the ability to analyse real-life problems or situations with some complex features involving mathematics
- develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- develop the ability to communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

### **Recommended Entry**

While entry is at the discretion of the school, students should have achieved a pass at National 4 Maths. This course may also be suitable for candidates who have studied National 5 Maths in a previous session but found the algebraic content challenging. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

### **Course Details**

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis.

## **MATHEMATICS – NATIONAL 5 APPLICATION OF MATHEMATICS**

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### **Numeracy:**

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

### **Geometry and Measure:**

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

### **Applications of Mathematics: Managing Finance and Statistics**

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

### **Progression**

Students may exit to employment, higher or further education, using the qualification as either a general or specific entry requirement.

Students wishing to progress to Higher Maths should not take this course but should instead study the National 5 Maths course.

**NATIONAL 4 & 5****Purpose**

The study of a Modern Language gives learners the opportunity to improve their literary and communication skills, enhance their enjoyment and understanding of other cultures and to understand the connections between different languages and how this relates to English.

**Recommended level for entry**

While entry is at the discretion of the school, students should have overtaken all CfE experiences and outcomes at Level 4 or have achieved a pass at National 4 French.

**Course Details**

Students will be encouraged to use French to develop four key language skills speaking, reading, listening and writing; skills which are essential for learning, employment and life.

This Course is made up of two mandatory Units: Understanding Language and Using Language. The two Units, taken together, include the four language skills.

The structure of the Units enables learners to focus on the skills required to understand and use French and to integrate reading, listening, talking and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

**Areas of Study**

The Course offers learners the opportunity to develop, understand and express French in meaningful familiar contexts such as citizenship, society, learning, employability, and culture.

The Course provides learners with the opportunity to: develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information.

**Progression**

- Higher French
- May provide progression to an SQA qualification in another Modern Language.

## **RMPS (Religious, Moral and Philosophical Studies) – NATIONAL 4**

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### **Purpose**

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have passed:

- National 3 RMPS or
- Level 3 work as part of the Broad General Education in S1-3

### **Course Details**

This course is comprised of three units with assessments and an Added Value unit that they complete in class time. All 4 areas must be passed to pass the RMPS course at National 4 level.

- **World Religion: Christianity**

In this Unit, learners will develop skills related to understanding Christianity. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Christianity.

- **Morality and Belief: Religion and Relationships**

In this Unit, learners will develop skills linked to issues of marriage, gender, family and sexuality. They will develop understanding of religious and non-religious responses.

- **Religious and Philosophical Questions: Miracles**

In this Unit learners will develop skills to analyse religious examples and scientific explanations linked to the topic of miracles.

### **Progression**

- National 5 Religious, Moral and Philosophical Studies Course or its Units
- Further study, employment and/or training

## **RMPS (Religious, Moral and Philosophical Studies) – NATIONAL 5**

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### **Purpose**

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have passed:

- National 4 Religious, Moral and Philosophical Studies Course or relevant units
- National 4 English or Social Subject
- Level 4 work as part of the Broad General Education in S1-3

### **Course Details**

This course is comprised of three. The whole course assessment has two parts, an external course exam (80% of the overall grade) and an assignment (20% of the overall grade).

#### **World Religion: Christianity**

In this Unit, learners will develop skills related to understanding Christianity. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Christianity.

#### **Morality and Belief: Religion and Relationships**

In this Unit, learners will develop skills linked to issues of marriage, gender, family and sexuality. They will develop understanding of religious and non-religious responses.

#### **Religious and Philosophical Questions: Miracles**

In this Unit learners will develop skills to analyse religious examples and scientific explanations linked to the topic of miracles.

### **Progression**

- Higher Religious, Moral and Philosophical Studies Course or its Units
- Further study, employment and/or training

## **RURAL SKILLS – NATIONAL 4**

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### **Aims of the course**

This course is designed for pupils who are interested in following a land based career. The course has an emphasis on practical work and is delivered by Dundee and Angus College.

### **Course Outline**

Land based industries: an introduction

Estate Maintenance: an introduction

Employability skills for land based industries

Crop production: an introduction

Soft landscaping: an introduction

### **Skills Developed**

Pupils taking this course will develop practical skills for working outdoors. Safety at work will be a major emphasis and pupils will be expected to show development of skills using a wide range of tools and practical techniques. Assessment in the course is done on a continual assessment approach, where pupils will be assessed on their progress and application throughout the course.

