

Senior Phase Options 2017 – 2018

A guide to Courses available in the Senior Phase (S4)



LESMAHAGOW HIGH SCHOOL



Contents

Introduction	P 1 - 2
English	P 3 - 7
Maths	P 8 - 10
Administration and IT	P 11 - 13
Art & Design	P 14 - 15
Biology	P 16 - 17
Business Management	P 18 - 20
Chemistry	P 21 - 22
Computing	P 23 - 24
Design & Manufacture	P 25 - 26
Drama	P 27 - 28
Modern Languages	P 29 - 30
Modern Languages for Life and Work Award (level3 or 4)	P 31 - 32
Geography	P 33 - 36
Graphic Communication	P 37 - 39
Health & Food Technology	P 40 - 42
Hospitality – Practical Cookery	P 43 - 44
History	P 45 - 46
Music	P 47 - 48
Physical Education	P 49 - 50
Sports Leadership	P51
Physics	P 52 - 53
Practical Woodworking	P 54 - 57
Religious, Moral and Philosophical Studies	P 58 - 60
Youth Achievement Award	P 61

INTRODUCTION – THE SENIOR PHASE S4

You have now reached the stage in High School when you are going to be studying within the Senior Phase. This refers to S4, S5 and S6. At this stage important decisions have to be made about your future studies. You will now have the opportunity to study National Qualifications at **level 3, 4 or 5** in S4 as well as Highers in S5 and Advanced Highers in S6. You have already received information about this process and the purpose of this booklet is to support you to make the right choices for your future study.

Students in S4 entering the *Senior Phase*, can pursue the following levels of study:

- National 3
- National 4
- National 5

Students returning to S5/6 and continuing in the *Senior Phase*, will pursue one of the following levels:

- National 4
- National 5
- Higher
- Advanced Higher (in a limited number of subjects)

The departments will advise you which course is most suited to your needs and abilities.

Departments have written a guide to the subjects on offer in their area. It is important that you make the right choices to help you achieve success in school and plan for your future career.

- Read the information in the booklet carefully
- Speak to your class teacher about their subject in S4
- Discuss your choices with your parents
- Speak to your Pupil Support teacher who will guide you through this process
- Consider your future career path and the subjects you will need to take

When you have been through each of these stages you will be asked to return your choice sheet. Everyone studies English and Maths in S4. You then choose 4 other subjects in S4. The choice sheet explains this to you. You should number your choices 1 – 4 in order of preference. You are also asked for a fifth choice in case one of your other choices is not available.

The diagram on the following page shows progression routes for pupils. Remember S4 – S6 is called the Senior Phase and over the 3 years it should be possible for you to access all of the subjects you require. If you are not able to do all of the subjects you want in S4 you will have the opportunity to pick them up in S5.

Parents should contact Pupil Support in the first instance with any enquires regarding the option process or choices.

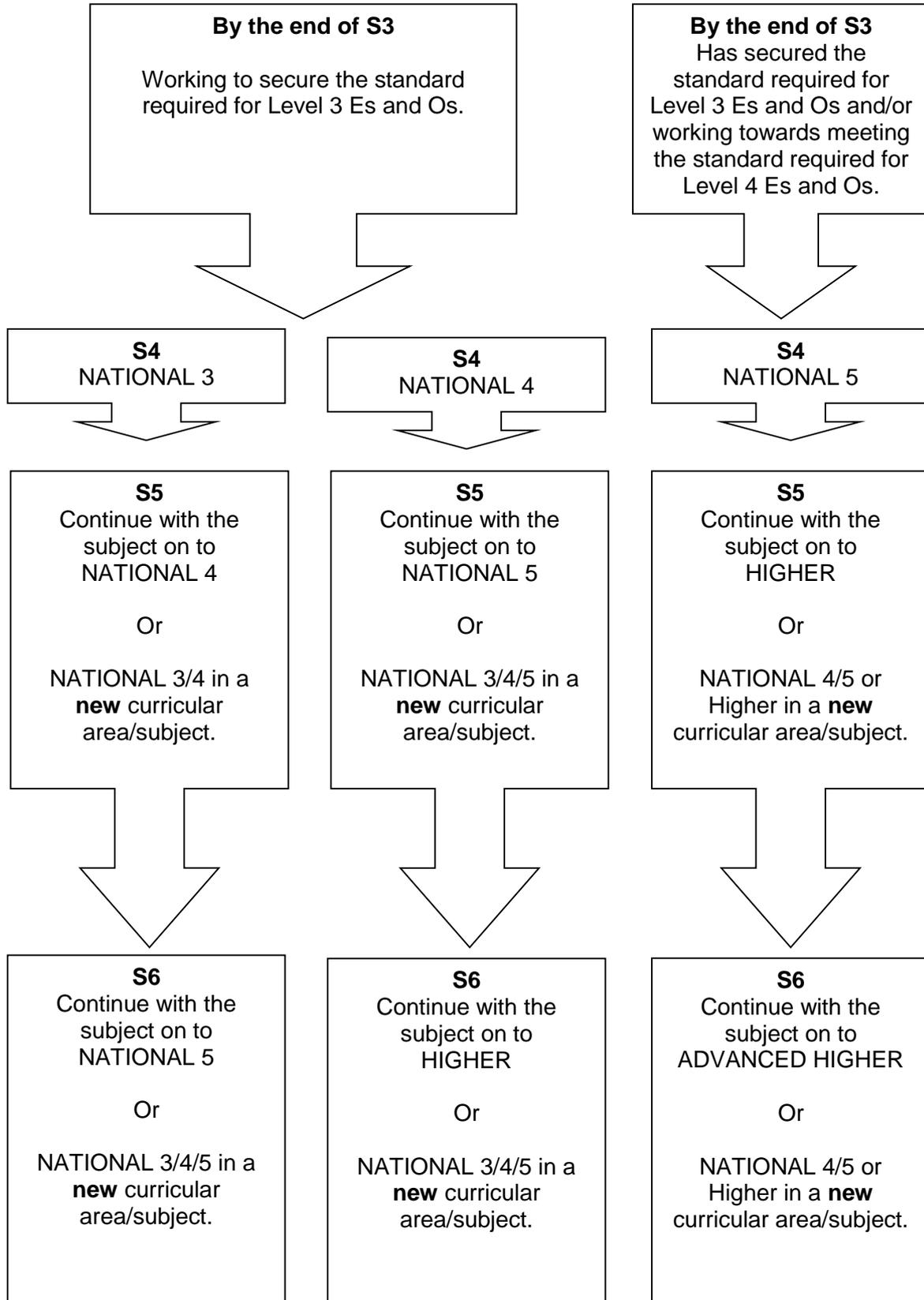
Think carefully about your future plans before you make your choices.

Barbara Lee
Depute Head Teacher

WHAT LEVEL WILL I STUDY?

The diagram below should help students to select the appropriate course progression route in subjects across the Senior Phase.

Progression in the Levels of the Senior Phase from one session to the next (i.e. continuing with a subject at the next level from S4 into S5 and S5 into S6) depends on pupils meeting the entry requirements for that subject.



ENGLISH

(National 3, 4 & 5)

More information can be obtained from :- MISS L PARSONS
(Principal Teacher)

Students returning to study English in **S4** and entering the *Senior Phase*, will pursue one of the following courses:

- English National 3
- English National 4
- English National 5

Students returning to study English in **S5/6** and continuing in the *Senior Phase*, will pursue one of the following courses:

- English National 4
- English National 5
- English Higher

The department will advise which course is most suited to the needs and abilities of each student.

For all courses in English it is expected that students will undertake **independent study** and display a **commitment to personal reading**.

ENGLISH: National 3

Purpose of the Course

The Course enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes.

National 3 English offers learners the opportunity to develop the ability to understand and use language in practical and relevant contexts. Learners also develop simple language skills through the study of literature, language and media.

Course Structure

The course is made up of three mandatory units:

- National 3 English: Understanding Language
- National 3 English: Producing Language
- National 3 Literacy

Contents of Units

National 3: Understanding Language

This Unit provides learners with the opportunity to develop **listening** and **reading** skills. They will develop the skills needed to understand, analyse and evaluate simple texts.

National 3: Producing Language

This Unit provides learners with the opportunity to develop **talking** and **writing** skills. Learners develop the skills needed to produce simple texts in both written and oral forms.

National 3: Literacy

This Unit develops the learners' **reading**, **writing**, **listening** and **talking** skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand simple ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing that is technical accuracy.

Assessment

- To achieve the National 3 English Course, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 3 Courses are not graded.

Progression

Successful completion of this course may lead to: National 4 English.

English is a universal requirement and is therefore relevant to all career areas.

ENGLISH: National 4

Purpose of the Course

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

National 4 English offers learners the opportunity to develop straightforward language skills through the study of literature, language and media.

Course Structure

The course is made up of four mandatory Units:

- National 4 English: Analysis and Evaluation
- National 4 English: Creation and Production
- National 4 Literacy
- National 4 English: Added Value Unit.

Contents of Course Units

National 4 English: Analysis and Evaluation Unit

Learners will develop their **reading** and **listening** skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts and spoken language.

