Senior Phase Options 2018 – 2019

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

LESMAHAGOW HIGH SCHOOL

Contents

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.

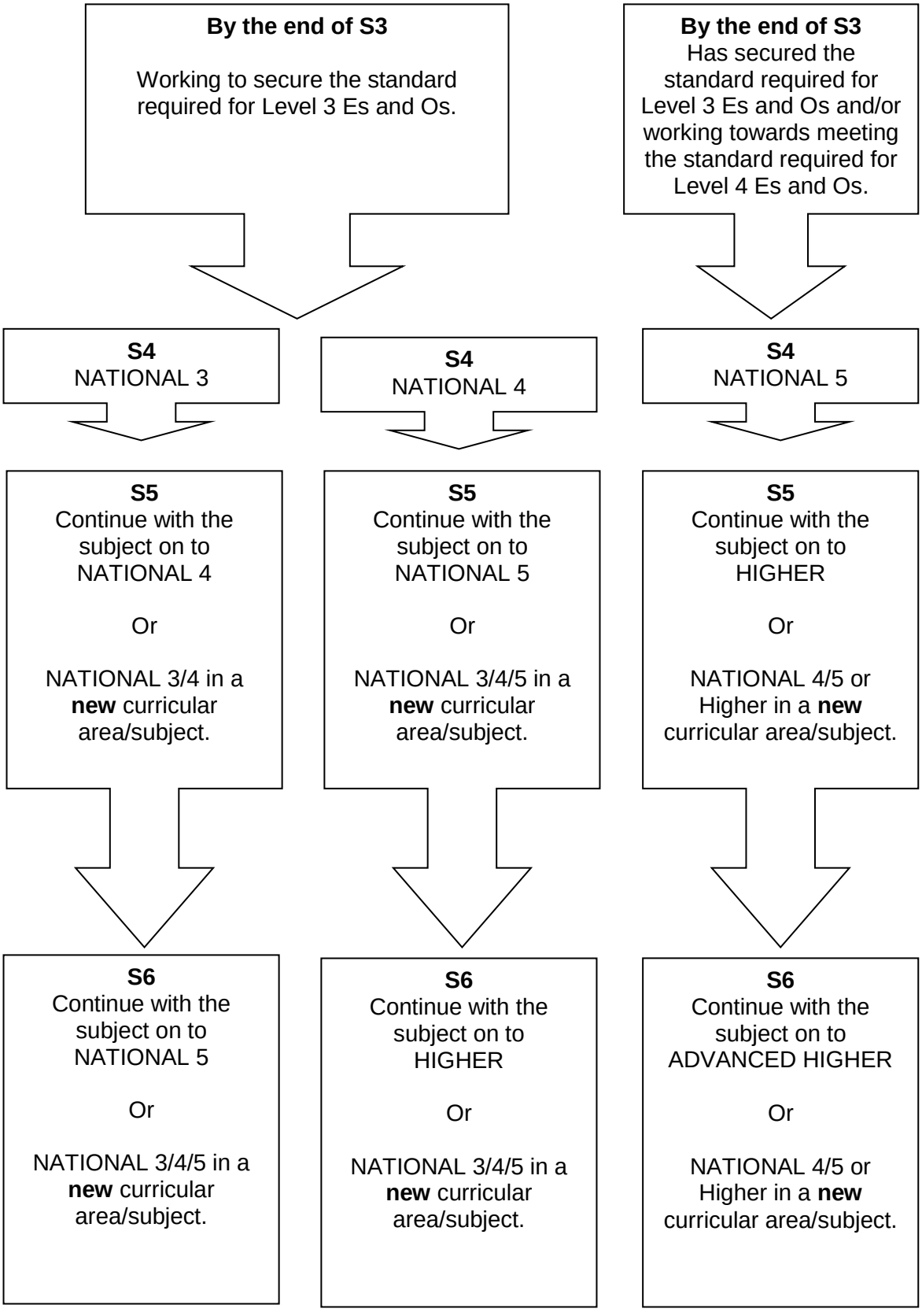
Think carefully about your future plans before you make your choices.