### **Pathways**

This course would equip any successful student to continue their studies at college. In addition, students would be well prepared for the world of work.

This qualification is intended to meet the learning needs of pupils who have done general science in S3 and are looking to continue their science education but at a level which does not require examination. All units have one or both of the following assessment types:

- Written, content-based assessment including some numeracy
- Practical experiments with formal write-ups
- Research- based activities

Each unit studied is assigned a credit rating – either 1 or 0.5. Each candidate will be required to complete a minimum number of credits to achieve a group award.

Units required:

Nature's Chemistry	1 SQA credit
Radiations	0.5 SQA credit
Sound and Music	0.5 SQA credit
Health and Technology	1 SQA credit
Introducing Science Investigation Skills	0.5 SQA credit
Health Sector: Life Sciences Industry	0.5 SQA credit

**Progression:**

This qualification would feed into NPA Level 5 in Practical Science or N5 units in any science.

**Aim of Course**

To develop knowledge and understanding of Biology and its role in society and the environment. To develop experimental skills, planning and analytical thinking. The ability to problem solve, investigate and communicate information.

**Course Content****UNIT ONE CELL BIOLOGY**

- Cell division and its role in growth and repair.
- DNA, genes and chromosomes
- Therapeutic use of cells
- Properties of enzymes and uses in industry
- Properties of micro-organisms and their uses in industry
- Photosynthesis
- Factors affecting respiration
- Controversial biological procedures

**UNIT TWO MULTICELLULAR ORGANISMS**

- Sexual and asexual reproduction and their importance
- Propagating and growing plants
- Commercial use of plants
- Genetics and inheritance
- Growth and development in different organisms
- Biological responses to internal and external changes

**UNIT THREE LIFE ON EARTH**

- Interdependence of plant and animals in the environment
- Impact of population growth and natural hazards to biodiversity
- Nitrogen cycle
- Fertilisers and their impact on the environment
- Adaptation for survival
- Animal behaviour and its importance to survival

**Assessment**

To achieve the National 4 course, learners must pass all of required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].

There is no exam at the end of the course and the course is not graded.

Success at National 4 may allow learners to progress to other courses in Biology.

**Aim of Course**

To develop a deeper understanding of biology and a deeper understanding of its role in scientific issues and in society and the environment. To develop experimental skills, planning and analytical thinking. The ability to problem solve, research and communicate information effectively.

**Course Content****UNIT ONE Cell Biology**

- Detailed knowledge of cell structure and cell ultrastructure
- Importance of the cell membrane and transport across it
- DNA and the production of proteins
- Importance of proteins and enzymes
- Genetic engineering
- Cell respiration

**UNIT TWO Multicellular organisms**

- Production of new cells & cell organisation in tissues and organs
- Stem cells and meristems
- Nervous and hormonal control systems
- Reproduction
- Variation and inheritance
- Transport systems in plants and animals
- Absorption of materials

**UNIT THREE Life on earth**

- Biodiversity and the distribution of life
- Energy within ecosystems
- Photosynthesis
- Sampling techniques and measurement of biotic and abiotic factors
- Food production
- Adaptation, natural selection and evolution of species

**Assessment**

To gain National 5, learners must pass the course assessment.

Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]

Both course assessments are marked by the SQA and graded A to D

**Progression**

The course or its components may provide progression for learners to

- Higher Biology or Human Biology courses
- National 5 courses in other sciences
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

**Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the material world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of chemical sciences.

**Recommended Entry**

Students would be expected to have achieved an adequate standard in their S3 Chemistry assessments and also to be studying Mathematics at National 4 level

**Course Content**

This course consists of three units of study:

**Chemical Changes and Structure** - In this Unit, learners will cover:

- Rates of Reaction – monitoring reactions and graph interpretation
- Atomic structure and bonding related to properties of materials - basic atomic structure, simple compounds and covalent bonding
- Energy changes – recognising endothermic and exothermic reactions
- Acids and bases – soluble oxides and pH, uses of acids in food and drink and impact on health, salt formation

**Nature's Chemistry** - In this unit the topics covered are:

- Fuels – fossil fuel formation, carbon cycle and alternative fuels
- Hydrocarbons – straight chained hydrocarbons –names, physical and chemical properties. Saturated and unsaturated hydrocarbons
- Everyday consumer products – alcohol and carbohydrates
- Plants to products – Everyday products derived from plants

