Senior Phase Options 2018 – 2019

A guide to Courses available in the Senior Phase (S5/6)

LESMAHAGOW HIGH SCHOOL

Contents

INTRODUCTION – THE SENIOR PHASE S5 – S6

As a Fourth Year student you should be considering which subjects and levels of courses you should choose for your Fifth Year. The National Qualifications framework gives you the opportunity of studying subjects at National 3, 4, 5, Higher and for those entering S6, Advanced Higher. You may also wish to apply to study a Foundation Apprenticeship course as one of your options.

If you are currently in Fifth Year you should be thinking about what you may study next session in your Sixth Year to ensure that you complement the courses you are studying at present. All S6 students must select at least four subjects and a wider achievement course.

Between now and the end of February you will have some important decisions to make.

Should I return to school?
Should I leave and get a job?
Should I go to college or university?

There are undoubtedly considerable advantages in returning to school to improve your qualifications. However, it is essential that you return for the right reason and that you are committed to working hard.

Take time to consider your possible choices. Talk to your class teachers. Talk to Pupil Support Staff. Find out what qualifications are needed for specific careers. Read through the various sections of this booklet.

Barbara Lee
Depute Head Teacher

QUALIFICATIONS IN THE SENIOR PHASE SCHOOL

A wide range of subjects is offered on the choice sheet and these are available at a variety of levels. Your subject teachers, your Pupil Support and the Senior Management Team will help you to choose the appropriate subjects at the correct levels for you. This ensures that, whatever you achieve (or have already achieved) in S4, you will be able to negotiate a programme of study which will suit your needs, your abilities and your interests.

All the qualifications which you can gain in the Senior Phase School are awarded by the Scottish Qualifications Authority (SQA). This is the national body.

In S5/6 National Qualifications Courses and units are available. The diagram on the following page gives general guidelines on progression routes in subjects. Please study this diagram carefully before making any decisions.

These are guidelines only. In addition, you should read the subject entry carefully for more details and remember that, in all cases, your choice of subjects and levels will be negotiated with the Principal Teacher of the subject concerned and your Pupil Support Teacher.

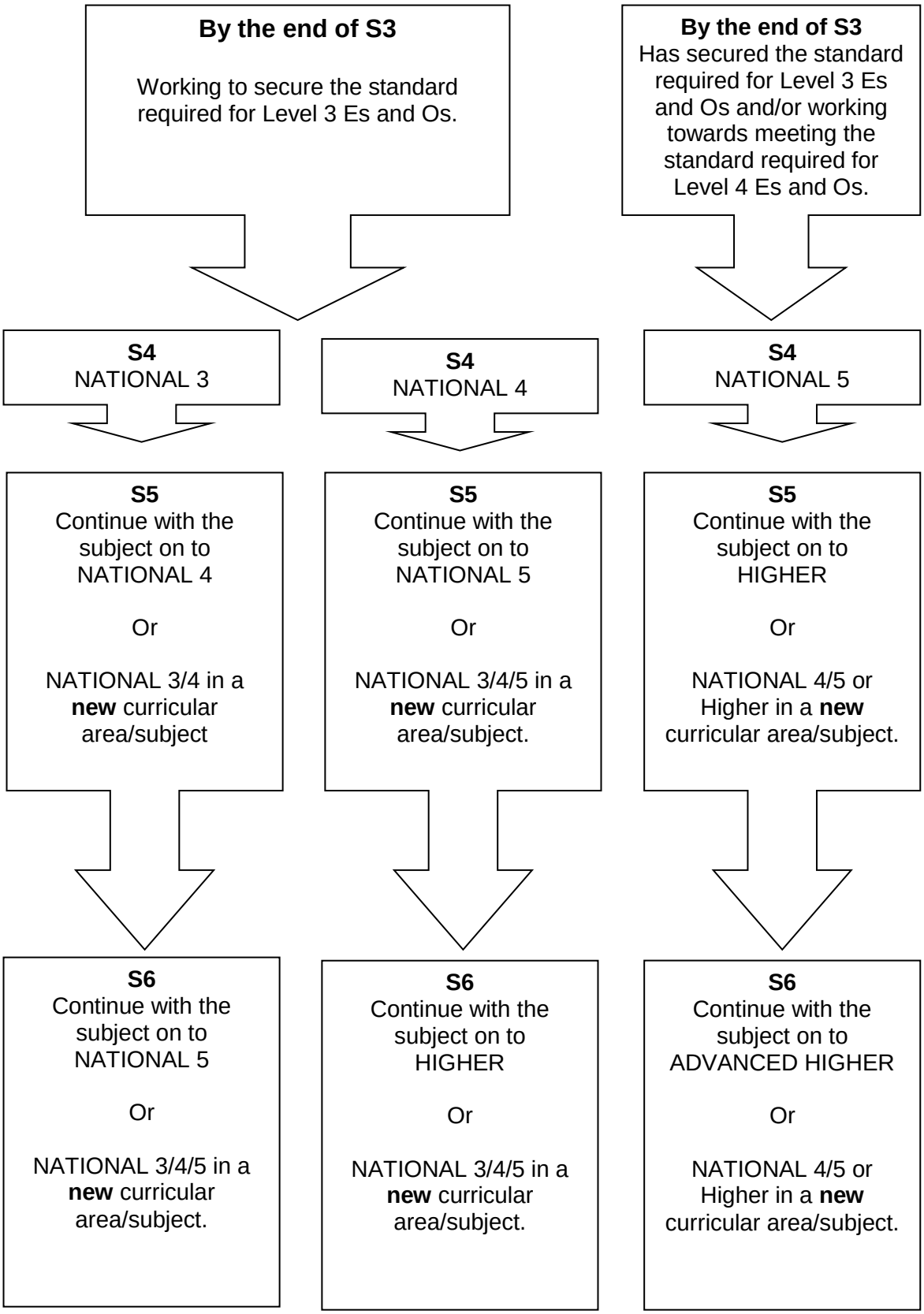
If you plan to continue in full-time education after you leave school, particularly if you wish to apply for a degree course at college or university, you will require to gain a ‘set’ of Highers over the next one or two years.

If you are studying a subject at Higher, whether you plan to take one or two years to gain this award, you **must** be prepared for a ***good deal of study at home*** over and above the ***large amount of homework*** which will be set.

WHAT LEVEL SHOULD I STUDY?

The diagram below should help students to identify 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.



WHAT ARE YOUR OPTIONS NOW?