National 4 English: Creation and Production Unit

Learners will develop **talking** and **writing** skills in familiar contexts. Learners develop the skills needed to create and produce straightforward written texts and take part in straightforward spoken interactions, including group discussion and individual presentations.

National 4 Literacy Unit

Learners will develop **reading**, **listening**, **writing** and **talking** skills in a variety of forms relevant for learning, life and work. Learners who complete this Unit will be able to:

1. Read and understand straightforward word-based texts.
2. Listen to and understand straightforward spoken communication.
3. Write straightforward technically accurate texts.
4. Talk to communicate, as appropriate to audience and purpose.

National 4 English: Added Value Unit

The learner has to complete an assignment where they have to demonstrate their language skills in the contexts of literature, language or media. This assignment will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to apply language skills to *investigate* a chosen topic by:

- Reading straightforward texts
- Selecting relevant information from the texts
- Evaluating the texts, using some appropriate critical terminology
- Presenting their findings
- Responding to questions

Assessment

- To achieve the National 4 English Course, learners must pass **all** of the required Units, including the Added Value Unit.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded.

Progression

Successful completion of this course may lead to National 5 English.

English is a universal requirement and is therefore relevant to all career areas.

ENGLISH: National 5

Purpose of the Course

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course also provides learners with the opportunity to develop:

- an understanding of how language works, and use language to communicate ideas and information in English, to use creative and critical thinking to synthesise ideas and arguments, and to develop critical literacy skills and personal, interpersonal and team-working skills.
- independent learning and to enhance their enjoyment and their understanding of their own and other cultures.
- an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

National 5 English offers learners the opportunity to develop **detailed** language skills in the contexts of literature, language and media.

Course Structure

The course comprises three elements:

1. Two mandatory Course Units:
 - National 5 English: Analysis and Evaluation
 - National 5 English: Creation and Production
2. A Portfolio of Writing
3. An external final examination

Content of Course Units

National 5 English: Analysis and Evaluation Unit

Learners will develop their **reading** and **listening** skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts.

Learners who complete this Unit will be able to:

1. Understand, analyse and evaluate detailed written texts.
2. Understand, analyse and evaluate detailed spoken language.

National 5 English: Creation and Production Unit

Learners will develop their **talking** and **writing** skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

Learners who complete this Unit will be able to:

1. Create and produce detailed written texts.
2. Take part in detailed spoken interactions.

Assessment

Writing Portfolio

In the Writing Portfolio learners have to demonstrate their writing skills in different genres and for a range of purposes and audiences.

The Writing Portfolio comprises two pieces of writing. One has to be discursive and the other creative.

The Portfolio is submitted to the SQA for grading and is worth a total of 30 marks. Each piece in the Portfolio will be graded and awarded a maximum of fifteen marks.

The Portfolio is worth **30% of the overall award in National 5 English**.

The Final Examination

Learners will be required to sit a final external examination that is set and marked by the SQA.

The final examination is **closed book**. It is worth a total of 70 marks (**70% of the overall mark for National 5 English**) and has TWO SECTIONS.

Section 1 – Reading for Understanding, Analysis, and Evaluation (30 marks)

Learners will be required to demonstrate and apply reading skills in the understanding, analysis and evaluation of one non-fiction text.

Learners will answer questions to show these reading skills and complete a task that involves inference making and summarising.

Section 2 – Critical Reading (40 marks).

This Section of the final examination has two parts:

- **Part 1: Scottish Set Text**

Learners will apply their understanding, analysis and evaluation skills to a previously studied Scottish text. They must read an extract from the Scottish set text they have studied and answer questions on it. (20 marks)

- **Part 2: Critical Essay**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language. They must write one critical essay in response to a previously unseen question. (20 marks)

In each part, learners must cover a different genre and cannot use the same text twice.

There are therefore three elements that must be successfully completed in order to gain a National 5 course award. The learner must:

1. Pass the National 5 Analysis and Evaluation and Creation and Production Units. These are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
2. Complete a **Writing Portfolio** which is worth **30%** of the overall award in National 5 English.
3. Complete the **Final Examination** which is worth **70%** of the overall award in National 5 English.

The final course assessment and award in National 5 English is graded A - D

Progression

Successful completion of this course may lead to Higher English.

English is a universal requirement and is therefore relevant to all career areas.

MATHEMATICS

(National 3, 4 & 5)

More information can be obtained from :- **MR D BURNS**
(Acting Principal Teacher)

MATHEMATICS : National 3

Purpose of the Course

Enables learners to: interpret real-life situations involving mathematics investigate the use of basic mathematical ideas and number processes in real-life contexts select and apply basic mathematical and numeracy skills in real-life contexts interpret and use the results of calculations, measurements and data to make informed decisions communicate mathematical information in an appropriate way.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy, thinking skills, literacy and employability.

Course Structure

Pupils will follow three units throughout the course:

- Manage Money and Data
- Shape, Space and Measure
- Numeracy

As it is a skills based course a variety of assessment strategies will be employed to afford learners the opportunity to show they have gained the skills required.

Content of Units

Manage Money and Data

- Identifying factors affecting income and expenditure
- Preparing a simple budget
- Developing a simple savings plan
- Making a decision based on the best deal

Shape, Space and Measure

- Shape and space in basic real-life contexts
- Measures in basic real-life contexts

Numeracy

- Use numerical skills to solve simple, real-life problems involving money/time/measurement
- Interpret graphical data and situations involving probability to solve simple, real-life problems involving money/time/measurement

Assessment

This course is completely internally assessed and moderated using SQA standards. Each of the three units must be successfully completed in order to gain an award.

Progression

Successful completion of this course will enable pupils to progress onto National 4 Mathematics.

Purpose of the Course

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 National 4 & 5 Mathematics courses aim to:

- motivate and challenge learners by enabling them to select and apply straightforward mathematical techniques 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
- develop skills in manipulation of abstract terms in order to solve problems to generalise (mainly National 5)
- 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

Course Structure

National 4 Mathematics

- Expressions and Formulae (National 4)
- Relationships (National 4)
- Numeracy (National 4)
- Added Value Unit - Mathematics Test (National 4)

National 5 Mathematics

- Expressions and Formulae (National 5)
- Relationships (National 5)
- Applications (National 5)
- External course assessment (National 5)

Content of Units

National 4 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.

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.

Numeracy

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

National 5 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.

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.

Applications

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

Assessment

In order to gain a successful award learner must do the following:

National 4 Mathematics

- pass the first three units (Expressions and Formulae, Relationships and Numeracy)
- successfully pass the Added Value Unit which contains elements of all three of the aforementioned units

Please note, the achievement of the first three Units only at National 4, (i.e. excluding the Added Value Unit) would provide fall back to a Course award in Lifeskills Mathematics at National 3 without the need for additional evidence.

This course is completely internally assessed and moderated using SQA standards.

National 5 Mathematics

- pass the first three units (Expressions and Formulae, Relationships and Applications)
- successfully pass the final exam which is conducted by the SQA

Please note, the achievement of the first three Units only at National 5, (i.e. excluding the course assessment) would provide the potential for a fall back to Mathematics at National 4 provided the learner has shown they have the skills required for the Numeracy Unit as well as completing the Added Value Unit both at National 4 level.

Progression

National 4 Mathematics

Successful completion of this course will enable pupils to progress onto National 5 Mathematics.

National 5 Mathematics

Successful completion of this course will enable pupils to progress onto Higher Mathematics.

ADMINISTRATION AND IT

(National 3, 4 & 5)

More information can be obtained from:- MR I ARTHUR
(Principal Teacher)

ADMINISTRATION AND IT: National 3

Purpose and Aims of the Course

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

The Course aims to enable learners to develop:

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

Course Structure

IT Solutions for Administrators (National 3)

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

Communication in Administration (National 3)

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

Administration in Action (National 3)

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

Course Assessment

All units are internally assessed.

ADMINISTRATION AND IT: National 4

Purpose and Aims of the Course

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

Course Structure

Administrative Practices (National 4)

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

IT Solutions for Administrators (National 4)

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

Communication in Administration (National 4)

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit: Administration and IT Assignment (National 4)

The purpose of this Unit is to draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

Course Assessment

All units are internally assessed.

ADMINISTRATION AND IT: National 5

Purpose and aims of the Course

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

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 in administrative positions. The Course aims 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

Course structure

Administrative Practices (National 5)

The purpose of this Unit is to give learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators (National 5)

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that it's content remains current and relevant.

Communication in Administration (National 5)

The purpose of this Unit is to enable learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Course Assessment

The added value unit will be externally assessed by the SQA. The other units will be internally assessed.

ART AND DESIGN

(National 3, 4 & 5)

More information can be obtained from:- **MR B BIGGART**
(Principal Teacher)

ART AND DESIGN: National 3, 4 & 5

Why Art and Design?

Art and Design features in many aspects of our everyday lives, from the advertising posters we see on our streets to the special effects we see in films. Almost everything we see or touch has been designed to be visually attractive including mobile phones, clothes, cars, buildings and websites.