**Chemistry in Society** - In this unit, the importance of chemistry is illustrated by looking at the following areas:

- The properties of metals and alloys – reactivity series and metal extraction, common alloys
- Materials – polymers, ceramics and new materials
- Fertilisers – plant nutrients, natural and synthetic fertilisers
- Nuclear chemistry – formation of elements and background radiation
- Chemical Analysis – carrying out simple analytical techniques such as filtering, evaporation, chromatography

### Assessment

- To achieve the National 4 course, learners must pass all of required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].
- There is no exam at the end of the course and the course is not graded.

### Skills Development

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### Pathways

This course should be taken in preparation for continuing to study Chemistry at National 5 or National 4 in another science subject.

**Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the material world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of chemical sciences.

**Recommended Entry**

Students would be expected to have achieved an excellent standard in their S3 chemistry assessments and/or to have attained a National 4 in Chemistry. Students should also be studying Mathematics at National 5 level.

**Course Content**

This course consists of three units of study:

**Chemical Changes and Structure** - In this Unit, learners will cover:

- Rates of reaction – calculation of average rates
- Atomic structure and bonding - covalent molecular and network, ionic and ion formation, lattices, ionic chemical formulae and balanced equations.
- Reaction quantities: gram formula mass, the mole
- acids and bases: pH as a measure of hydrogen and hydroxide ions, strong and weak acids, pH of soluble oxides, neutralisation reactions, calculation of average rate titration and spectator ions

**Nature's Chemistry** - In this unit the topics covered are:

- Homologous Series - structure and naming, physical and chemical properties of alkanes, alkenes, cycloalkanes, isomers – combustion and addition reactions
- Everyday consumer products – Uses of alcohols and carboxylic acids related to their properties. Manufacture of esters
- Energy from fuels - reaction profiles of endo and exo reactions, energy calculations involving  $\Delta E = CM\Delta T$ , balancing equations, and calculations based on balanced equations

**Chemistry in Society** - In this unit, the importance of chemistry is illustrated by looking at the following areas:

- Metals - electrochemical series: ion electron equations, redox, metals – extraction, reactions and alloys
- Properties of plastics - the properties and production of addition and condensation polymers and the properties and application of novel materials
- Fertilisers – Haber process and the formation of commercial fertilisers.
- Nuclear Chemistry – radiation process and nuclear equations
- Chemical Analysis – looking at techniques for monitoring the environment and reducing pollution

### Assessment

To gain National 5, learners must pass the course assessment.

Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]

Both course assessments are marked by the SQA and graded A to D

### Skills Development

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### Progression

- This course should be taken in preparation for continuing to study Higher Chemistry and/or National 5 in another science subject.
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

**Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the physical world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of physical sciences.

**Recommended Entry**

Students would be expected to have achieved an adequate standard in their S3 Physics assessments and also to be studying Mathematics at National 4 level.

**Course Content**

This is a course consisting of three units of study:

***Waves and Radiation***

In this unit learners will cover the following areas: Wave characteristics, Sound, Electromagnetic spectrum, Nuclear Radiation.

***Electricity and Energy***

Learners who complete this Unit will have covered topics such as: Generation of electricity, Power, Electromagnetism, Practical Circuits, Gas Laws.

***Dynamics and Space***

In this unit the areas of physics covered are: Speed and Acceleration, Forces, Motion and Energy, Satellites, Cosmology.

**Assessment**

- To achieve the National 4 course, learners must pass all of required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].
- There is no exam at the end of the course and the course is not graded.

**Skills Development**

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

**Pathways**

This course should be taken in preparation for continuing to study Physics at National 5.

**Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the physical world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of physical sciences.

**Recommended Entry**

Students would be expected to have achieved a good standard in their S3 Physics assessments and/or to have attained a National 4 in Physics. Students should also be studying Mathematics at National 5 level.

**Course Content**

This is a course consisting of three units of study:

***Waves and Radiation***

In this unit learners will cover the following areas: Wave parameters and behaviours, Electromagnetic spectrum, Light, Nuclear Radiation.

***Electricity and Energy***

Learners who complete this Unit will have covered topics such as: Charge carriers and electric fields, Potential difference, Ohm's Law, Practical circuits, Power, Specific heat capacity, specific latent heat, Gas Laws.