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

CONTENT 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.

CONTENT 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.

ASSESSMENT

The course assessment has four components:

1. **Final Examination Paper 1: Reading for Understanding, Analysis and Evaluation (1 hour).**
   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.

   This paper is worth 30 marks, which is **30% of the overall award for National 5 English.**

2. **Final Examination Paper 2: Critical Reading – Scottish Set Text & Critical Essay (1 hour 45 minutes).**
   This section of the final examination has two parts and is based on the literature studied throughout the course:

   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.

   This part of the paper is worth 20 marks, which is **20% of the overall award for National 5 English**.

   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.

   This part of the paper is worth 20 marks, which is **20% of the overall award for National 5 English.**

3. **Portfolio of Writing.**
   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**.

4. Performance – Spoken Language.

This course element assesses candidates' skills in talking and listening. Candidates have to take part in an assessed group discussion and/or an individual presentation to an audience.

There are four aspects to the spoken language performance, and candidates must achieve them all. These are:

- employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience
- communicates meaning effectively through the selection and use of detailed spoken language
- uses aspects of non-verbal communication
- demonstrates listening skills by responding to spoken language

This course element is assessed on an achieved/not achieved basis. It is a **compulsory** component for the National 5 course award.

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
(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.

MATHEMATICS: National 4

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 course aims to:

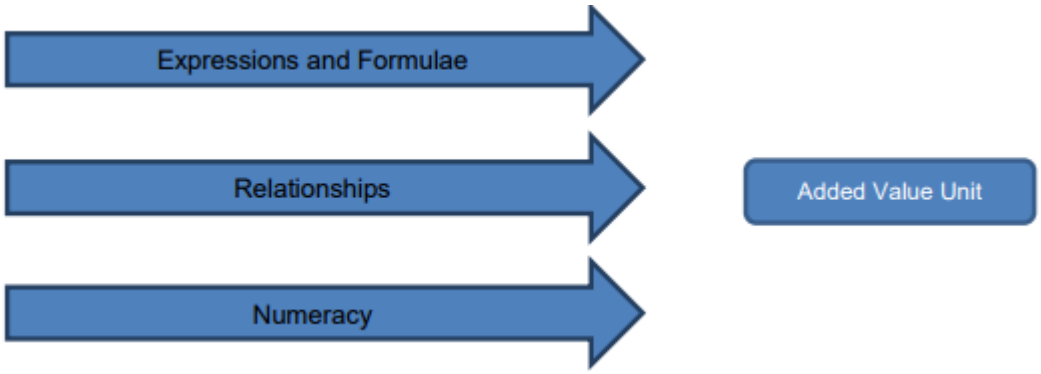
- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract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

Course structure

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Expressions and Formulae – 60% pass
- Relationships – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

The diagram below shows one approach to delivering the course.



Content of Units

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.

Learners who complete this Unit will be able to:

1. Use mathematical operational skills linked to expressions and formulae.
2. Use mathematical reasoning skills linked to expressions and formulae.

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.

Learners who complete this Unit will be able to:

1. Use mathematical operational skills linked to relationships.
2. Use mathematical reasoning skills linked to relationships.

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 those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Learners who complete this Unit will be able to:

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

Assessment
This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

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

MATHEMATICS: National 5

Purpose of the course

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

The course aims to:

- motivate and challenge candidates by enabling them to select and apply 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
- develop skills in manipulation of abstract terms to generalise and to solve problems
- allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- develop candidates' skills in using mathematical language and in exploring mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Course structure

Pupils will follow three units throughout the course

- Expressions and Formulae
- Relationships
- Applications

The units that were previously part of National 5 courses are now freestanding units at SCQF level 5. They are no longer used to contribute to the achievement of a National 5 course.