The skills that you develop in Art and Design are useful in many different careers, such as architecture: interior design, fashion and textiles, graphics, web design and photography.

Entry to the Course

The school will decide on the entry requirements for the course. You would have normally achieved well in the broad general education.

Course Outline

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills. You will learn how to use a range of art and design materials and techniques. You will learn the skills involved in planning, producing and presenting art and design work. You will also find out how artists and designers work, and how factors like their environment and culture have an impact on their work.

The courses have **two** compulsory units. **National 5** you will be expected to produce a higher standard of work.

Art and Design: Expressive Activity

In this unit you will:

- develop and produce drawings and other pieces of visual art based on your ideas and interests
- develop an understanding of how artists work and the social and cultural influences that impact on their work
- develop and improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

Art and Design: Design Activity

In this unit you will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills
- work to find solutions to design problems
- assess and evaluate designers' working practices and investigate their main social and cultural influences
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

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 activities – such as drawings, posters, ceramics or sculptures
- written work – such as research assignments
- projects
- question papers/tests

Units do not contribute to your overall grade but you will need to pass both units plus a course assessment to be awarded the course qualification.

There are two parts or 'components' to the course assessment:

1. a portfolio (160 marks)
2. an examination question paper (40 marks) – **(at National 5 only)**

The portfolio is set by your school and the examination question paper is set by the Scottish Qualifications Authority (SQA). Both components will be externally marked by SQA.

The course assessment is graded A-D.

Progression

If you complete the course successfully, it may lead to:

- **Higher Art and Design**

Further study, training or employment in:

Animator	Multimedia Developer
Architect	Photographer
Artist	Photographic Stylist
Arts Administrator	Picture Framer
Arts Exhibition Organiser	Picture Researcher
Cartoonist	Product Designer
Community Arts Worker	Sculptor
Costume Designer	Set Designer
Digital Imaging Specialist	Sign Writer
Exhibition Designer	Teacher – Secondary School – Art and Design
Fashion Designer	Teacher – Secondary School Technological Education
Film or Video Editor	Technical Illustrator
Furniture Designer	Textile Designer
Graphic Designer	Wardrobe Assistant – Film, TV or Theatre
Illustrator	
Interior Designer	
Jeweller - Retail	
Landscape Architect	
Landscape Designer	

www.lhsartwork.weebly.com

BIOLOGY

(National 3, 4 & 5)

More information can be obtained from: - DR I NICOL
(Principal Teacher)

Purpose

These courses give opportunities for learners to recognise the importance and the impact Biology makes on their lives, on the lives of others, on the environment and on society. The Key Areas of Biology including cellular, whole organism and ecosystems are developed through each course. Learners will also enhance and develop skills in problem solving as well as other practical abilities and experimental procedures associated with Biology.

The National Biology courses not only provide a sound knowledge base which is useful for the further study of Biology and all of the other Sciences, but also offer the opportunity to develop a versatile and adaptable skill set which is valued in the workplace.

Course Structure

The content of the S4 courses is designed to build upon each of the topics studied in S3:

Unit 1 Cell Biology

Cells and DNA
Microbes and their use in Industry
Photosynthesis

Unit 2 Multicellular Organisms

Organs and Organ systems
Health Technology and Defence against disease
Fertilisation and embryonic development

Unit 3 Life on Earth

Sampling and Identifying Living Organisms
Chemicals used in Agriculture and their Impact

Course Content and Assessment

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence in the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

Progression

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Human Biology and then Advanced Higher Biology in S6.

Career Opportunities

Biology develops key skills which are highly sought after in the following industries:

- Nursing and Medicine
- Veterinary Medicine
- Dentistry
- Pharmacology
- Food Science
- Agriculture
- Forestry
- Game-Keeping and other land management roles
- Education
- Psychiatry
- Wildlife Conservation

<u>National 3</u>	<u>National 4</u>	<u>National 5</u>
Cell Biology	Cell Biology	Cell Biology
<ul style="list-style-type: none"> • Cells • DNA • DNA profiling • Controlling the growth of Micro-organisms • Photosynthesis 	<ul style="list-style-type: none"> • Cell Division, DNA, Genes and Chromosomes • Enzymes and their use in Industries • Respiration • Photosynthesis – limiting factors • Controversial Biological Procedures 	<ul style="list-style-type: none"> • Cell structure • Transport across cell membranes • Producing new cells • DNA and the production of proteins • Proteins and enzymes • Genetic engineering • Photosynthesis • Respiration
Multicellular Organisms	Multicellular Organisms	Multicellular Organisms
<ul style="list-style-type: none"> • Organs, organ systems and their role in sustaining life • The role of technology in monitoring health and improving quality of life • Body defences against disease and role of vaccines • Fertilisation and embryonic development and risks to embryo 	<ul style="list-style-type: none"> • Sexual and asexual reproduction • Propagating and growing plants and their commercial use • Genetic information • Growth and development of different organisms • Biological actions to maintain stable body conditions 	<ul style="list-style-type: none"> • Cells, tissues and organs • Stem cells and meristems • Control and communication • Reproduction, variation and inheritance • The need for transport • Effects of life-style choices on animal transport and exchange systems
Life on Earth	Life on Earth	Life on Earth
<ul style="list-style-type: none"> • Sampling and identifying living organisms • Different types of chemicals in agriculture, the alternatives and their impact on global food production 	<ul style="list-style-type: none"> • Interdependence • Population growth and natural hazards • Nitrogen cycle • Fertiliser design and their environmental impact • Adaptations for survival • Learned behaviour in response to stimuli 	<ul style="list-style-type: none"> • Biodiversity and the distribution of life • Energy in ecosystems • Measuring abiotic and biotic factors • Adaptation, natural selection and the evolution of species • Human impact on the environment
<p><i>To achieve the National 3 Biology Course, learners must pass all 3 of the above Units. National 3 Courses are not graded.</i></p>	<p><i>To achieve the National 4 Biology Course, learners must pass all 3 Units, as well as an Added Value Unit. The Added Value Unit will be assessed through an assignment. National 4 Courses are not graded.</i></p>	<p><i>To gain the award of the Course, the learner must pass all 3 Units as well as the Course examination. The Course examination will consist of 2 components: an assignment and a question paper. Both will be externally examined and will provide the basis for grading attainment in the Course award.</i></p>

BUSINESS MANAGEMENT

(National 3, 4 & 5)

More information can be obtained from:- **MR I ARTHUR**
(Principal Teacher)

BUSINESS: National 3

This course consists of 2 units

Business in Action Influences on Business

What skills will be developed?

- enterprise and employability skills
- knowledge and understanding of the ways in which business operates
- knowledge and understanding of the role of business
- knowledge and understanding of financial and economic situations
- straightforward business planning techniques to ensure success
- straightforward knowledge and understanding of entrepreneurial attributes for business start-up
- understanding of the straightforward actions taken by business to meet customers' needs and to remain competitive
- knowledge and understanding of key business facts and characteristics
- awareness of straightforward internal and external influences on business activity
- interpreting and drawing elementary conclusions from straightforward business information
- independence, communication and ICT skills

What will be experienced during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work and also their Assignment topic in discussion with teachers/lecturers
- Applying learning
- Embedding literacy and numeracy skills: communicating; financial awareness; researching, presenting and analysing information; using technology.

Assessment

- To gain National 3, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared

This National 3 can progress onto National 4 in Business

BUSINESS: National 4

This course consists of 2 units and a course assignment

Business in Action

Influences on Business

Added Value Unit: Business Assignment

What skills will be developed?

- enterprise and employability skills
- knowledge and understanding of the ways in which business operates
- knowledge and understanding of the role of business
- knowledge and understanding of financial and economic situations
- straightforward business planning techniques to ensure success
- straightforward knowledge and understanding of entrepreneurial attributes for business start-up
- understanding of the straightforward actions taken by business to meet customers' needs and to remain competitive
- knowledge and understanding of key business facts and characteristics
- awareness of straightforward internal and external influences on business activity
- interpreting and drawing elementary conclusions from straightforward business information
- independence, communication and ICT skills

What will be experienced during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work and also their Assignment topic in discussion with teachers/lecturers
- Applying learning
- Embedding literacy and numeracy skills: communicating; financial awareness; researching, presenting and analysing information; using technology.

Assessment

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to produce a business proposal.

This National 4 can progress onto National 5 in Business Management

BUSINESS MANAGEMENT: National 5

The course consist of 3 units and a course assignment

**Understanding Business
Management of People and Finance
Management of Marketing and Operations**

Course Assessment: Assignment + Question Paper

What skills will be developed?

- enterprise and employability skills
- knowledge and understanding of the impact of business activities on society
- decision-making to solve straightforward business-related problems
- knowledge and understanding of entrepreneurial attributes
- the ability to interpret and evaluate straightforward business financial data
- knowledge of the use of technologies in business
- communicating straightforward business-related information
- knowledge and understanding of human resource management
- knowledge and understanding of marketing and operations systems
- the ability to analyse effective business practice
- awareness of the effects of internal and external influences on business activity

What will be experienced during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, theoretical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working co-operatively on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work; the Assignment also allows choice
- Applying learning
- Embedding literacy and numeracy skills: communicating; numeracy for financial management; researching, presenting and analysing information; interpreting data; using technology.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (exam) and an Assignment requiring learners produce a report on a business in response to a brief. Both are marked by the SQA and are graded A to D.