***Dynamics and Space***

In this unit the areas of physics covered are: Velocity and displacement, Velocity time graphs, Acceleration, Newton's Laws, Energy, Projectiles, Space Exploration, and Cosmology.

**Assessment**

To gain National 5, learners must pass the course assessment.

Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]

Both course assessments are marked by the SQA and graded A to D

**Skills Development**

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

**Pathways**

This course should be taken in preparation for continuing to study Physics at Higher or to employment in engineering, finance, technology or related areas.

## Levels offered

National 4/5

## Purpose

This course provides an opportunity for learners to develop their knowledge, understanding of geographical concepts, key ideas and relevant terminology through a wide range of learning experiences: teacher led learning, active learning, co-operative learning, independent study, objective thinking and effective communication. By using the concepts and techniques of geographical analysis, learners will develop a detailed understanding of aspects of the contemporary world and to make sound and reasoned judgements about local, national and global environmental issues.

Learners will develop an understanding of people, places and environments across the world by studying the three units listed below. Map skills will be taught throughout the course, which also encourages active learning. Students will learn to apply the skills of literacy, numeracy and using graphs. Research skills will be developed by gathering information through fieldwork, then processing, interpreting and presenting that information in a written format.

## Course details

### Unit 1: Physical Environments:

- Weather
- Rivers & Limestone Landscapes; physical features, land uses, conflicts and solutions.

### Unit 2: Human Environments:

- Measuring development and population characteristics across the globe.
- Developed and Developing World - Cities and Countryside

### Unit 3: Global Issues:

- Global Climate Change
- Tourism

## Progression

For pupils achieving certification at National 4 level, progression could be to National 5 in Geography or any other Social Subject. Learners achieving at National 5 level can progress to studying Higher Geography or other courses, or into employment or training. Geography skills are very much sought after and valued by many employers.

**Levels offered**

National 4/5

**Purpose**

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of the community, a country and a wider world. These purposes will be achieved through successful study of the three units of the Course which cover Scottish, British, European and World contexts in a variety of time periods including Early Modern and Later Modern.

History provides learners with opportunities to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. These courses will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship. Through the successful completion of this Course, important skills for learning, life and work are developed. These skills include: researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, balanced conclusions based on evidence; evaluating a range of straightforward sources of information; and structuring information about important historical themes and events.

**Course details**

- Scottish History  
The Great War, 1914 -1920
  
- British History  
Changing Britain, 1760-1900
  
- European and World  
Rise of Nazi Germany

**Progression**

For pupils achieving certification at National 4 level, progression could be to National 5 in History or any other Social Subject. Learners achieving at National 5 level can progress to studying Higher History or other courses, or into employment or training. History skills are valued and positively recognised by many employers.

**Levels offered**

National 4/5

**Purpose**

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. Modern Studies makes an important contribution to the curriculum by drawing on the social sciences of politics, sociology and economics. This course will help create informed and active citizens. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

These courses provide learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Modern Studies develops in learners a greater understanding of the contemporary world and their place in it. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Through the skills and content of the course, learners will develop an increased understanding of the democratic political system and social and economic issues throughout the world.

Learners will use a range of sources of evidence which are mostly straightforward but may have some complex features in order to detect and explain bias, exaggeration and selectivity in the use of facts in political contexts which are mostly familiar but may include some aspects which are new.

**Areas of study**

- Democracy in Scotland and the United Kingdom
- Social Issues in the UK – Crime and Law
- International Issues – World Power - USA

**Progression**

For pupils achieving certification at National 4 level, progression could be to National 5 in Modern Studies or any other Social Subject. Learners achieving at National 5 level can progress to studying Higher Modern Studies or other courses, or into employment or training. Modern Studies skills are valued and positively recognised by many employers.

**Aims of the Course**

The Course introduces learners to the dynamic world of business by developing skills in communicating essential financial information in a variety of presentation formats. The development of skills explicit to the Course will enable learners to accurately prepare, interpret and analyse financial information. The Course will help learners to participate responsibly in the ever-changing global business environment.

**Recommended Entry**

Students would be expected to have achieved an adequate standard in their S3 Business Management & Administration assessments and/or also to be studying Business Management at National 5 level.

However, candidates who show a particular interest in the subject are more than welcome to discuss the course requirements with the staff in the business department.