At the end of S4 important decisions have to be made. Your choices are to:

9 ***Leave School***

If you are 16 on or before 30th September 2018 you may leave school at the end of May 2018. Those who leave school may use Skills Development Scotland to access information on jobs with training, seek other employment or enter full-time courses in Colleges of Further Education.

2 ***Stay on at school for fifth and /or sixth year***

If you are 16 on or between 1st October 2018 and the end of February 2019 you must stay on at school until the end of the Winter term (December 2018) when the leaving date is the first day of Christmas holiday. A school age pupil must not leave before his/her leaving date. Returning to school to complete Fifth or Sixth year offers you an opportunity to specialise and tailor your qualifications to your future career. A variety of different courses is offered and you may take a combination of all types. These qualifications may lead to employment, training, Further Education or Higher Education.

You should always remember that in addition to formal qualifications prospective employers will look for evidence of **regular attendance** and **commitment** to the course being followed.

Before you make choices from the option sheet you must make sure that, by returning to school, you are making the right decision. If you are not sure, get advice from teachers, your Pupil Support Staff, Careers Adviser, family and friends.

If in doubt, then the best advice is to return to school, even if it is only for a limited period, to assess all the options available.

If you decide to stay on, then you must be in a **positive frame of mind** and be prepared for **sustained hard work**. That is the only way you will derive the maximum benefit from staying on for a 5th or 6th year.

Please note that
if there is a possibility that you will enrol for a Fifth or Sixth Year
you must attend school after study leave in June.

WHAT WE OFFER YOU IN THE SENIOR PHASE IN LESMAHAGOW HIGH SCHOOL

Qualification and Skills

By the end of your time in school you should have gained a set of qualifications and skills which will take you forward in your life, whether you go immediately into the world of work, undertake further training or continue your education at college or university.

A Wide Range of Courses

You are offered a wide range of courses in Lesmahagow High School. From these you will negotiate your timetable with subject teachers, Pupil Support Staff and the Senior Management Team. These people will give you the advice and support you need to help you to create a course in the Senior Phase which suits your particular needs. There are of course some limitations – **courses have to be viable in terms of numbers of students and appropriate staff and the necessary resources have to be available. Students must meet the entry requirements for specific courses and levels.**

Foundation Apprenticeship Courses

Foundation Apprenticeship Courses can be studied as one of your subject choices in S5 and S6. In S5, you will spend two afternoons per week at college, with some employer input. In S6, you would spend one day per week with an employer and some time at college. Travel costs are covered for pupils. Pupils interested in applying should submit an Expression of Interest form directly to SDS and the Learning Provider at www.apprenticeships.scot/foundation/ or apply directly to the Learning Provider.

Suitable Learning Conditions

The school will provide for you suitable learning conditions for all the courses which are available to you. Subject teachers, Pupil Support Staff and careers staff and Senior Management will also give you any support you need to help you make the most of your time in the Senior Phase.

In addition, you will also be given opportunities to contribute more to school life in general, particularly if you are in Sixth Year.

WHAT WE REQUIRE OF YOU AS A STUDENT IN THE SENIOR PHASE IN LESMAHAGOW HIGH SCHOOL

We take our responsibilities to you as young adults seriously. Equally we expect you to remember that rights carry with them responsibilities.

Work and Responsibility

You will be expected to make the most of all the opportunities offered to you. You are expected to work conscientiously and to complete programmes of work on time.

You cannot afford to fall behind with your work – there won't be time to "catch up". So it is important that you begin to plan and to prioritise from the beginning. You will be provided with a student planner to help you do so effectively. You are expected to use this and to carry it with you at all times.

You will already have found that the amount of homework expected of you has increased as you moved through the school. In the Senior Phase the amount of time you are required to spend on homework varies according to the courses you choose but you should reckon on at least 2 hours a week for each subject you choose to study at Higher level. Homework may take several forms – writing an essay or solving a mathematical problem, where work has to be handed in by a certain date, or doing personal research, or reading and revising notes. Whatever form it takes***, regular and organised study at home – in addition to homework which is set – is a vital part of your preparation for success in unit assessments and end-of-course examinations***, no matter what courses you follow.

If you do experience problems in planning homework, doing relevant revision, preparing for assessments or in any other area of study – do something about it! Talk to your subject teachers, to Pupil Support Staff, to Mrs Smith, Depute Head Teacher with responsibility for the Senior Phase. We will try to help you overcome any difficulties and also to learn to use your study time with more confidence and with greater effectiveness.

Make sure you pace yourself and build in leisure time to your programme of work. ***Getting the right balance between work and leisure is important.***

Attendance, behaviour and dress

Your attendance will be carefully monitored. You are expected to attend all your classes regularly and punctually. Dental or medical cards must be produced where needed and a note from home is required to explain any absence. Certain appointments, such as career-related interviews and driving tests, can obviously be arranged in school time, but, wherever possible, you are expected to arrange for other appointments, such as driving lessons, out of class time.
You are expected to observe the school rules – as Upper School students you have a responsibility to set a good example to younger pupils, both in and out of the classroom.

As far as dress is concerned, what you wear reflects your attitude. You are expected to conform to the school dress code. Anyone who sees you wearing uniform knows immediately that you have come to school to work, and also that you realise that there is a difference between what is appropriate for work and what is appropriate for leisure. Again, we expect you to set a good example to younger pupils.

HOW WILL I DECIDE WHAT TO DO AFTER SCHOOL?

In the Senior School you will be given even more careers advice.

Careers in PSE
In S5 you will be allocated to a PSE group according to what you think your aims and ideas are for after you leave school. You will be asked to complete a form about this on your 'Induction' to the Upper School, so that we know which group will be most suitable for you. This is done so that the careers education course you follow in S5 is specifically suited to your needs. Part of this course will include a detailed talk from the Careers Officer.

When not covering careers in PSE you will cover various other important issues, such as Health.

Careers Library
An up-to-date careers library is maintained within the school library. Job information, guides for school leavers and college and university prospectuses are kept there for reference. The 'Scottish Careers and Pathways Handbook', the 'UCAS guide to Higher Education in Scotland' and other occupation and job directories are also available.

By looking at computer data bases you can also gain access to a wide range of information about jobs and this could be particularly helpful if you are unsure about what you want to do.

It is important that you look at some of these resources before making any decisions about what you are going to do. If you require copies of specific information, ask your Pupil Support Teacher for help.

The careers library is open Monday and Tuesday for pupils to make use of the information. The Careers Officer also runs a 'drop-in' clinic one day a week in school. See Ms Lee or Mrs Ross if you need access at any other times.

You will also get an opportunity to use the careers library during PSE.