This National 5 progresses onto Higher Business Management.

CHEMISTRY

(National 3, 4 & 5)

More information can be obtained from:- DR I NICOL
(Principal Teacher)

National Qualifications in Chemistry

Purpose

These courses give opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. They cover a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The courses allow flexibility and personalisation by offering choice in the context studied.

The key areas of atomic structure, bonding and chemical equations are integrated throughout these courses. They offer a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

Course Structure

The content is designed to build from each of the topics studied in S3

Unit 1 Chemical Changes and Structure

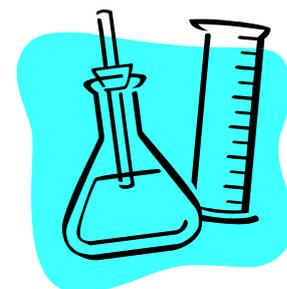
Rates of reaction
Atomic Structure and Bonding
Acids and Bases

Unit 2 Nature's Chemistry

Climate Chemistry (Fossil fuels, Energy and Climate)
Crop Chemistry

Unit 3 Chemistry in Society

Materials, Metals and Alloys
Chemical Analysis and Calculation.



It is hoped that during the study of the above topics pupils will become aware of the importance of Chemistry in everyday life. There are plenty of opportunities for practical, experimental work which will allow pupils to develop skills which they may find useful in their place of work.

Course Content and Assessment

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

National 3	National 4	National 5
Chemical Changes and Structure	Chemical Changes and Structure	Chemical Changes and Structure
<ul style="list-style-type: none"> • rates of reaction • chemical structure • acids and bases 	<ul style="list-style-type: none"> • rates of reaction • atomic structure and bonding related to properties of materials • energy changes of chemical reactions • acids and bases 	<ul style="list-style-type: none"> • rates of reaction • atomic structure and bonding related to properties of materials • formulae and reacting quantities • acids and bases
Nature's Chemistry	Nature's Chemistry	Nature's Chemistry
<ul style="list-style-type: none"> • fuels and energy • everyday consumer products • plants to products 	<ul style="list-style-type: none"> • fuels • hydrocarbons • everyday consumer products • plants to products 	<ul style="list-style-type: none"> • homologous series • everyday consumer products • energy from fuels
Chemistry in Society	Chemistry in Society	Chemistry in Society
<ul style="list-style-type: none"> • the properties of materials • chemical analysis 	<ul style="list-style-type: none"> • metals and alloys • materials • fertilisers • nuclear chemistry • chemical analysis 	<ul style="list-style-type: none"> • metals • properties of plastic • fertilisers • nuclear chemistry • chemical analysis
To achieve the National 3 Chemistry Course, learners must pass all of the above Units. The required Units are shown in the Course outline section. National 3 Courses are not graded.	To achieve the National 4 Chemistry Course, learners must pass all of the above Units, as well as an Added Value Unit. National 4 Courses are not graded.	To gain the award of the Course, the learner must pass all of the Units as well the research unit and final examination.

Progression

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Chemistry and then Advanced Higher Chemistry.

Career Opportunities

Chemistry develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences

Accountancy/Actuarial

Education

Armed forces

Engineering

Architecture

Medicine

Veterinary Medicine



COMPUTING

(National 3, 4 & 5)

More information can be obtained from MR I ARTHUR
(Principal Teacher)

Computing Science

Purpose

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these skills and the knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to:

- introduce and develop computational thinking
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society

The course has a number of themes, including technological progress and trends, the relationship between software, hardware and system performance and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

COMPUTING: National 4

Recommended Entry

This course is for those who have achieved: -

- Level 3 Curriculum for Excellence
- or
- National 3 Computing Science Course
 - National 3 Numeracy

Course Details

Software Design and Development (National 4)

While studying this unit the student will learn about -

- practical problem-solving skills in program design and development
- basic computational thinking and programming skills while working on practical tasks using Visual Basic and another software development environment. These tasks will involve simple features.
- how data and instructions are stored in binary form
- how programming underpins computer applications
- the impact of commonly used programs on society or the environment

Information System Design and Development (National 4)

While studying this unit the student will learn about -

- practical problem-solving skills in information system design and development
- creating databases and websites - these tasks will involve simple features and straightforward contexts
- basic computer hardware, software, connectivity and security issues

Computing Science Assignment (National 4)

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

Assessment

During the course the student undertakes a number of assessments in class which are marked by the teacher. There is no final exam. This results in the student being awarded a **Pass** or **Fail** - no grade is awarded.

Progression

This Course or its Units may provide progression to National 5 Computing Science.

COMPUTING SCIENCE: National 5

Recommended Entry

This course is for those who have achieved: -

- National 4 Computing Science Course
 - National 4 Numeracy
- or
- Level 4 Curriculum for Excellence

Course Details

Software Design and Development (National 5)

While studying this unit the student will learn about -

- practical problem-solving skills in program design and development through appropriate software development environments
- programming and computational thinking skills by implementing practical solutions and explaining how these programs work - these tasks will involve some complex features and both familiar and new contexts
- how data and instructions are stored in binary form and basic computer architecture
- different software development languages

Information System Design and Development (National 5)

While studying this unit the student will learn about -

- practical problem-solving skills related to information system design and development
- creating web sites and databases
- the technical, legal and environmental issues related to information systems

Assessment

During the course the student undertakes an assessment in class which is marked by the teacher. There is also a final exam. A student who passes is awarded an **A, B, C**.

Progression

This Course or its Units may provide progression to Higher Computing Science.

Why Design and Manufacture?

This course will introduce you 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 exciting and dynamic.

You will learn valuable skills to learning, life and work: the ability to read drawings and diagrams; the ability to communicate ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture your design ideas. And, you will learn about the stages of design from idea to finished product. And, you will look at manufacturing processes and the properties of materials.

The skills you learn in this course give you a broad range of potential for jobs or careers; in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics.

Entry to the course

The school or college will decide on the entry requirements for the course. You would normally have achieved:

- **National 4 Design and Manufacture**

Course Outline

This course provides a broad practical introduction to design, and materials and manufacturing processes. You will develop design skills, as well as skills in making models, prototypes and products. And, you will look at the life cycle of a product; from idea through design, manufacture, and use, including its disposal or re-use. You will learn to appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The course has **two** compulsory units. The units are similar to those for **National 4** but you will be expected to produce a higher standard of work.

Design and Manufacture: Design (9 SCQF credit points)

In this unit you will:

- cover the product design process from brief to resolved design proposals, including specification
- learn how to initiate, develop, articulate and communicate design proposals
- learn about the design/make/test process
- appreciate the importance of evaluating and resolving work on an ongoing basis
- understand design concepts and the various factors that influence the design of products.

Design and Manufacture: Materials and Manufacturing (9 SCQF credit points)

In this unit you will:

- cover the product design process from design proposals to prototype or product
- learn to 'close the design loop' by manufacturing your design ideas
- develop the practical skills you need for the design/make/test process
- appreciate the properties and uses of materials, as well as simple manufacturing techniques
- refine and resolve design and manufacturing solutions.

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 creating ideas using computer software or by hand, keeping a portfolio of work
- written or spoken work – such as giving verbal presentations, producing short reports or taking part in group discussions
- projects or assignments – such as designing ideas for products in response to a brief.

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

The course assessment for this course consists of two components:

- assignment (90 marks)
- question paper (60 marks).

For the assignment component, you will be asked to produce a prototype in order to evaluate your design solution in response to a design brief. The assignment component will be set by the Scottish Qualifications Authority (SQA) and marked by a visiting SQA assessor.

The question paper will be set and marked externally by the SQA.

The course assessment is graded A-D.

Progression

If you complete the course successfully, it may lead to:

- **Higher Design and Manufacture**

Further study, training or employment in

Aeronautical Engineer
Aircraft Mechanic or Engineer
Architect
Building Technician
Carpenter or Joiner
Cartographer
Chemical Engineer
Chemical Engineering Technician
Civil Engineering Technician
Civil or Structural Engineer
Clerk of Works
Construction Manager or Site Manager
Construction Plant Mechanic
Control and Instrument Engineer
Craft Designer or Worker
Electrician
Electricity Distribution Worker
Environmental Engineer
Ergonomics
Furniture Designer
Games Designer
Interior Designer
Wind Turbine Technician



Landscape Designer
Mechanical Engineer
Mechanical Engineering Technician
Model Maker
Motor Vehicle Technician
Motorcycle Technician
Musical Instrument Technologist
Set Designer
Sheet Metal Worker
Sound Technician
Teacher - Secondary School -
Technological Education
Telecommunications Technician
Toolmaker

:

Aims of the Course

- Pupils will be challenged to employ the full range of drama skills and contribute fully to the process of devising in order to produce creative and dynamic presentations.
- Pupils will build upon their knowledge and understanding of key production roles and how they contribute to shaping the overall performance concept.
- Pupils will participate in a final performance to showcase their learning and appreciation for collaborative working in theatre.