**Please note** that the candidate has no National 4 option in this subject, so due diligence is a requirement of the subject.

**Course Content**

The course will:

- Develop an awareness of the important function accounting performs in industry and society
- Develop accuracy in the preparation, presentation, interpretation and analysis of accounting information and apply a systematic approach to solving financial problems
- Apply relevant accounting concepts and techniques when preparing financial information
- Develop an awareness of a range of sources of finance available to organisations and when to use the most appropriate ones
- Apply information technology in accounting-related task

**Assessment**

To achieve National 5 Accounting, learners must pass an external examination which is worth 130 marks and also have to submit an assignment. The assignment is worth 50 marks and will take the form of a formal two hour computer-based exam and will require the use of spreadsheets. The assignment and external assessment are totalled together to give the candidate an overall grade.

This course is offered at National 3, National 4 and National 5

### **Purpose:**

The key purpose of this course is to develop the pupils administrative and IT skills to enable pupils to contribute to the effective functioning of organisations in administrative positions.

### **Course Details:**

The course will:

- Develop an understanding of administration in the workplace
- Develop an understanding of good customer care and its benefits to organisations.
- Develop IT skills and use them to perform administrative tasks.
- Organise and support events like meetings.

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can easily be transferred to different areas of study.

- The ability to look at a problem and identify the different steps required to overcome it.
- The ability to design and create the best solution using the most suitable tools for the task
- The ability to evaluate what they have done
- Report and present clear and concise information
- An understanding of the effect computing developments have on the world we live in

### **Assessment**

There is a two hour question paper (50 marks) in the May diet of exams and a three hour (70 marks) assignment completed in term 3.

### **Progression:**

Administration and IT will lead to certification at National level 3, 4 or 5 depending on the ability of the pupil.

Completion of this course would mean that a pupil could then further study Administration and IT at National 5, Higher and possibly Advanced Higher levels in S5-S6.

This course is offered at National 4 and National 5

### **Purpose:**

The course is designed to highlight the way in which organisations operate and the steps that they take to achieve their goals. This will be done through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained will be embedded in current business practice and theory, and will reflect the integrated nature of organisations, their functions and their decision-making processes.

### **Course Details:**

The course will allow the pupils to:

- To be introduced to the business environment including activities relating to the role of business and entrepreneurship within our society.
- To develop an understanding relating to the internal and external issues facing organisations in the management of people and finance.
- To develop an understanding relating to the importance of having an effective marketing and operations systems in Business.

### **Skills Developed**

Studying this course at either National 4 or National 5 will develop the following skills which can easily be transferred to different areas of study.

- Demonstrate knowledge of the impact of business activities on Society
- Apply the ideas of ethical and effective business decisions
- Communicate straightforward business ideas, opinions and information
- Demonstrate knowledge of entrepreneurial skills needed in business
- Interpreting and evaluating business financial information
- Analysing the effectiveness of marketing activities

### **Assessment**

There is a 2 hour question paper (90 marks) in the May diet of exams and an assignment to be completed in term 3.

Class assessments are done after each topic to confirm understanding.

### **Progression:**

Business Management will lead to certification at National level 4 and 5 depending on the ability of the pupil.

Completion of this course would mean that a pupil could then further study Business Management at National 5, Higher and possibly Advanced Higher levels in S5-S6.

This course is offered at National 4 and National 5

**Purpose**

This course is designed for pupils who want more than just to develop the skills of using computer software but also an understanding of how they are designed, created and why. They would be interested in designing and creating their own software solutions and will also learn about the design of computer hardware. They would also develop an understanding of the impact that the development of new technologies is having on society and the environment.

**Course Details**

The course will teach pupils how to design solutions to different problems using Programming Languages, Games Design, Apps Development, Web Development, Animation, Graphics, Video and Sound.

The pupils will also learn about the development of different types of computing hardware and software. How these effect the home and workplace environment in terms of security, privacy and the data used. The pupils will also look at how the hardware and software are used as communication tools across the internet. They will learn how to analyse, design, implement and test different types of computing solutions to solve a series of problems set them, and then evaluate how effective they are.