Other Careers Information and Advice
All S5 and S6 pupils will have an interview with the Careers Officer before they leave school. You can also request an appointment and you should ask your Pupil Support Teacher for a referral form.

The notice board in the S6 area has information on it about courses, Open Days, careers events and occasionally vacancies. The information here changes frequently and it is **your responsibility** to check it regularly for anything which applies to you.

The pupil section of the school bulletin will also contain new information about careers events and opportunities. It is essential that you check this regularly.

Careers Events
Throughout the year there are opportunities to attend Careers Conventions and Open Days. You may attend a limited number of those which are relevant to you.

More details about careers information can be obtained from Pupil Support Staff.

Make use of the information and take advantage of the careers opportunities available to you. They are there to help you make the right decisions about your future.

SKILLS DEVELOPMENT SCOTLAND

Skills Development Scotland

Skills Development Scotland provides careers information to individuals and employers and offers the most comprehensive and independent advice on employment, enterprise and learning opportunities.

Skills Development Scotland helps young people to make career decisions and to find suitable job/training vacancies and college/university courses.

Careers Interviews

During your careers interview you will

- discuss your ideas about your future.
- match your school subjects and qualifications to career choices.
- explore how best to use your skills and interests.
- find out about the labour market in Lanarkshire and beyond.
- get a Career Plan of Action to remind you of your next steps.

Your School Careers Adviser, Adele Duffy, is in school at least two days per week (Tuesday and Thursday). You can also 'drop-in' over lunch-break to the drop-in clinic if you have any career questions.

Careers Information

To get Careers Information you must

- use the careers library which has a lot of resources available to help you make your career choice.
- use the following websites
  Planit – www.planitplus.net
  Skills Development Scotland Website

Once you have left school you can register at your local Careers Centre for help in finding a job or for advice and information about college and university courses.

You can contact your local Careers Scotland Centre at the following locations:

Hamilton Careers Centre
Princes Gate
Castle Street
Hamilton
ML3 6BU
Tel: 01698 477120
Fax: 01698 477155
This is a full time office

Lanark Careers Centre
Rout to Work South
7 – 9 Wellgate
Lanark
ML11 9DS

Tel: 01555 707013
Opening hours: Tues & Thurs
9.30am – 4.30pm

QUALIFICATIONS FOR EDUCATION BEYOND SCHOOL

In choosing your programme of study, it is important to remember that entry to many courses beyond school requires passes at certain levels in specific subjects.

These entry qualifications change from one year to the next, and it is *your* responsibility to check details in up-to-date prospectuses.

There have been many changes in Scottish education over the last few years.
Many colleges have gained university status and the choice of courses available is increasingly wide and varied.

Levels of Course

Degree Courses
University entry requirements increase each year and it is your responsibility to keep up to date with latest entry requirements.

Higher National Diplomas (HNDs)
These types of courses usually last 2 years and tend to be vocational in nature. The entry requirements again vary, but 2/3 Highers are usually required.
Courses available at HND include Business Administration, Hospitality Management, Journalism and many others.

Higher National Certificates (HNCs)
These courses will tend to last a year and usually require entry of 1-3 Highers. The choice of course tends to be more limited.

Scottish Vocational Qualifications (SVQs)
SVQs are qualifications designed to meet standards set by industry. SVQs are accepted as a guarantee of a person's ability to do a particular job.
SVQs are available to people in employment if the necessary training is available as well as to students in colleges and training centres.

Remember – It is your responsibility to find out what you need to gain entry to a specific course.
It is important to make sure that any information that you obtain is up to date.

SUPPORT FOR LEARNING DEPARTMENT

Paired Reading
The Paired Reading Project which operates in Lesmahagow High School provides an opportunity for you to support younger pupils who are experiencing difficulty with reading.

It is available only to Sixth Year students who have gained Higher English in S5.

All students who choose this option will have the opportunity to gain the SQA Unit "Working with others". This unit involves reading with a First or Second Year pupil in a quiet place for half an hour a week, keeping a log book throughout the year and discussing the pupil's progress with Support for Learning staff. As part of the module, you will be given training before you begin work with the pupil. There is more information about "Working with Others" at the end of this booklet.

The essential qualities you need to take part in this project are patience and commitment. You will find that the pupil benefits enormously from this regular planned reading time and quickly gains in confidence and in fluency.

Learning Partners
Sixth Year students who are involved in Paired Reading may also become involved as a "Learning Partner" to a particular S1/2 pupil or class, working with a member of the teaching staff in a classroom on a set period in the week. After negotiation with the Support for Learning Department, classroom teachers and students, students may be able to help in subjects for which they and staff feel they have a particular aptitude. This will normally be in the same column as Paired Reading, although other times may be possible.

There will be a short training session but, apart from that, all that is required is that you keep a record sheet of the work you do – and, again, show patience and commitment.

Please remember that, without your co-operation, these important projects cannot operate.

PRIMARY INVOLVEMENT

For those Sixth Year students who are thinking of a career either in Primary teaching or working with children of primary school age, it is possible to offer you the opportunity to work for two to four hours a week in one of our local Primary Schools.

You would work with the class teacher to support different groups of pupils. With younger pupils you might be asked to help with cooking, science and technology, art activities. With older pupils you might work on maths or computing activities. All the students who took part in this project this session found the experience not only worthwhile but also very enjoyable.

For further information see Ms Lee.

Other Opportunities
S6 Students may also choose to volunteer to work with

- Nurture group
- Buddying programme
- Work placements and
- Charity work e.g. through the RVS

FINANCIAL ASSISTANCE

What is EMA?

Education Maintenance Allowance (EMA) is a weekly payment of up to £30, paid directly to young people who stay on in further education after they reach the statutory leaving age (i.e. after the end of their compulsory schooling).

From April 2011 EMA scheme will be extended to provide financial support to young people on Volunteering and Getting Ready to Work Programme.

Why is the government providing this financial support?
For some young people there are financial barriers to participating in education, particularly for those from lower income households. Evidence from pilot schemes that have been running since 1999 has shown EMAs have had a positive impact by increasing the numbers of young people participating in post-16 education, reducing the numbers who drop out of education and by providing incentives that contribute to higher attainment.

Who will be entitled to an EMA?
Entitlement to an EMA depends on an assessment of household income. An assessment of household income using the same rules the Inland Revenue use to assess eligibility for tax credits will take place (based on an annual income of £24,421 for households with one dependent child and £26,884 for households with more than on dependent child.

All young people aged 16 or over planning to continue their education in school or college can apply.