Course Content

The course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.

There are two mandatory units in the course. **Drama Skills** challenges pupils to work collaboratively to explore a theme/issue, employ research skills and the drama process to present a drama presentation. **Theatre Production Skills** allows pupils to learn about key theatre production roles and how different practitioners (e.g. lighting designer, stage manager etc.) work together to produce a successful performance. The **Added Value** unit challenges the pupils to use the skills developed throughout the course to produce a theatre performance to a professional level.

Skills

Pupils will continue to build on their communication, collaboration and confidence – whilst further developing their ability to self and peer evaluate.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, ICT presentations and research, as well as drama workshops. We will employ links with local theatre companies and professionals to enhance the learning and teaching of students. The course is designed to allow many opportunities for active learning and for pupils to demonstrate their creativity.

Assessment

Internal:

- Pupils will complete internal assessments for each unit – both extended written responses and practical assessments must be passed in order to complete the course.
- Teachers will complete Observational Checklists throughout the units and pupils will maintain logbooks which will include personal/group research, design plans, and other tasks to support learning and teaching.
- Teachers will regularly meet with pupils individually to provide meaningful feedback and target set for the future.
-

External (for National 5 only)

- The course is broken down as 60% for a final practical assessment and 40% for the written exam.
- For the practical assessment, pupils will choose a production role from Acting, Directing or Design and will take responsibility for this area for a final performance.
- For the written exam, pupils will complete a 40 mark exam which challenges pupil's knowledge and understanding of drama, ability to self evaluate and respond to an unseen stimulus.
- The course is graded from A-D on the basis of all course assessments combined.

Homework

Pupils will receive regular homework from Drama. This could be in a range of forms from written, personal research, completion of logbooks or revising for unit tests. However, by the nature of Drama as a subject, homework may take the form of learning lines from a script or preparing for a specific production role. Pupils must understand that working at home is an essential element of the course and is key to success at both National levels.

How Can You Help?

Your support with the following areas will help your child to achieve success in Drama.

- Help them to foster an interest in all kinds of theatre through reading plays, television, internet and theatre going. Also encourage them to attend all theatre trips offered by the department in school.
- Encourage them to complete all homework tasks on time and to the best of their ability.
- Go through lines with your child to help them prepare for presentations.

MODERN LANGUAGES

(National 3, 4 & 5)

More information can be obtained from:- MISS L PARSONS
(Principal Teacher)

MODERN LANGUAGES: National 3, 4, 5

Introduction

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language.



Learning a Foreign Language will allow you to communicate with people from different cultures and help you to understand and enjoy not just other cultures, but your own too. Knowledge of a Foreign Language will also allow you to make connections between different people and their cultures. This will give you a better idea of what it means to be a responsible citizen and help you to play a fuller part as a citizen of the world.

National 3 - Purpose of the course

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply basic knowledge of a modern language.

National 4 +5 - Purpose of the course

As well as developing the skills of Listening, Talking, Reading and Writing in order to understand and use French, the course will also provide you with the skills to communicate, be a critical thinker, develop your cultural awareness and be creative.

Course Details

National 3, 4, 5

The Course offers you the opportunity to develop simple (N3), or more complex (N4/5), language skills in the meaningful real-life contexts of society, learning, employability, and culture.

It also contributes towards the development of your literacy skills by offering you opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

In National 3, 4 and 5 the units you will cover are:-

Society

Family and friends
Home and local area
Sports/health/well-being
TV/Cinema/Music
Hobbies/interests
Environmental issues (Nat 4+5)

Learning/Employability

School
Subjects
Jobs + places of work
Qualities
CV
Future career

Culture

Holidays
Life in another culture
Events/celebrations
Films/literature

Assessments

National 3, 4, 5

You must do 2 units: -

Understanding Language, to develop your listening and reading.
Using language, to develop your talking and writing.

Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but you will need to pass them both to get the course award.

A folio of your work will be kept, as evidence of what you have achieved.

The talking performance will be recorded.

National 3

Apart from the above unit assessments, there will be **no exam** at the end of the year.

National 4

As well as the above units, you must **also complete and pass** the Added Value unit, to investigate a chosen topic. There will be **no exam** at the end of the year.

National 5

As well as the above units, there is **also** the end of course **exam** in **listening, reading and writing**, which will be **graded** A – D.



MODERN LANGUAGES FOR LIFE AND WORK

(Level 3 & 4)

More information can be obtained from:- MISS L PARSONS
(Principal Teacher)



The Modern Languages for Life and Work Awards develop learners' language and employability skills, through studying one or two modern languages (French and/or German) in practical and relevant contexts for life and work.

Learners will gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

The Award aims to enable learners to:

- develop reading, talking and listening skills in one or two modern languages in relation to life and work
- develop knowledge of one or two modern languages in relation to life and work
- develop employability skills
- develop a wide range of skills and attributes including communication, self-awareness, confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.

WHO THIS COURSE IS SUITABLE FOR?

- This Award is a broad-based qualification suitable for all learners. There is lots of flexibility to enable learners to achieve in different ways and at a different pace.
- Prior learning in the subject is not essential, although the Award provides opportunities for learners to build on prior learning experienced in a broad, general education or a Modern Languages qualification at National 3 or National 4.
- This course is ideal for those who wish to further develop their skills in Modern Languages in a real life practical way.

COURSE STRUCTURE

The course is made up of three Units:

- Modern Languages for Work Purposes
- Building Own Employability Skills
- Modern Languages for Life

CONTENT OF THE COURSE UNITS

Modern Languages for Work Purposes Unit

The purpose of this Unit is to provide learners with the opportunity to develop basic skills in talking and reading needed to communicate in **any** vocational context using the language studied. It encourages learners to reflect on skills required for employability.

Building Own Employability Skills Unit

The purpose of this Unit is to provide learners with the opportunity to acquire the skills needed in order to gain employment. These skills include finding out about job opportunities and employers, and the skills needed to apply for a job.

Modern Languages for Life Unit

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

ASSESSMENT

- To achieve the Modern Languages for Life and Work Course, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

PROGRESSION

- Successful completion of this course at SCQF level 3 may lead to SCQF level 4.
- Successful completion of this course at SCQF level 4 could lead to National 4 or National 5 in French or German.
- The skills built through this course would be relevant for all careers and enhances employability skills.



GEOGRAPHY

(National 3, 4 & 5)

More information can be obtained from:- **MR M SMITH**
(Principal Teacher)

Geography: National 3, 4 & 5

Purpose

The purpose of the National 3, 4 and 5 Geography courses are to develop pupils' knowledge and understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

These qualifications will also enable pupils to explore cultures which are different from their own. Through this they will develop the knowledge and skills to enable them to contribute effectively to their local communities and at a national, international and global level.

Within the courses there are opportunities for pupils to participate in fieldwork which will allow them to interact with their environment.

As a subject, Geography covers elements of both social sciences and natural sciences: therefore interdisciplinary learning is fundamental to geographical study and encourages links with other disciplines.

Through studying Geography, pupils will be able to successfully apply the knowledge, understanding and skills they have developed to other subjects across the curriculum.

GEOGRAPHY: National 3

Course Details

The National 3 Geography course has **three** mandatory Units.

Unit 1: Physical Environments

In this Unit, pupils will develop routine mapping skills in geographical contexts. Pupils will develop a basic knowledge of key aspects of landscape types and weather in the United Kingdom.

Unit 2: Human Environments

In this Unit, pupils will develop routine research skills in geographical contexts. Pupils will develop basic knowledge of key aspects of developed and developing countries.

Unit 3: Global Issues

In this Unit, pupils will develop routine skills of using sources of numerical and graphical information. Pupils will develop basic knowledge of key aspects of global geographical and environmental issues.

Assessment

- To complete the National 3 Geography Course, learners must pass all of the required Units. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 3 Courses are not graded.**

Progression

The National 3 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- National 4 Geography course or its units.

GEOGRAPHY: National 4

Course Details

The National 4 Geography course has **four** mandatory Units, including the Added Value Unit.

Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as **two landscape types** chosen from:

- glaciated uplands;
- upland limestone;
- coastlines of erosion and deposition;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study **two** of the following topics:

- climate change and sustainability;
- the impact of world climates;
- environmental hazards;
- trade and globalisation;
- development and health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

Unit 4: Added Value Unit

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

Assessment

- To complete the National 4 Geography Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 4 Courses are not graded.**

Progression

The National 4 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:
National 5 Geography course or its units.

GEOGRAPHY: National 5

Course Details

The National 5 Geography course has **three** mandatory Units.

Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as **two landscape types** chosen from:

- glaciated uplands;
- upland limestone;
- coastlines of erosion and deposition;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study **two** of the following topics:

- climate change and sustainability;
- the impact of world climates;
- environmental hazards;
- trade and globalisation;
- development and health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

Assessment

- To gain the National 5 award, pupils must **pass all three Units** as well as the **Course Assessment**. The required Units are shown in the Course Details section.
- The course Units will be assessed within school and will be assessed on a pass or fail basis.
- The **Course Assessment** will consist of a **question paper** and an **assignment**, which will be completed under exam conditions.