**Skills Developed**

- The ability to look at a problem and identify the different steps required to overcome it. This involves breaking it down into smaller parts which are then easier to work with.
- The ability to design and create the best solution using the most suitable tools for the task.
- The ability to look at what you have done and decide:
  - If it works well
  - How it could be improved
  - Learn from what went wrong
- Report and present clear and concise information using appropriate language
- An understanding of the effect computing developments have on the world they live in
- To work as part of a group to create a large project

**Assessment**

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass an assignment (50 marks) completed in term 3 and a two hour question paper (110 marks) in the May diet of exams.

**Progression**

Computer Science will lead to National level 4 and 5 depending on the ability of the pupil. Completion of this course would mean that a pupil could then further study Computer Science at National 5, Higher and Advanced Higher levels in S5-6.

This course is offered at National 4 and National 5

### **Purpose:**

The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills by using the design process and communicating design proposals. Pupils explore the properties and uses of materials and to test concepts using mock up models and produce fully functioning working products.

### **Course Details:**

The course will enable pupils to develop:

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

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can easily be transferred to different areas of study.

- Evaluating existing products
- Develop the skills of Design which will include:
  - Idea generation techniques
  - Writing Design Specification
  - Refining and resolving design proposals/concepts through a creative approach
- Develop sketching and rendering techniques to express their ideas
- Modelling and manufacturing techniques to represent Design ideas in 3D through the use of tools, equipment, software and materials
- Impact of Design on the environment

### **Assessment:**

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass a question paper (80 marks) in the May diet and two assignment (55 marks) in design and (45 marks) in practical

.

### **Progression:**

Design and Manufacture will lead to certification at National 4 and 5 depending on the ability of the pupil.

Completion of this course would mean that a pupil could then further study Design and Manufacture at National 5, Higher and Advanced Higher levels in S5-S6.

This course is offered at National 4 and National 5

### **Purpose:**

The course provides opportunities for pupils to develop skills in both 2D and 3D as well as pictorial graphics through manual board work and Computer Aided Drawing. These skills will be developed so the pupils can produce graphics that require visual impact and graphics that transmit information.

### **Course Details:**

The course will enable pupils to:

Develop their creativity and skills within both 2D and 3D Graphic Communication

Develop their manual board work techniques and practice

Develop their Computer Aided Drawing and Desk Top Publishing techniques and practice

Develop an understanding of how Graphic Communication impacts on Society

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can be easily transferred to different areas of study:

- Think and present 2D and 3D Graphics and pictorial graphics
- Produce preliminary, production and presentation graphics
- Visual literacy by interpreting Graphic Communication
- Use Graphic Communication equipment, software and materials effectively
- Understand Graphic Communication standards and conventions
- Use a range of computer-aided graphics techniques and practice
- Use of colour, illustration and presentation techniques
- Understanding of the impact of Graphic Communication on our society

### **Assessment:**

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass a question paper (80 marks) in the May diet and a two hour assignment (40 marks) in term 3.

### **Progression:**

Graphic Communication will lead to certification at National 4 or National 5 depending on the ability of the pupil.

Successful completion of this course would mean that a pupil could then further study Graphic Communication at National 5, Higher and Advanced Higher levels in S5/6

This course is offered at National 4 or National 5

### **Purpose:**

The course provides the opportunity for pupils to gain the skill of interpreting working drawings and diagrams and then using them to plan and manufacture models.

### **Course Details:**

The course will allow the pupils to develop their skills in Practical Woodworking. This will include correct use of tools and equipment and a range of woodworking materials. The pupils will also gain an appreciation of safe working practices in a workshop environment.

### **Skills Developed:**

- Each unit will cover a new set of woodworking skills but all of them will include skills in measuring, marking out, cutting and jointing techniques.
- The units where the skills will be developed are Flat-Frame (e.g. Plant pot holder made with various joints including Mortice and Tenon) Carcase construction (e.g. Clock made with housing joints) and Machining and Finishing (Tool box made using Drill, jigs, jig saw and power router)
- Identify tools/machinery/materials used in the workshop in a short written test
- Pupils will develop an appreciation of safe working practices in a workshop environment
- Pupils will gain an understanding of sustainability issues in practical woodworking environment

### **Assessment:**

National 4: Candidates require to pass 3 units and the added value unit which is a major project.

National 5: Candidates require to sit a question paper (60 marks) in the May diet of exams and a major practical activity (70 marks).

### **Progression:**

Practical Woodworking will lead to certification at National 4 or 5 depending on the ability of the pupil. This would mean that a pupil could then further study Practical Woodworking at National 5 or Further Education College courses.