DoB Criteria		
between 01/03/02 and 30/09/02		eligible from Aug 18
between 01/10/02 and 28/02/03		eligible from Jan 19
between 01/03/03 and 30/09/03		eligible from Aug 19

So how do young people apply?
EMA entitlement is based on an assessment of household income in the previous financial year. Application forms and more information will be available from the local Council and school.

Further information on the details of the application process and availability of forms will be made available later in the session.

The Local Authority will notify all applicants about whether or not they are entitled to an EMA. A young person will receive EMA payments once they have enrolled at a school or college, have started a valid programme of study, and have completed the required learning agreement.

The learning agreement includes very strict attendance requirements, adhering to school dress code and satisfactory work rate across departments. For further details contact the school.

All payments will be made direct to the student's bank account. Payments will only be made to those students who have satisfied attendance requirements.

Students must re-apply each year.

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:

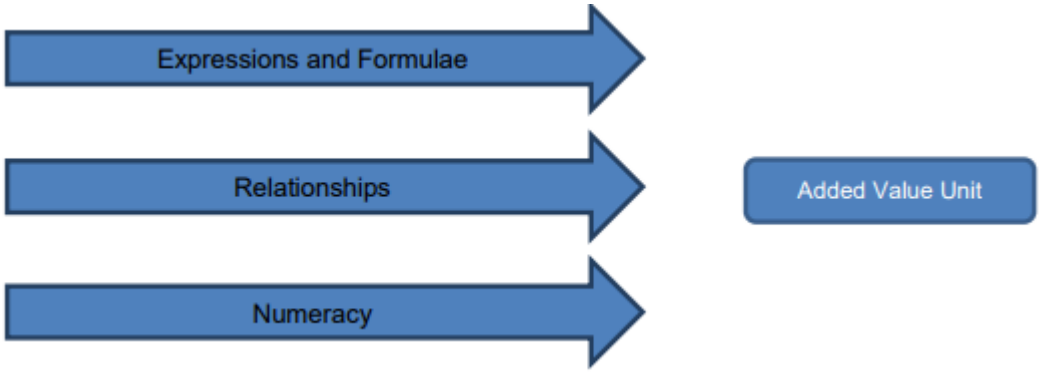
- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract 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.

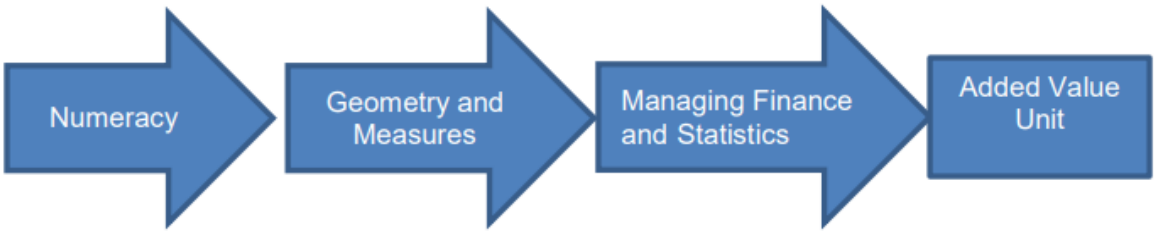
The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

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 Qualification's 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 for National 3 and 4. There is a final exam for National 5. 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
Accountancy/Actuarial
Education
Armed forces
Engineering
Architecture
Medicine
Veterinary Medicine

COMPUTING (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)

More information can be obtained from: -

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.

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.

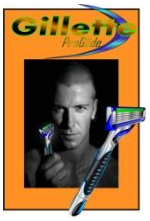
In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society

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.

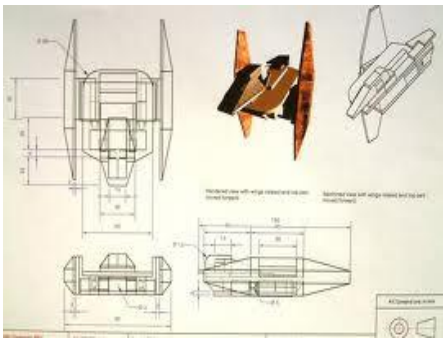
PROGRESSION

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 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.

Progression
This course or its Units may provide progression to:

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

HOSPITALITY – PRACTICAL COOKERY COURSE: National 5

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

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

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

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

Progression
This course or its Units may provide progression to:

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

HISTORY **(National 3, 4 & 5)**

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

HISTORY: National 3/4

Purpose
In National 3 and 4 History learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.
Learners will develop attitudes, including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, along with a sense of responsibility and global citizenship.

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

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

Course content
Unit 1- Scottish History
In this unit learners will develop techniques to comment on historical sources. Events and themes of Scottish history will be studied from the later modern period.

Unit 2- British History
In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of British will be studied from the later modern period.

Unit 3- European and World History
In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European history will be studied from the later modern period.

Unit 4- Added Value
In this unit learners will exercise choice in selecting a topic for personal study drawn from the Scottish, British and European contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

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

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

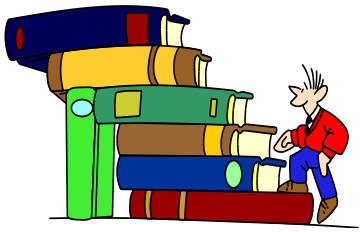
HISTORY: National 5

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

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

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

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



MUSIC (National 3, 4 & 5)

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

Why Music?

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

Course Outline

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

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

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

Music: Performing Skills

In this unit you will:

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

Music: Composing Skills

In this unit you will:

- experiment with and use compositional methods and music concepts in imaginative ways when creating your own music
- reflect on your own creative choices and decisions and develop a basic understanding of how composers develop their ideas and create their music.

Understanding Music

In this unit you will:

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

Assessment

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

- practical work
- written work
- projects.

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

The course assessment for this course consists of 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 to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment

The National 5 PE course assessment is split up into two elements.
1. The first element is 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 3, 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.

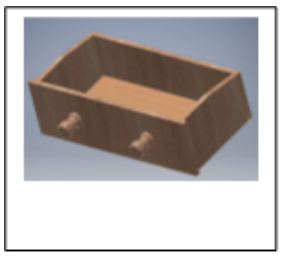
AIMS of the course are to enable learners to develop: -

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

Marks will be awarded for:

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

ENTRY REQUIREMENT

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

PROGRESSION

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

CAREER OPPORTUNITIES

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

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES
(National 3, 4 & 5)

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

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES: National 3/4

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

Course details
By undertaking this Course, learners will develop a range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions; and describing religious, moral and philosophical questions and responses to these.
The skills listed above will be developed and applied over a range of religious, moral and philosophical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.
The Course has four mandatory Units, including the Added Value Unit.