Question Paper: the question paper will require demonstration of a breadth of skills, knowledge and understanding from across the National 5 Course.

Assignment: the assignment will require pupils to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

Overall Grade: The National 5 Geography qualification will be graded. Upon passing all three Units and the Course Assessment, pupils will be awarded with an overall grade which they have obtained for National 5 Geography.

Progression

The National 5 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- Higher Geography course or its units.

GRAPHIC COMMUNICATION

(National 4 & 5)

More information can be obtained from :- MR B BIGGART
(Principal Teacher)

www.lhstechnical.weebly.com

PURPOSE

The Course provides opportunity for learners to deepen their knowledge and skills they have encountered in S1-3 They will gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.



Course Structure

On completing the Course, learners will have developed 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 relevant visual impact and graphics that transmit information.

In addition to the Course assessment, the Course includes two mandatory Units. Both Units are designed to provide progression to the corresponding Units at Higher.

2D Graphic Communication (National 5)

This Unit helps 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. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 5)

This Unit helps 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. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society

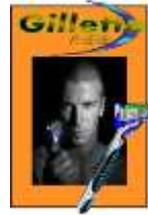


The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

Course Content

- Graphic Type – Preliminary Drawings
Production Drawings
Promotional Graphics
- Manual Drawing – Rendering, shading use a range of graphics
Media
- CAD – Creating and variety of drawing from pictorial to
orthographic using computer aided design.
- International Drawing Standard – Using British standards protocols and conventions.
- Orthographic Drawing – Drawing of everyday products as front views, end views and
plans.
- Architectural Drawing – Location, site, floor plans and schematic diagrams.
- CAG – using software programs that would show shading, shadow, reflection, tone,
texture and display technique.
- DTP – Creating leaflets, flyers, posters, product advertisements using
computer techniques.
- Software to be used – AutoCAD Inventor, Techsoft 2D Design, Serif
Draw Plus 8, Serif Page Plus II and Google Skechup.



ASSESSMENT

Pupils at National 5 will be set an integrated graphic design and drawing/Illustration portfolio task by the exam board, to allow them to demonstrate their learning. This will account for 50% of the course marks.

The course assessments have two components:

- a question paper (worth 60 marks)
- an assignment (worth 60 marks).

The question paper will assess breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The assignment will assess your practical application of knowledge and skills from the units to develop a solution to an appropriately challenging design problem.

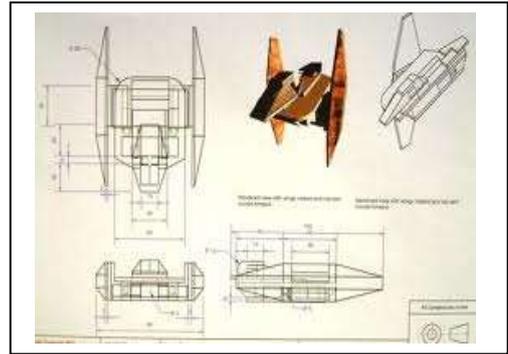
PROGRESSION

This Course or its components may provide progression to:

- Higher Graphic Communication Course
- other technological subjects at Higher and, ultimately, for some, to employment, apprenticeships and/or training in graphic communication related fields
- Advanced Higher Graphic Communication Course

CAREER OPPORTUNITIES

Animator
Architect
Architectural Technologist
Artist
Building Control Surveyor
Building Services Engineer
Building Technician
CAD Technician
Cartographer
Cartoonist
Civil Engineering Technician
Civil or Structural Engineer
Construction Manager or Site Manager
Craft Designer or Worker
Exhibition Designer
Games Designer
Games Tester
Graphic Designer
Illustrator
Interior Designer
Mechanical Engineering Technician
Model Maker
Multimedia Developer
Product Designer
Set Designer



Surveying Technician
Teacher - Secondary School
Technical Illustrator
Town Planning Technician
Web Developer

Purpose and Aims

This course will offer students the opportunity to study health and food technology at a basic level. The course will focus on practical cookery and will allow pupils to develop the knowledge to make informed food, lifestyle and consumer choices. This course has the potential to have beneficial effect on their own health.

Course Structure

This course has 3 mandatory units.

- **Health and Food Technology: Food for Health (National 3)**

The general aim of this Unit is to encourage learners to develop awareness of the relationship between food, health and nutrition. They will develop basic knowledge of dietary needs of individuals at various stages of life and outline current dietary advice. Through practical activities, learners develop practical skills for preparing basic food products, using safe and hygienic practices, which meet individual needs.

- **Health and Food Technology: Food Product Development (National 3)**

This Unit provides learners with the opportunity to develop knowledge of the stages involved in developing food products and understanding of the functional properties of ingredients. Using a problem-solving approach with support, learners will make food product to meet specified needs. Learners will also develop and apply a basic knowledge of safe and hygienic food practices and techniques.

- **Health and Food Technology: Contemporary Food Issues (National 3)**

In this Unit, learners will develop an awareness of consumer food choices. They will consider factors which may affect food choices and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices. Learners will, with support, apply knowledge and skills in practical contexts.

The Home Economics department will select a variety of practical and written tasks to fit in with the mandatory units. These tasks will be relevant to the needs of our pupils.

It is essential that all pupils come prepared for lessons with the correct equipment. This includes a pen, pencil and any money when required.

Assessment

All units are internally assessed

Progression

National 4 Health and Food Technology
Further study.



HEALTH AND FOOD TECHNOLOGY: National 4

Purpose and Aims of the course

This course will offer our pupils the opportunity to study health and food technology in more depth.

This course will allow pupils to develop practical and technological skills as well as a knowledge and understanding to make informed food and consumer choices. The course has practical element attached to every unit.

Course structure

This course has three mandatory units and an added value unit:

- Food for health
- Food product development
- Contemporary food issues



see basic explanation of each unit on P3

The added value unit adds challenge and application to the course. It gives the pupils a chance to apply the skills and knowledge they have learned during the course.

Assessment

Health and Food Technology Assignment
(Internally assessed)

All units will provide a variety of written and practical tasks to challenge the needs of our pupils and also develop confidence and independence.

Progression

Health and Food Technology National 5

- Further study
- Work placement

HEALTH AND FOOD TECHNOLOGY: National 5

Purpose and aims

The purpose and aims of the course is to:

- Allow our pupils to develop knowledge and understanding of the relationship between health, food and nutrition.
- Develop their knowledge and understanding of the functional properties of food.
- Help pupils make informed food and consumer choices.
- Develop the skills required to apply their knowledge in a practical situation.
- Develop organisational and technological skills to make food products.
- Develop and apply safe and hygienic practices in practical food preparation.

Course structure

This course has three mandatory units:

- Food for health
- Food product development
- Contemporary food issues

} see basic explanation of each unit on P38.

Course Assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units. There will be five questions, each worth ten marks. Questions will be scenario-based and will be broken down into parts, with each part relating to the scenario. Course content and skills will be sampled across questions.

This question paper will give learners an opportunity to demonstrate the following knowledge, understanding and skills:

- Explaining and evaluating the relationship between health, food and nutrition
- Explaining the food product development process
- Understanding current consumer issues and how to make informed consumer decisions

The question paper will have 50 marks out of a total of 100 marks. This is 50% of the overall marks for the Course assessment.

Assignment

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the Units through a technological approach to problem-solving based on a brief. Briefs will have a food and health or a consumer focus and learners will use skills to investigate the issue and develop a food product to meet the needs of the brief.

The assignment will give learners an opportunity to demonstrate the following knowledge, understanding and skills:

- A range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- Research skills
- Organisational and management skills
- Evaluation skills

The assignment will have 50 marks out of a total of 100 marks. This is 50% of the overall marks for the Course assessment.

Progression

- Higher Health and Food Technology course or units
- Other SQA qualifications in Health and Food Technology or related areas
- Further study, employment or training

HOSPITALITY – Practical Cookery

(National 3, 4 & 5)

More information can be obtained from:- **MR N ROSS**
(Faculty Head)

HOSPITALITY – PRACTICAL COOKERY COURSE : National 3

Purpose and Aims

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills.

Structure

The course is practical and experiential in nature, with an emphasis on learners having the ability to work safely and hygienically in all cookery context. The course comprises of 3 mandatory units.

- **Cookery skills, Techniques and processes (National 3)**
- **Understanding and Using Ingredients (National 3)**
- **Organisational Skills for Cooking (National 3)**

Assessment

To achieve the National 3 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units. It is not graded, and is internally assessed.

Progression

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study, employment and/or training

HOSPITALITY – PRACTICAL COOKERY COURSE : National 4

Purpose and Aims

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a variety of contexts.

Structure

The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 4 mandatory Units, including the Added Value Unit.

- **Cookery Skills, Techniques and Processes (National 4)**
- **Understanding and Using Ingredients (National 4)**
- **Organisational Skills for Cooking (National 4)**
- **Added Value Unit: Producing a Meal (National 4)**

Assessment

To achieve the National 4 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units, including the Added Value Unit. It is internally assessed on a pass/fail basis.