Content of units

Expressions and Formulae

- Surds, Indices, Scientific notation, algebra, algebraic fractions, gradients, volumes and circle

Relationships

- Straight line, equations, simultaneous equations, changing the subject of the formulae, quadratics, solving quadratic equations, discriminant, converse of Pythagoras, angles, scale factor, trigonometric graphs and equations

Applications

- Trigonometry (Area, Sine and Cosine rule), vectors, percentages and fractions, reversing the change and statistics (mean, standard deviation, scattergraphs and quartiles)

Assessment

The National 5 Mathematics course is now assessed through the following components:

Component	Marks
Question paper — paper 1 (non-calculator)	50
Question paper — paper 2	60

Question paper 1 (75 minutes) gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills specified in the 'Skills, knowledge and understanding for the course assessment' section. Candidates demonstrate an understanding of applying numerical skills within a mathematical context without the use of a calculator. It consists of short-answer and extended-response questions.

Question paper 2 (110 minutes) gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills specified in the 'Skills, knowledge and understanding for the course assessment' section. These skills may be facilitated by the use of a calculator. It consists of short-answer and extended-response questions.

Progression

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 5

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

APPLICATION OF MATHEMATICS (National 4)

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

Purpose of the course

The purpose of the National 4 Lifeskills Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms.

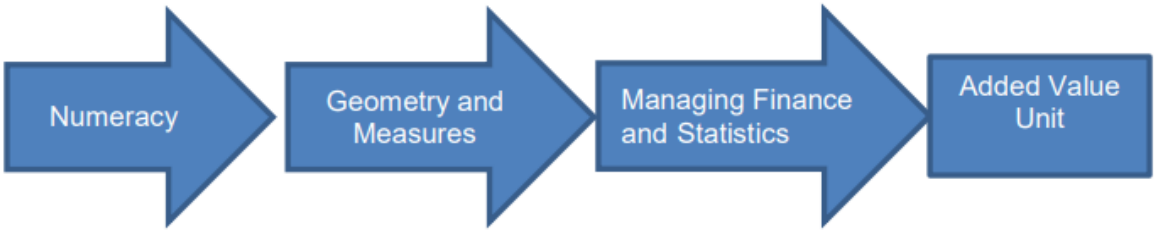
The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

Course structure

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Manage Finance and Statistics - 60% pass
- Geometry and Measures – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

The diagram below shows one approach to delivering the course.



Content of units

Manage Finance and Statistics

- Planning a budget, balancing incomings and outgoings
- Calculating basic pay, deductions, gross / net pay, overtime, bonus and commission
- Working with benefits and allowances
- Make a decision based on the best deal e.g. different currency exchange rates
- Understand how interest rates impact on saving and borrowing
- Representing data in an appropriate format such as bar graphs, line graphs, pie charts, stem & leaf diagrams, frequency tables and scattergraphs.
- Comparing data using mean and range

Geometry and Measures

- Use time intervals to make plans including across midnight
- Calculate a quantity based on a related measure
- Construct a scale drawing given a scale
- Plan a basic navigation course
- Carry out container packing
- Investigate tolerance
- Calculate gradient
- Calculate perimeter of rectilinear, circular and composite shapes
- Calculate the volume of a prism
- Use Pythagoras Theorem to solve problems
- Using scale factor to increase and decrease a measurement

Numeracy

- Use numerical notation which includes +, -, x, ÷, /, (), % and a decimal point and correct units
- Add and subtract whole numbers including negative numbers, rounding answers.
- Find simple percentages and fractions of shapes and quantities e.g. 10%, 20%, 25%, 50% 75%, 331 3／%,662 3／%, 1/2, 1/3, 1/4, 1/5, 1/10
- Calculate percentage increase and decrease
- Calculate a rate: e.g. miles per hour or texts per month
- Calculate volume (cube & cuboid), area (rectangle & square) and perimeter
- Calculate time intervals using 12-hour and 24-hour clock
- Calculate distance given speed and time
- Reading tables, scales and interpreting graphs and charts

The National 4 Applications Course and its component units are in a direct hierarchy with the National 3 Applications and the National 5 Applications of Mathematics Course.