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

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

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

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

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

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

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

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

Progression
This Course or its Units may provide progression to:

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

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES: National 5

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

Course details
By undertaking this Course, learners will develop a range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions; and describing religious, moral and philosophical questions and responses to these.
The skills listed above will be developed and applied over a range of religious, moral and philosophical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.
The Course has four mandatory Units, including the Added Value Unit and an exam.

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

ENGLISH HIGHER

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

PURPOSE OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing 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 offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

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

COURSE STRUCTURE

The course comprises three elements:

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

CONTENT OF COURSE UNITS

Higher English: Analysis and Evaluation Unit

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

Learners who complete this Unit will be able to:

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

Higher English: Creation and Production Unit

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

Learners who complete this Unit will be able to:

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

ASSESSMENT

WRITING PORTFOLIO

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

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

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

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

THE FINAL EXAMINATION

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

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

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

Learners will be required to demonstrate and apply reading skills in the understanding, analysis and evaluation of two non-fiction texts.
Learners will answer questions to show these reading skills and complete a task that involves inference making and summarising.

SECTION 2 – Critical Reading (40 marks).

This Section of the final examination has two parts.

- **Part 1: Scottish Set Text**

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

- **Part 2: Critical Essay**

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

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

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

i. Pass the Higher Analysis and Evaluation and Creation and Production Units.
These are internally assessed on a pass/fail basis, in accordance with SQA guidelines.

ii. Complete a **Writing Portfolio** which is worth **30%** of the overall award in Higher English.

iii. Complete the **Final Examination** which is worth **70%** of the overall award in Higher English.

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

PROGRESSION

Successful completion of this course may lead to Advanced Higher English.
English is a universal requirement and is therefore relevant to all career areas.

MATHEMATICS HIGHER

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

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 mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- deepen the learner's skills in using mathematical

Course Structure

- Expressions and Functions
- Relationships and Calculus
- Applications
- External course assessment

Content of Units
Expressions and Functions
The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Relationships and Calculus
The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Applications
The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Assessment
To gain the award of the Course, the learner must pass all of the Units as well as the external Course assessment.

Progression
This Course or its components may provide progression to Advanced Higher Mathematics.

ADMINISTRATION AND IT HIGHER

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

Purpose 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' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

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

- National 5 Administration and IT Course or relevant component Units

Course Structure
This Course comprises three mandatory units.

Administrative Theory and Practice (Higher)
The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

IT Solutions for Administrators (Higher)
The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

Communication in Administration (Higher)
The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information.

Course Assessment Structure - Exam
Component 1 — assignment 70 marks (done within class time – under exam conditions)
Component 2 — question paper 30 marks (under exam conditions) within the SQA Exam Diet

Conditions of Award
To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course assessment is graded A–D.

Progression
This Course or its Units may provide progression to:

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

ART AND DESIGN HIGHER

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

Highers are the main route into higher education courses at university or college, including Degree, Higher National Diploma (HND) and Higher National Certificate (HNC) level courses.

Most candidates sit their highers in S5 or S6.

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.

People with creative ideas and skills are needed in many different types of businesses and careers including: architecture, interior design, fashion and textiles, communications and media, 3D design, graphics, multimedia or games design, teaching and photography.
Art and Design also gives you the opportunity to use your imagination and express your ideas, thoughts and feelings in many different creative ways.

Entry to the Course

Entry is at the discretion of the school but you would normally be expected to have:

- **National 5 Art and Design** A, B or relevant units from the course
- **Intermediate 2 Art and Design** A, B or relevant units from the course.

Course Outline

This course is designed to give you the opportunity to use your detailed understanding of art and design work and practice as you experiment with using a range of selected art and design materials, techniques and/or technology to develop your own creative ideas. You will develop a range of complex problem solving skills, and a critical understanding of the impact social, cultural and other external factors on artists' and designers' work and practice.

The course consists of **two** compulsory units and the course assessment unit.

Art and Design: Expressive Activity

In this unit you will:

- produce expressive ideas and development work in response to stimuli
- develop critical understanding of the social and cultural factors influencing art practice
- produce analytical drawings, studies and investigative research
- use a selection of art materials, techniques and/or technology for creative effect and expressive impact
- develop selected visual elements and refining compositional ideas in 2D and 3D
- use complex problem solving and evaluation skills when planning and refining development ideas.

Art and Design: Design Activity

In this unit you will:

- analyse the factors influencing designers and design practice
- produce creative design ideas and development work for a design brief
- identify design opportunities, issues and constraints
- use a variety of materials, techniques and technology for creative effect
- produce a variety of in-depth investigative and market research in response to the design brief
- plan, develop and refine a variety of design ideas taking account of the design requirements and opportunities
- use complex design-based problem solving and evaluation skills.

Course assessment

The course assessments have two components:

- a portfolio of work (worth 160 marks)
- a question paper (worth 40 marks).

In the portfolio you will produce one piece of expressive art work (80 marks) and one design solution (80 marks).

The question paper will assess your knowledge and understanding of art and design practice. You will be asked to critically analyse and evaluate the work of artists and designers, showing awareness of the visual qualities and/or impact of their work. The question paper will be set and marked by SQA.

Assessment

Your work will be assessed by your teacher on an on-going basis throughout the course. You must pass all three units and exam
The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

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

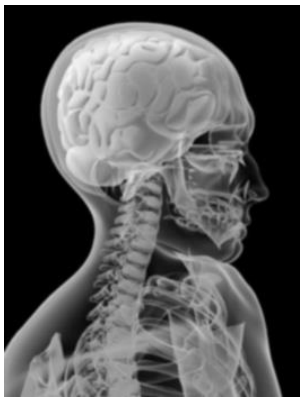
- **Advanced Higher Art and Design: Design**
- **Advanced Higher Art and Design: Expressive**

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
Photographic Technician
Picture Framer
Picture Researcher
Product Designer
Sculptor
Set Designer
Sign Writer
Technical Illustrator
Textile Designer
Teacher – Secondary School – Technological Education
Wardrobe Assistant – Film, TV or Theatre

HUMAN BIOLOGY HIGHER

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



Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

A Higher in Human Biology provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. A Higher in Human Biology is highly sought after and we aim to equip our learners with the skills and qualities that lend themselves to a wide variety of professions from Medicine, Nursing and Psychiatry to Speech Therapy, Agricultural Engineering and Forestry.