Progression

This course or its Units may provide progression to:

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

HOSPITALITY – PRACTICAL COOKERY COURSE : National 5

Purpose and Aims

This course aims to develop learners' life skills and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a wide variety of contexts.

Structure

The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality – related contexts. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 3 mandatory Units.

- **Cookery Skills, Techniques and Processes (National 5)**
- **Understanding and Using Ingredients (National 5)**
- **Organisational Skills for Cooking (National 5)**

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.

Progression

This course or its Units may provide progression to:

- Other qualification in Hospitality or related areas
- Further study, employment or training

HISTORY

(National 3, 4 & 5)

More information can be obtained from :-

MR M SMITH
(Principal Teacher)

HISTORY: National 3/4

Purpose

In National 3 and 4 History learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

Learners will develop attitudes, including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, along with a sense of responsibility and global citizenship.

National 3 and 4 History contribute to learners understanding of the society they live in by helping them develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

Course detail

National 3 and 4 are made up of 4 units over the course of which learners will develop a wide range of transferable skills including researching, understanding and using a limited range of sources of information; explaining information about historical themes and events and communicating by a range of means conclusions based on evidence.

Course content

Unit 1- Scottish History

In this unit learners will develop techniques to comment on historical sources. Events and themes of Scottish history will be studied from the later modern period.

Unit 2- British History

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of British will be studied from the later modern period.

Unit 3- European and World History

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European history will be studied from the later modern period.

Unit 4- Added Value

In this unit learners will exercise choice in selecting a topic for personal study drawn from the Scottish, British and European contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

Assessment

All units are internally assessed and will be assessed on a pass/fail basis. To achieve the National 3 or 4 History course, learners must pass all of the required units including the added value unit. National 3 and 4 courses are not graded.

Progression

This course or its Units may provide progression to National 5 History.

HISTORY:National 5

National 5 History is organised in a similar fashion to National 4, being comprised of four units involving the study of Scottish, British, and European and World History, as well as a 4th, value added unit.

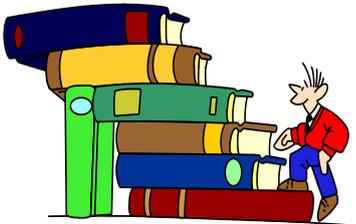
Assessment

Unlike National 4 however, National 5 History will involve a final written exam. This will allow learners to demonstrate a breadth of skills, knowledge and understanding from across the course.

National 5 will also require learners to complete an assignment, similar to that undertaken in National 4, where they will be required to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

Progression

This course or its Units may provide progression to Higher History.



MUSIC

(National 3, 4 & 5)

More information can be obtained from:- **MR B BIGGART**
(Principal Teacher)

Why Music?

Music gives you the opportunity to use your imagination and express yourself in a creative and practical way. It helps you to develop important skills such as: playing a musical instrument, communication, creative thinking, using your voice, composing and arranging music. This course allows you to develop and consolidate your skills in performing and creating music. It will help you to develop your creativity and confidence as you explore and develop your own creative ideas and music.

Course Outline

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music in solo and/or group settings using your voice or your chosen instrument(s).

You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

The courses have **three** compulsory units. At National 5 you will be expected to produce a higher standard of work.

Music: Performing Skills

In this unit you will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Skills

In this unit you will:

- experiment with and use compositional methods and music concepts in imaginative ways when creating your own music
- reflect on your 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 you will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

Assessment

Units will be internally assessed 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
- written work
- projects.

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

The course assessment for this course consists of two components:

- performance (60 marks)
- examination question paper (40 marks). – **(National 5 only)**

The paper will be set and marked by the Scottish Qualification Authority (SQA).

For the performance component, you will perform a programme of music that is set by your school or college, either using two selected instruments or one selected instrument and voice. This will be assessed by a visiting SQA assessor.

The course assessment is graded A-D.

Progression

If you complete the course successfully, it may lead to:

- **Higher Music**

Further study, training or employment in:

- Acoustics
- Arts administration
- Broadcasting and media
- Community arts
- Composing
- Events management
- Journalism
- Library and information work
- Music production
- Music publishing
- Musical instrument technology and repair
- Performing arts
- Promotions management
- Retailing
- Sound recording
- Teaching



PHYSICAL EDUCATION

(National 4 & 5)

More information can be obtained from :- MR N ROSS
(Faculty Head)

PHYSICAL EDUCATION: National 4

National 4 will provide learners with the opportunities to continue to acquire and develop the attributes and capabilities of the four capacities encountered in S1-3, continuing to develop positive attitudes towards a healthy lifestyle. By engaging in physical activity learners will develop skills and be given the opportunity to demonstrate initiative, decision making and problem solving.

National 4 has Mandatory Units

Physical Education: **Performance Skills**
Factors Impacting on Performance
Added Value Unit (Performance)



Performance Skills

The aim of this unit is to provide pupils with the opportunity to develop a range of movement and skills in physical activities. They will aim to perform these skills with some consistency, control and fluency and develop their special awareness.

Factors Impacting on Performance

This unit will allow pupils to explore and develop their knowledge on factors that impact performance. Pupils will record, monitor and reflect on their personal performance.

Added Value Unit (Performance)

Pupils will prepare for and carry out a single performance demonstrating that they can apply skills in a challenging situation. Pupils will also be required to identify plan, develop, and organise themselves in preparation for their performance and show awareness of future development needs.

Assessment

The National 4 PE course assessment is split up into two elements.

1. The first element involves pupils' preparing for their one off performance.
2. Pupils will participate in a one off practical performance from a menu of activities.

National 4 P.E will be internally assessed pass or fail.

PHYSICAL EDUCATION: National 5

Purpose of the Course

The Course will enable learners to develop skills, positive attitudes and attributes in performance and physical activity contexts and to transfer these to other contexts.

Performance Skills

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

Factors Impacting on Performance

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

Assessment

The National 5 PE course assessment is split up into two elements.

1. The first element is a one off practical performance which is internally assessed, with up to 60 marks available. 10 marks for the preparation, 40 marks on practical performance and the final 10 marks available for evaluation of the performance.

2. The second element is a portfolio piece of work which is externally assessed. Up to 40 marks can be awarded.

National 5 P.E will be graded A-D.

Progressions

Higher Physical Education
Employment or Training



Sports Leadership

More information can be obtained from :- **MR N ROSS**
(Faculty Head)

(Level 4 & 5)

Sports Leaders level 4 –S4

The Level 4 Award in Sports Leadership provides the ideal starting point for learners who wish to develop their leadership skills, whilst under the direct supervision of their Tutor/Assessor or other suitably qualified adult.

The course is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner.

Sports Leader Level 5 –S4

The Level 5 Award in Sports Leadership will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings.

Learners may have already gained their Level 4 Award in Sports Leadership or this may be their first step onto the volunteering pathway. There is no requirement that learners wishing to embark on the SCQF Level 5 Award in Sports Leadership must have previously completed the SCQF Level 4 Award in Sports Leadership.

What skills will Pupils gain?

Young leaders to develop a range of skills such as confidence, organisation, communication, team work, respect and empathy. All vital life skills to prepare for the transition into further education, volunteering in the community or employment. Pupils will work very closely with our active schools co-ordinator and developed excellent relationships with the Primary, Nursery and SEN schools in our cluster. Sports leaders will be involved in planning, organising and leading sessions for varying age groups and ability levels. Sports leaders are expected to be involved in volunteering outside of school hours and run clubs for the primary and secondary pupils before school, lunchtime and after school.

National Qualifications in Physics**Purpose**

The courses detailed below give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

Course Structure

The content is a natural progression from the topics studied in S3

- **Electricity and Energy**

Conservation of energy, Electrical charge carriers and electric fields, Potential difference (voltage), Ohm's law, Practical electrical and electronic circuits, Electrical power, Specific heat capacity, Gas laws and the kinetic model,

- **Waves and Radiation**

Wave parameters and behaviours, Electromagnetic spectrum, Light, Nuclear radiation

- **Dynamics and Space**

Velocity and displacement, Vectors and scalars, Velocity–time graphs, Acceleration, Newton's laws, Projectile motion, Space exploration, Cosmology

In studying this course pupils will develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment. They will develop planning skills and problem solving skills, scientific inquiry and investigative skills, scientific analytical thinking skills - all in a physics context. They will learn of the use of technology, equipment and materials, safely, in practical scientific activities.

Course Content and Assessment

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

National 3	National 4	National 5
Electricity and Energy	Electricity and Energy	Electricity and Energy
energy sources electricity energy transfer	generation of electricity electrical power electromagnetism practical electrical and electronic circuits gas laws and the kinetic model	Energy transfer conservation of energy electrical charge carriers and electric fields potential difference (voltage) practical electrical and electronic circuits Ohm's law electrical power Heat specific heat capacity Gas laws gas laws and the kinetic model
Waves and Radiation	Waves and Radiation	Waves and Radiation
wave properties light colour optical instruments electromagnetic waves sound	wave characteristics sound electromagnetic spectrum nuclear radiation	Waves wave parameters and behaviours electromagnetic spectrum light Nuclear radiation
Dynamics and Space	Dynamics and Space	Dynamics and Space
forces solar system	speed and acceleration relationships between forces, motion and energy satellites cosmology	Kinematics velocity and displacement velocity-time graphs acceleration Forces Newton's laws projectile motion Space space exploration cosmology
To achieve the National 3 Physics Course, learners must pass all of the above Units. The required Units are shown in the Course outline section. National 3 Courses are not graded.	To achieve the National 4 Physics Course, learners must pass all of the above Units, as well as an Added Value Unit. National 4 Courses are not graded.	To gain the award of the Course, the learner must pass all of the Units as well as the Course examination. Course examination will provide the basis for grading attainment in the Course award.