The hierarchical relationship is shown in the table below:

Applications of Mathematics National 3	Applications of Mathematics National 4	Applications of Mathematics National 5
Manage, Money and Data	Managing Finance and Statistics	Managing Finance and Statistics
Shape, Space and Measures	Geometry and Measures	Geometry and Measures
Numeracy	Numeracy	Numeracy
	AVU	EXAM

This hierarchical structure provides a mechanism for progression and enables learners to be given recognition for their best achievement. For example, the National 4 application units can substitute for the National 3 applications and so contribute to the National 3 award.

Assessment

This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

Progression

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

ADMINISTRATION AND IT (National 3, 4 & 5)

More information can be obtained from: - MRS K MACLEOD
(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.

National 5 Administration & IT

To gain National 5, learners must attempt both course assessment components, which consist of:

- Question Paper (practical IT exam completed during the SQA exam diet) worth 50 marks (42% of overall award).
  Questions are set by SQA and assess spreadsheets, databases and some administrative theory.
- Assignment (practical IT tasks completed during class time) worth 70 marks (58% of overall award).
  Tasks are set by SQA and assess word processing, desktop publishing, communication software (PowerPoint/email/ediary/internet) and some administrative theory.

Both components are marked externally by SQA and graded A-D on the basis of the total marks achieved.

Achievement of this course gives automatic certification of the following Core Skill: Information and Communication Technology at SCQF level 5

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 (200 marks)
2. an examination question paper (50 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
Architect
Artist
Arts Administrator
Arts Exhibition Organiser
Cartoonist
Community Arts Worker
Costume Designer
Digital Imaging Specialist
Exhibition Designer
Fashion Designer
Film or Video Editor
Furniture Designer
Graphic Designer
Illustrator
Interior Designer
Jeweller - Retail
Landscape Architect
Landscape Designer
Multimedia Developer
Photographer
Photographic Stylist
Picture Framer
Picture Researcher
Product Designer
Sculptor
Set Designer
Sign Writer
Teacher – Secondary School – Art and Design
Teacher – Secondary School Technological Education
Technical Illustrator
Textile Designer
Wardrobe Assistant – Film, TV or Theatre

www.lhsartwork.weebly.com

BIOLOGY (National 3, 4 & 5)

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

National Qualification's in Biology

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

National 3	National 4	National 5
Cell Biology	**Cell Biology**	**Cell Biology**
• Cells • DNA • DNA profiling • Controlling the growth of Micro-organisms • Photosynthesis	• Cell Division, DNA, Genes and Chromosomes • Enzymes and their use in Industries • Respiration • Photosynthesis – limiting factors • Controversial Biological Procedures	• Cell structure • Transport across cell membranes • DNA and the production of proteins • Proteins • Genetic engineering • Respiration
Multicellular Organisms	**Multicellular Organisms**	**Multicellular Organisms**
• 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	• 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	• Producing new cells • Control and communication • Reproduction, variation and inheritance • Transport systems - plants • Transport systems - animals • Absorption of Materials
Life on Earth	**Life on Earth**	**Life on Earth**
• Sampling and identifying living organisms • Different types of chemicals in agriculture, the alternatives and their impact on global food production	• Interdependence • Population growth and natural hazards Nitrogen cycle • Fertiliser design and their environmental impact • Adaptations for survival • Learned behaviour in response to stimuli	• Ecosystems • Distribution of organisms. • Photosynthesis • Energy in Ecosystems • Food Production
To achieve the National 3 Biology Course, learners must pass all 3 of the above Units. National 3 Courses are not graded.	*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.*	*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.*

BUSINESS MANAGEMENT (National 3, 4 & 5)

More information can be obtained from: - MRS K MACLEOD
(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 consists 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.