Purpose
The new Higher Human Biology course reflects CfE values, purposes and principles and aims to build upon the experiences offered in National 5 Biology. Successful learners in Human Biology think creatively, analyse and solve problems. Studying Human Biology will encourage the development of skills (both scientific and non-scientific) and resourcefulness, which lead to becoming a confident individual. Biology aims to produce responsible citizens, through studying of relevant areas of biology, such as health, environment and sustainability.

Course Structure

The course consists of 4 units:

Unit 1 Human Cells
- Division and Differentiation in Human Cells
- Structure and Function of DNA
- Cell Metabolism

Unit 2 Physiology and Health
- Reproduction
- The Cardiovascular System

Unit 3 Neurobiology and Communication
- The Nervous System
- Communication and Social Behaviour

Unit 4 Immunology and Public Health
- The Immune System
- Infectious Diseases and Immunity

Entry Requirements: A pass at A-C in National 5 Biology is required.

Course Content and Assessment

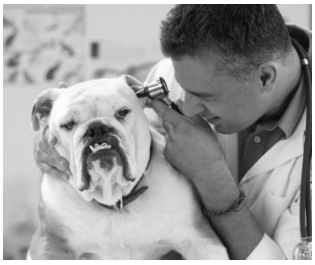
Assessment in Human Biology is based on written coursework and practical skills and is continuous throughout the year of study. Evidence in the form of applied knowledge and understanding will be collated throughout the learning process. There is an assignment which assesses learners' capacity to apply information from different sources to a new problem or context. The content for National 5 through to Higher Human Biology is summarised below.

<table>
<tr><th>National 5</th><th>Higher Human Biology</th></tr>
<tr><td>Life On Earth</td><td>Human Cells</td></tr>
<tr><td>• Biodiversity and the Distribution of Life
• Energy in Ecosystems
• Sampling Techniques and Measurement of Abiotic and Biotic Factors
• Adaptation, Natural Selection and the Evolution of Species
• Human Impact of the Environment</td><td>• Division and differentiation in human cells
• Structure and Function of DNA
• Cell metabolism</td></tr>
<tr><td>Cell Biology</td><td>Physiology and Health</td></tr>
<tr><td>• Cell Structure
• Transport across Cell Membranes
• Producing New Cells
• DNA and the Production of Proteins
• Proteins and Enzymes
• Genetic Engineering
• Photosynthesis
• Respiration</td><td>• Reproduction
• The Cardiovascular System</td></tr>
<tr><td>Multicellular Organisms</td><td>Neurobiology and Communication</td></tr>
<tr><td rowspan="3">• Cells, tissues and organs
• Stem Cells and Meristems
• Control and Communication
• Reproduction
• Variation and Inheritance
• The Need for Transport
• Effects of Lifestyle Choices on Human Transport and Exchange Systems</td><td>• The Nervous System
• Communication and Social Behaviour</td></tr>
<tr><td>Immunology and Public Health</td></tr>
<tr><td>• The Immune System
• Infectious Diseases and Immunity</td></tr>
<tr><td>To gain the award of the Course, the learner must pass the assignment and final examination.</td><td>To gain the award of the Course, the learner must pass the assignment and final examination.</td></tr>
</table>

Progression

Learners can progress from Higher Human Biology directly into a variety of careers or into college or university for a wide range of courses. Biology develops learner's literacy, numeracy and practical skills while encouraging resourcefulness and, with further training as appropriate, can open up careers 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



BIOLOGY **ADVANCED HIGHER**

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

Purpose

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Course Structure

Unit 1 Cells and Proteins

Laboratory Techniques for Biologists:
(a)Health and safety
(b) Liquids and solutions.
(c) Separation techniques.
(d) Antibody techniques.
(e) Microscopy.
(f) Cell culture and aseptic technique.

Proteins:
(a) Proteomics
(b) Protein structure, binding and conformational change.
(c) Membrane proteins.
(d) Detecting and amplifying an environmental stimulus.
(e) Communication within multicellular organisms.
(f) Protein control of cell division.

Unit 2 Organisms and Evolution

Field techniques for biologists
(a) Health and safety.
(b) Sampling wild organisms.
(c) Identification and taxonomy.
(d) Monitoring populations.
(e) Measuring and recording animal behaviour.

Organisms:
(a) Evolution.
(b) Variation and sexual reproduction.
(c) Sex and behaviour.
(d) Parasitism.

Unit 3 Investigative Biology

A research project of the candidates' choice which allows them to practice the following:

- Scientific Principles and Process
- Experimentation
- Critical Evaluation of Biological research

Course Content and Assessment

Assessment of this course is based on written coursework and practical skills and is continuous throughout the year of study. 77% of the final mark is obtained from the examination and 23% is gained from the externally marked project report from the candidate's investigative biology project.

BUSINESS MANAGEMENT HIGHER

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

Aims and Objectives

The study of Higher Business Management enables candidates to acquire knowledge and understanding of the role and operation of business, to develop analytical skills and to apply skills to business situations.

The aims of the course (which are built on National 5 Business Management) are to:

- develop an understanding of the importance of business and enterprise in society;
- develop the ability to analyse the ways in which different organisations achieve their objectives;
- develop an understanding of different individual's contribution to overall organisational achievement;
- develop an understanding of internal organisational structure and how they influence their activities;
- develop the ability to analyse the key functional areas of organisational activity;
- enable candidates to understand the interdependence of the various activities undertaken by businesses;
- develop problem solving, decision making and analytical skills;
- provide a foundation for future education and training.

Learning and Teaching

The course will be delivered through a variety of learning and teaching activities which include:

- teacher led activity and exposition;
- pupil centered activities;
- group activities;
- ICT activities
- professional speakers.

Course Content

The Course content has been organised in three Units:

Business Enterprise
Business Decision Areas: Marketing and Operations
Business Decision Areas: Finance and Human Resource Management.

Assessment

Students will be assessed internally on the 3 Units outlined above and must pass these in addition to the following Course Assessment.

The course assessment has two components:

- a question paper (70 marks) - set and marked by SQA and completed during the SQA exam diet
- an assignment (30 marks) – students will research, analyse and evaluate information on a business-related topic and write this up as a report under timed conditions; completed during class time under strict supervision

CHEMISTRY **HIGHER**

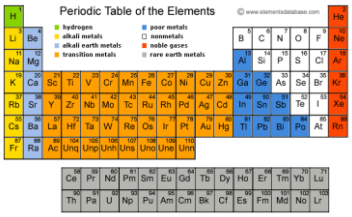
More information can be obtained from: - DR I NICOL
(Principal Teacher)

Chemistry occupies a central position among the sciences - it is linked to both Physics and Biology.