Practical Woodworking



PURPOSE

The Practical Woodworking qualification develops practical woodworking skills, practical creativity and problem solving. Learners develop understanding of safe working practices in a workshop environment, and awareness of sustainability issues in a practical woodworking context.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, machinery, equipment, materials & processes. It allows them to plan activities through to the completion of finished products in wood.

The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

AIMS of the course are to enable learners to develop:-

- ✓ **skills in woodworking techniques**
- ✓ **skills in measuring and marking out timber sections and sheet materials**
- ✓ **safe working practices in workshop environments**
- ✓ **practical creativity and problem-solving skills**
- ✓ **an understanding of sustainability issues in a practical woodworking context**

COURSE STRUCTURE

Learners will develop practical woodworking skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment. This is completed through three individual units & models. After the completion of the three units the learner will begin work on the Added Value Unit which forms the course assessment.

The structure of the Course allows learners to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of the Units include skills in measuring, marking out, cutting and jointing techniques.



Carcass Construction (Unit 1)

This Unit helps learners develop skills in making & assembling woodworking joints commonly used in carcass construction. Tasks will involve some complex features. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Flat-Frame Construction (Unit 2)

This Unit helps learners develop skills in the use of woodworking tools and in making & assembling woodworking joints 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.



Machining & Finishing (Unit 3)

This Unit helps learners develop skills in making & assembling woodworking joints commonly used in carcass construction. Tasks will involve some complex features. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Added Value Unit

This model will be assessed to determine the learner's attainment of grade and level or banding within the grade. All units, including the Added Value Unit, must be completed to achieve a pass in the course. There is a small amount of written work which must be completed to show knowledge & understanding with regard to materials, sustainability, woodworking joints and assembly.



In each of the Units 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.

COURSE CONTENT involves:

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features and within a specified tolerance.
- practical creativity in the context of simple and familiar woodworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge of a range of common woodworking joints used in industry
- knowledge and understanding of sustainability issues in a practical woodworking context.

ASSESSMENT

This practical activity / Added Value Unit is worth 80 marks. This is 100% of the overall marks for the Course assessment. The Course will be graded A–D. Marking for all practical activities has been divided into four sections. Assessors will allocate a mark out of 20 for each of the four sections.

Marks will be awarded for:

- ✓ ***Reading from working drawings, marking out, cutting or shaping components appropriately within a specified tolerance, using correct tools and equipment***
- ✓ ***Assembly***
- ✓ ***Quality of manufacturing***
- ✓ ***Surface finishing***

ENTRY REQUIREMENT

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained some of the skills, knowledge and understanding required from their experience within the department through the S1-3 Design & Manufacture course.

PROGRESSION

The Course provides progression from the experience gained from S3 broad general education, experiences and outcomes in expressive arts, craft, design, engineering and graphics. It also provides progression towards the opportunities listed below.

CAREER OPPORTUNITIES

- Boat or Ship Builder
- Cabinet Maker
- Carpenter or Joiner
- Craft Designer or Worker
- Furniture Designer
- Furniture Polisher or Finisher
- Furniture Maker
- Glazier
- Musical Instrument Technologist
- Picture Framer
- Prop Maker
- Set Designer
- Stagehand
- Wood Machinist



RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES

(National 3, 4 & 5)

More information can be obtained from:- MR M SMITH
(Principal Teacher)

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES: National 3/4

Purpose

This Course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Learners need to develop and apply relevant knowledge and understanding. Learners will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values. Through the Course as a whole, learners will consider the beliefs, values or viewpoints of more than one religion.

Course details

By undertaking this Course, learners will develop a range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions; and describing religious, moral and philosophical questions and responses to these.

The skills listed above will be developed and applied over a range of religious, moral and philosophical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

The Course has four mandatory Units, including the Added Value Unit.

World Religion – Buddhism

In this Unit, learners will develop skills to describe and comment on the meaning and context of sources related to Buddhism. They will develop straightforward knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Buddhism and the contribution these make to the lives of followers.

Morality and Belief – Medical Ethics

In this Unit, learners will develop skills to describe and express views about contemporary moral questions and responses. They will develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses. The religious viewpoints studied will be from Buddhism and Christianity.

Religious and Philosophical Questions

In this Unit, learners will develop skills to describe religious and philosophical questions and responses. They will develop straightforward knowledge and understanding of these. They will study a range of religious and philosophical questions that look at; 'the existence of God', 'the problem of suffering and evil' and 'Belief and Science'. The religious viewpoints studied will be from Buddhism and Christianity.

Added Value Unit: Religious, Moral and Philosophical Studies Assignment

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

Entry requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following, or equivalent qualifications and/or experience:

- National 3 Religious, Moral and Philosophical Studies Course or relevant component Units
- Level 4 CfE Religious, Moral and Philosophical Studies Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Assessment

To achieve the National 4 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are graded pass/fail

Progression

This Course or its Units may provide progression to:

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

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES : National 5

Purpose

This Course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Learners need to develop and apply relevant knowledge and understanding. Learners will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values. Through the Course as a whole, learners will consider the beliefs, values or viewpoints of more than one religion.

Course details

By undertaking this Course, learners will develop a range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions; and describing religious, moral and philosophical questions and responses to these.

The skills listed above will be developed and applied over a range of religious, moral and philosophical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

The Course has four mandatory Units, including the Added Value Unit and an exam.

World Religion – Buddhism

In this Unit, learners will develop skills to describe and comment on the meaning and context of sources related to Buddhism. They will develop straightforward knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Buddhism and the contribution these make to the lives of followers.

Morality and Belief – Medical Ethics

In this Unit, learners will develop skills to describe and express views about contemporary moral questions and responses. They will develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses. The religious viewpoints studied will be from Buddhism and Christianity.

Religious and Philosophical Questions

In this Unit, learners will develop skills to describe religious and philosophical questions and responses. They will develop straightforward knowledge and understanding of these. They will study a range of religious and philosophical questions that look at; 'the existence of God', 'the problem of suffering and evil' and 'Belief and Science'. The religious viewpoints studied will be from Buddhism and Christianity.

Added Value Unit: Religious, Moral and Philosophical Studies Assignment

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

Entry requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following, or equivalent qualifications and/or experience:

- National 4 Religious, Moral and Philosophical Studies Course or relevant component Units
- Level 4 CfE Religious, Moral and Philosophical Studies Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Assessment

The learner must pass all of the Units as well as the Course assessment. The course exam will provide the basis for grading attainment in the course award.

Progression

This Course or its Units may provide progression to:

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

Youth Achievement Award

More information can be obtained from :-

Youth Achievement Awards – SCQF Levels 4-7

Rationale

Youth Scotland's Youth Achievement Awards offer young people recognition and accreditation for young people's achievements. They are learning awards that provide a framework to support quality work with young people. It adopts a Plan-Do-Review process where young people select a challenge that they wish to surpass and plan an approach to achieve their goals. They then do the activity and produce evidence which records their accomplishments. Finally, they review the experience and the impact it has had on them.

Access

The Youth Achievement Awards are for young people aged 14+. They are built around activities that young people enjoy participating in and allow the development of skills: such as communication, leadership and employability skills.

The table below outlines the different levels of the Youth Achievement Award and offers an idea of the level of responsibility at each level.

Level	Minimum Age	Minimum Hours	Minimum Responsibility	SCQF Level	Equivalent SQA Qualification	SCQF Credit Points
Bronze	14	60	Taking Part	4	National 4	7
Silver	14	90	Assisting	5	National 5	11
Gold	14	120	Leading	6	Higher	14
Platinum	16	135	Peer Education	7	Advanced Higher	16

Examples of Challenges

Bronze Award (Taking Part)	Gold Award (Leading)
Participate in a sports event Be part of a charity fundraiser Write a short story Make a chair in Technical	Overcome the challenge of raising £1000 for charity Plan, do and review a strategy to improve litter in your local community
Silver Award (Assisting)	Platinum Award (Peer Education)
Work as part of a team to arrange a football tournament. Be a classroom assistant to younger classes Serve on the Pupil Council	Participants will lead, deliver and review dance workshops Participants will promote and teach other young people about Positive Mental Health

Each award requires pupils to produce evidence of the practical work they have completed. Peer assessment is also an important element of the course as young people will help each other to review their progress.

The assessment is based on pupil worksheets, evidence collated and evaluations. It is quality assured by Youth Scotland before pupils receive their accreditation.