National 5 Business Management

To gain National 5, learners must attempt both course assessment components, which consist of:

- Question Paper (written exam) worth 90 marks (75% of overall award).
  All questions are mandatory and set by SQA.

- Assignment (completed during class time) worth 30 marks (25% of overall award).
  Learners are required to produce a report on a business and topic of their choosing.

Both components are marked externally by SQA and graded A-D on the basis of the total marks achieved.

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**
• rates of reaction • chemical structure • acids and bases	• rates of reaction • atomic structure and bonding related to properties of materials • energy changes of chemical reactions • acids and bases	• 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**
• fuels and energy • everyday consumer products • plants to products	• fuels • hydrocarbons • everyday consumer products • plants to products	• homologous series • everyday consumer products • energy from fuels
Chemistry in Society	**Chemistry in Society**	**Chemistry in Society**
• the properties of materials • chemical analysis	• metals and alloys • materials • fertilisers • nuclear chemistry • chemical analysis	• 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.*	*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.*

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	Engineering
Accountancy/Actuarial	Architecture
Education	Medicine
Armed forces	Veterinary Medicine

COMPUTING SCIENCE **(National 3, 4 & 5)**

More information can be obtained from MRS K MACLEOD (Principal Teacher)

COMPUTING SCIENCE: National 3

Course Structure

- Building Digital Solutions
- Information Solutions

Recommended Entry

This course is for those who have enjoyed the S3 course and would like to learn more.

Contents of units

Building Digital Solutions

While studying this unit the student will learn how to create computer games, animations and other applications.

Information Solutions

While studying this unit the student will become familiar with –

- database software to store information
- web page creation software
- creating blogs and wikis to share information

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**.

Progression

This Course or its Units may provide progression to National 4 Computing Science.

COMPUTING SCIENCE: National 4

Purpose of the course

It enables candidates to:

- use computational-thinking skills – think logically and solve problems
- develop knowledge and understanding of computing science
- develop skills in analysis, design, implementation, testing and evaluation when programming, creating websites, and creating databases
- communicate computing ideas using appropriate terminology
- understanding the impact of computing science on society

Course Structure

National 4

- Software Design and Development
- Information System Design and Development
- Computing Science Assignment

National 5

- Software Design and Development
- Computer Systems
- Database Design and Development
- Web Design and Development
- Computing Science Assignment

Recommended Entry (National 4)

This course is for those who have enjoyed the S3 course and produced work of a good standard.

Contents of Units (National 4)

Software Design and Development (National 4)

While studying this unit the student will learn about –

- practical problem-solving skills in program design and development
- computational thinking and programming skills while working on practical tasks using Visual Basic Scratch
- 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)

The learner applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem.

Assessment (National 4)

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student being awarded a **Pass** or **Fail.**

Progression (National 4)

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

COMPUTING SCIENCE: National 5

Recommended Entry (National 5)
This course is for those who have gained a pass in National 4 Computing Science or have produced work of a high standard in S3.

Contents of Units (National 5)
Software design and development
While studying this unit the student will –

- create programs that using Visual Studio to: -
    - develop their knowledge, understanding and problem-solving skills
    - develop their computational-thinking skills
- learn to explain how programs work
- learn to analyse problems, and design, implement, test and evaluate their solutions

Computer systems
While studying this unit the student will learn about –

- how data and instructions are stored in binary form
- computer architecture – the parts of a computer system
- the environmental impact of the use of computers
- security precautions to protect computer systems

Database design and development
While studying this unit the student will –

- develop knowledge, understanding and practical problem-solving skills in database design and development
- learn to analyse, design, implement, test, and evaluate databases
- learn how to use SQL to search and sort a database

Web design and development
While studying this unit the student will –

- develop knowledge, understanding and practical problem-solving skills in web design and development
- learn to analyse, design, implement, test and evaluate websites that use HTML, CSS and JavaScript

Computing Science Assignment (National 5)
The student applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem. This is an open book assessment that is completed in February under exam conditions.