The qualities you develop whilst studying chemistry are essential to many different industries - non scientific and scientific. The ability to analyse detail, for instance: Solve problems. Think logically. Be creative. That's why you shouldn't be surprised to find chemists working in areas like accountancy. personnel, computing and the media - as well as in oil, textiles, conservation, health and food.

Purpose
The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Course Structure
The content is designed to build from each of the topics studied at national 5



Unit 1 Chemical Changes and Structure

- rates of reaction - thermodynamics
- atomic structure and bonding related to properties of materials

Unit 2 Nature's Chemistry

- homologous series – molecules in cooking and cosmetics
- everyday consumer products – foods, cosmetics, fragrances

Unit 3 Chemistry in Society

- metals
- properties of plastic - profit from chemistry, improving yield and processes.
- fertilisers
- chemical analysis

In addition there is a an investigative **Unit 4 Researching Chemistry**

Entry Requirement
A pass at A-C in National 5 chemistry is required

Assessment
To gain the award of the Course, pupils must pass

- Course assessments - a final written exam and an externally assessed assignment.

Course assessment will provide the basis for grading attainment in the Course award.

Progression
This Course or the Units may provide progression to:

- Advanced Higher Chemistry
- other qualifications in Chemistry or related areas
- further study, employment and/or training

CHEMISTRY ADVANCED HIGHER

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

Purpose
The Advanced Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Course Structure

Unit 1 Inorganic and Physical Chemistry
- Electromagnetic radiation and atomic spectra
- Atomic orbitals, electronic configurations and the Periodic Table
- Shapes of molecules and polyatomic ions
- Transition metals
- Chemical equilibrium
- Reaction feasibility
- Kinetics

Unit 2 Organic Chemistry and Instrumental Analysis
- Molecular orbitals
- Molecular structure
- Stereochemistry
- Synthesis
- Experimental determination of structure
- Pharmaceutical Chemistry

Unit 3 Researching Chemistry
A research project of the candidates' choice which allows them to practice the following:
- Gravimetric Analysis
- Volumetric Analysis
- Practical skills and Techniques
- Stoichiometric Calculations

Course Content and Assessment
77% of the final mark is obtained from the examination and 23% is gained from the externally marked project report from the candidate's researching chemistry project.

Progression
Learners can progress from Higher or Advanced Higher directly into technical careers or into college or university for a wide range of courses, leading to the following careers among others:

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

National 5	Higher	Advanced Higher
Chemical Changes and Structure	**Chemical Changes and Structure**	**Inorganic and Physical Chemistry**
• rates of reaction • atomic structure and bonding related to properties of materials • formulae and reacting quantities • acids and bases	• controlling rate • periodicity • structure and bonding	• Electromagnetic radiation and atomic spectra • Atomic orbitals, electronic configurations and the Periodic Table • Shapes of molecules and polyatomic ions • Transition metals • Chemical equilibrium • Reaction feasibility • Kinetics
Nature's Chemistry	**Nature's Chemistry**	**Organic Chemistry + Instrumental Analysis**
• homologous series • everyday consumer products • energy from fuels	• Esters, fats and oils • proteins • chemistry of cooking • oxidation of food • soap, detergents and emulsions • fragrances • skincare	• Molecular orbitals • Molecular structure • Stereochemistry • Synthesis • Experimental determination of structure • Pharmaceutical Chemistry
Chemistry in Society	**Chemistry in Society**	**Researching Chemistry**
• metals • properties of plastic • fertilisers • nuclear chemistry • chemical analysis	• Getting the most from reactants • Equilibria • Chemical energy • Oxidising and Reducing agents • Chemical Analysis	• Gravimetric Analysis • Volumetric Analysis • Practical skills and Techniques • Stoichiometric Calculations
To gain the award of the Course, the learner must pass assignment and final examination.	To gain the award of the Course, the learner must pass assignment and final examination.	To gain the award of the Course, the learner must pass the project and final examination.

Progression

Learners can progress from Higher or Advanced Higher directly into technical careers or into college or university for a wide range of courses, leading to the following careers among others:

Career Opportunities

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

Sciences
Accountancy/Actuarial
Education
Armed forces
Engineering
Architecture
Medicine
Veterinary Medicine

COMPUTING SCIENCE HIGHER

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

Purpose of the course (Higher)
This course provides pupils with the opportunity to study two areas in depth. Students are encouraged to develop their practical abilities and expand their knowledge and understanding.

Recommended Entry (Higher)
This course is for those who have gained a pass in National 5 Computing Science. Any other student interested in the course must discuss it with Mrs Forbes.

Contents of units (Higher)

Software Design and Development
Develops knowledge and skills in developing software through the use of Visual Basic 6 and an understanding of how computers work. The topics covered are: -

- Languages and environments
- Computational constructs: - sub-programs and user-defined functions, parameter passing, sequential files and scope of variables
- Data structures: - strings, numeric variables, boolean variables and 1-D arrays
- Standard algorithms: - input validation, linear search, counting occurrences and finding min/max
- Design notation: - structure diagram, pseudocode, wire-framing
- Software development process: - rapid application development, top-down/step-wise refinement, Agile methodologies
- Low-level operations and computer architecture

Information System Design and Development
Develops an understanding of how information is stored and distributed using computers. Some of the topics covered are: -

- Structures and links: - relational databases, web-based databases and dynamic web pages
- Compression: - lossy and lossless compression techniques, applied to sound, graphic and video data files
- Code: - client and server side scripting
- Security: - encryption, digital certificates and signatures, server-side validation of online form data, biometrics in industry

Assessment (Higher)
The course is assessed by an exam and a Coursework task that is carried out under exam circumstances in class.

The marks are as follows: -	Exam	90 marks
	Coursework Task	60 marks

COMPUTING SCIENCE ADVANCED HIGHER

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

Purpose of the course (Advanced Higher)
This course focuses on the development of advanced programming, project development and research skills to gain an understanding of the role and impact of computing technologies. It will be valuable to learners considering a career or further study in computing or IT.

Recommended Entry (Advanced Higher)
This course is for those who have gained an A or B grade in Higher Computing Science.

Contents of units (Advanced Higher)

Software Design and Development
Explores a range of advanced concepts and processes relating to software design and development, including complex algorithms, data structures and high-level programming.
The topics covered are: -

- Types of programming languages including object-oriented
- Data types and structures: - records, linked lists 2-D arrays queues, stacks arrays of records and/or arrays of objects
- Standard algorithms: - linear and binary search selection with two lists sort algorithms (insertion, bubble, quicksort)
- Design and development methodologies: - Object oriented (UML), declarative (semantic net), imperative (pseudocode), iterative prototyping

Information System Design and Development
An investigatory approach is encouraged, with learners developing their skills, knowledge and understanding of advanced concepts and processes relating to information system design and development.