Assessment (National 5)
The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -	Exam	110 marks
	Coursework Task	50 marks

Progression (National 5)
This Course may provide progression to Higher Computing Science.

DESIGN AND MANUFACTURE (National 5)

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

www.lhstechnical.weebly.com

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:

- design assignment (55 marks)
- practical Assignment (45 marks)
- question paper (80 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

DRAMA (National 3, 4 & 5)

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 – which will assess pupils' skills and developing knowledge and understanding.
- 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 60-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 as 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)

FRENCH 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), straightforward (N4), or more detailed (N5), language skills in the meaningful real-life contexts of society, learning, employability, and culture.

It also contributes towards the development of 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 unit's learners will cover are: -

Society	***Learning/Employability***	***Culture***
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports/health/well-being	Jobs + places of work	Events/celebrations
TV/Cinema/Music	Qualities	Films/literature
Hobbies/interests	CV	
Environmental issues (Nat 4+5)	Future career	

COURSE ASSESSMENTS

National 3

Learners must complete 2 units:

1. Understanding Language Unit
   This unit provides learners with the opportunity to develop simple listening and reading skills.

2. Using Language Unit
   This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award.
A folio of your work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

National 4

Learners must complete 3 units:

1. Understanding Language Unit
   This unit provides learners with the opportunity to develop their reading and listening skills in French and to develop their knowledge of straightforward language linked with society, learning and culture.

2. Using Language Unit
   This unit provides learners with the opportunity to develop their talking and writing skill in French and to develop their knowledge of straightforward language linked with society, learning and culture.

   Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award. A folio of your work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.

3. Added Value Unit – Assignment
   Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

Overall

- To achieve the National 4 French qualification, learners must pass **all** of the 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 and there is no final examination.

National 5

Learners will develop their reading, listening, writing and talking skills in French and develop their knowledge of detailed language linked with society, learning and culture.

The course is assessed through 4 components:

1. Final Examination – Paper 1
   This assesses learners' reading and writing skills. Learners have access to a bilingual dictionary.

2. Final Examination – Paper 2
   This assesses learner's listening skills.

3. Assignment – Writing
   Learners have to produce a piece of writing of 120 – 200 words in French, using detailed language, based on a topic agreed with their teacher. This is completed in school under exam conditions and submitted for marking to the SQA.

4. Performance - Talking
   Learners carry out a spoken presentation and conversation in French, using detailed language on a topic agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded.

The final award in National 5 French is graded A – D.

MODERN LANGUAGES (National 3, 4 & 5)

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

GERMAN: 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 German, 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 German, 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 and Higher
The Course offers you the opportunity to develop simple (N3), straightforward (N4), or more detailed (N5), language skills in the meaningful real-life contexts of society, learning, employability, and culture.

It also contributes towards the development of 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 unit's learners will cover are: -

Society	***Learning/Employability***	***Culture***
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports/health/well-being	Jobs + places of work	Events/celebrations
TV/Cinema/Music	Qualities	Films/literature
Hobbies/interests	CV	
Environmental issues (Nat 4+5)	Future career	

COURSE ASSESSMENTS

National 3

Learners must complete 2 units:

3. Understanding Language Unit
   This unit provides learners with the opportunity to develop simple listening and reading skills.

4. Using Language Unit
   This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award.
A folio of your work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

National 4

Learners must complete 3 units:

4. Understanding Language Unit
   This unit provides learners with the opportunity to develop their reading and listening skills in German and to develop their knowledge of straightforward language linked with society, learning and culture.

5. Using Language Unit
   This unit provides learners with the opportunity to develop their talking and writing skill in German and to develop their knowledge of straightforward language linked with society, learning and culture.

   Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award. A folio of your work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.

6. Added Value Unit – Assignment
   Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

Overall

- To achieve the National 4 German qualification, learners must pass **all** of the 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 and there is no final examination.

National 5

Learners will develop their reading, listening, writing and talking skills in German and develop their knowledge of detailed language linked with society, learning and culture.

The course is assessed through 4 components:

5. Final Examination – Paper 1
   This assesses learners' reading and writing skills. Learners have access to a bilingual dictionary.

6. Final Examination – Paper 2
   This assesses learner's listening skills.

7. Assignment – Writing
   Learners have to produce a piece of writing of 120 – 200 words in German, using detailed language, based on a topic agreed with their teacher. This is completed in school under exam conditions and submitted for marking to the SQA.

8. Performance - Talking
   Learners carry out a spoken presentation and conversation in German, using detailed language on a topic agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded.

The final award in National 5 German is graded A – D.

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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 s**trategies 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.

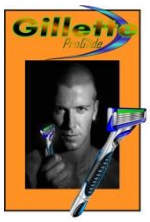
In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society

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 80 marks)
- an assignment (worth 40 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.

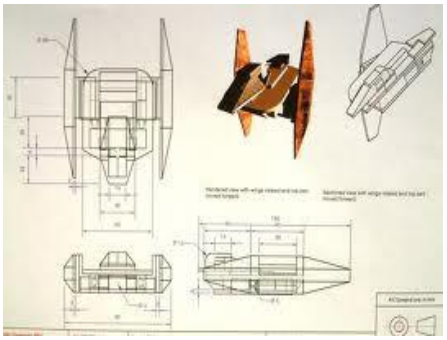
PROGRESSION

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

HEALTH AND FOOD TECHNOLOGY (National 3, 4 & 5)

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

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. There is now a written exam which is worth 25% of the marks, the remainder 75% is allocated to internal and practical assessment. This comprises of 3 course meal to serve 4 people.

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. There is now a written exam which is worth 25% of the marks, the remainder 75% is allocated to internal and practical assessment. This comprises of a 3 course meal to serve 4 people.

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.

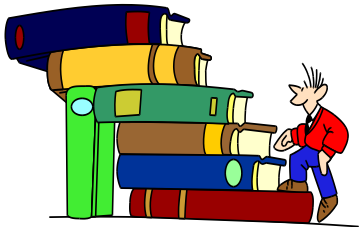
HISTORY: National 5

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 3 components:

- composing/assignment (30 marks)
- 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 2 performances.
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 two 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 2 performances which are internally assessed both worth 30 marks totaling 60 marks.
2. The second element is a portfolio piece of work which is externally assessed. Up to 60 marks can be awarded.
National 5 P.E will be graded A-D.

Progressions
Higher Physical Education
Employment or Training

PHYSICS (National 4 & 5)

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

National Qualification's 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. The 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.*	*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.*

PRACTICAL WOODWORKING **NATIONAL 4 / 5**

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

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.

Carcase Construction (Unit 1)

This Unit helps learners develop skills in making & assembling woodworking joints commonly used in carcase 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 carcase 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 70 marks. The Course will be graded A–D. An external examination is worth 30% of the final grade which will test their knowledge and understanding 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.

Component	Marks	Duration
Component 1: question paper	**80**	**2 hours and 20 minutes**
Component 2: assignment	**20**	**See course assessment section**

World Religion: Buddhism

- Three Marks of Existence
- Four Noble Truths
- Three Poisons
- Beliefs about the Buddha
- Three Jewels
- Kamma
- Samsara
- Nibbana
- Living according to the Eightfold Path
- Five Precepts
- Meditation and puja

Morality and Belief: Morality and Justice

- the purposes of punishment: retribution, deterrence, reformation, protection
- causes of crime: poverty, environment, psychological factors
- UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
- capital punishment and life tariffs: humaneness, human rights

Religious and Philosophical Questions: The Problem of Evil and Suffering

- types of suffering and evil
- explanations of suffering and evil
    - free will and responsibility
    - determinism
    - natural causes
    - role of God
- problems for beliefs about God
    - nature of God
    - challenge to the nature of God
    - challenge to the existence of God
    - theodicies