- Human Computer Interaction (HCI)
- Project planning and management
- Roles of computing professionals
- Legal and ethical implications
- Environmental, economic and societal impact
- Creating database driven websites using HTML and SQL

Assessment (Advanced Higher)
The course is assessed by an exam and a Coursework task that is carried out under exam circumstances in class.

The marks are as follows: -	Exam	90 marks
	Coursework Task	60 marks

DESIGN AND MANUFACTURE HIGHER

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

The Higher Design and Manufacture Course allow learners to explore the multi-faceted world of product design and manufacturing1. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic.

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. The Course stresses the integration of designing and making. It confirms that design is an iterative process. The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle.

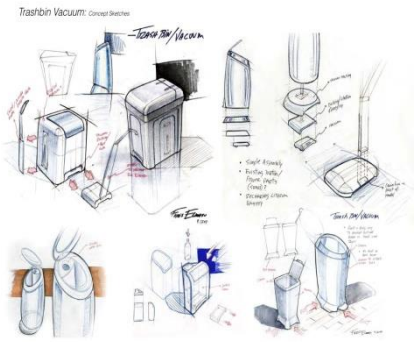
Design and Manufacture: Design (Higher)
This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing (Higher)
This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

This covers:

- learn the processes of product design from brief to resolved design proposals and specification
- develop skills in initiating, developing, articulating and communicating design proposals for products
- gain skills and experience in evaluating design proposals in order to refine, improve and resolve them
- develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.
- learn the processes of product design from design proposals to prototype
- gain skills in planning and making models and prototypes
- 'close the design loop' by manufacturing a set of design ideas
- develop an appreciation of manufacturing practicalities
- strengthen an appreciation of the various factors that influence the design and manufacture of products
- consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Assessment



The Course will be determined by 2 **Unit assessments.** The assessment of the Units in this Course will be as follows.

In Task 1, candidates will undertake a range of research activities in order to develop a furniture design specification. This will then be used to create, inform and develop a design solution.

In Task 2, candidates will plan and carry out a detailed evaluation of a hand-held commercial product. This will be used to identify potential design opportunities within an existing product. This information will then be used to create, inform and develop a design solution suitable for commercial production. Candidates will be required to undertake further research in order to produce a detailed design solution suitable for mass production.

Course assessment

The course assessment has two components:

- a question paper (worth 70 marks)
- an assignment (worth 70 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.

Further study, training or employment in

Aeronautical Engineer
Aircraft Mechanic or E
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
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
Telecommunication Technician
Toolmaker

DRAMA Higher

Drama Higher

Aims of the Course:

- To enable pupils to develop and apply a range of complex drama and production skills in order to contribute fully when creating performance concepts.
- To enhance pupils ability to analyse and interpret text.
- To encourage pupils to develop a detailed knowledge and understanding of the social and cultural influences on drama.
- To help pupils make more informed decisions and choices by discussing and considering examples of a variety of performances they have seen.

Course Content:

The course consists of two mandatory units plus an added value unit.

In **Drama Skills**, pupils will undertake the process of the dramatic interpretation and analysis of play texts in a practical way through drama. They will look at the historic, social and cultural context of the texts and consider the ideas and meaning contained within. Then using acting and directing skills they will apply a range of drama skills to work together in order to communicate their theatrical statement.

In **production skills**, pupil will research one of the play texts studied in unit one. Pupils will select a production role (actor, director or designer). Working as part of a production team they will create and develop a performance concept in preparation for performance.

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

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

Assessment:

Internal:

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

External:

Performance: The performance will have 60 marks (60% of the marks available for the Course). Pupils will approach the performance as either an **actor** or **director** or **designer**. The performance has two sections:

- **Section A: Preparation for Performance (10 marks).** This includes research on the chosen text and the processes used to reach their **acting** or **directing** or **design** concept for the performance.
- **Section B: Performance (50 marks).**
    - **Actors** will perform two contrasting roles and each performance will last approximately 7 -10 minutes.
    - **Directors** will conduct a rehearsal with actors which should last approximately 30 minutes.
    - **Designers** will design a set of their chosen text and choose one other production area to compliment this. They will give a presentation lasting approximately 20 minutes.

Questions Paper:

The question paper will have **40 marks** (40% of the marks available of the Course). This question paper will have two sections worth **20 marks** each.

- **Section A:** Pupils will be required to demonstrate knowledge of a text they have studied and to show an understanding of how the text can be communicated to an audience through performance.
- **Section B:** this section will take the form of a written analysis of a performance that the pupil seen.

Homework:

Pupils will receive regular homework from Drama however, due to the nature of the 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 Higher level.

How Can You Help?
Your support with the following areas will help your child to achieve success in Drama.

- Help them to foster as interested 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.

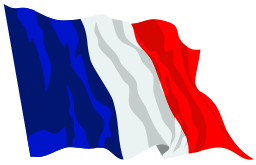
MODERN LANGUAGES — HIGHER

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

All the courses in Modern Languages are designed to give you the skills you will need to convince an employer that your knowledge of a foreign language will be an asset to his/her company, whether you want to work in commerce, technology, industry or science.

Purpose

The aim of this course is to offer progressive development of competence in the four skill areas of listening, speaking, reading and writing, within a widening range of contexts and language purposes.



The course also provides you opportunities to continue to develop the 4 capacities to help you to become a successful learner /confident individual / responsible citizen and effective contributor, as well as skills for learning, life and work.

In addition, the course contributes to your development of cultural awareness, allowing you opportunities to enhance your understanding of your own cultures and others.

Course Details

You must do 2 units – understanding language (Reading + Listening) and using language (Talking + Writing).

To gain the course award, you must pass all the units – this means a minimum of 1 Reading /1 Listening / 1 Talking / 1 Writing, **as well as the end of course exam.**

Course Content

You will develop and extend your reading, listening, talking + writing skills as well as your knowledge and understanding of more detailed and more complex language in the contexts of Society / Learning / Employability / Culture.

Assessment

Unit assessments are marked in school on a **pass / fail** basis, in accordance with SQA guidance.

The **exam** will consist of – **Paper 1** - 1 hour 40 minutes **Reading + Directed Writing** component worth 40 marks and a 1 hour **Listening + Writing** component worth 30 marks. The remainder of the marks (30) will come from **Paper 2** - the **talking performance** which should last approximately 6 ½ minutes and will consist of an individual presentation with a follow-up discussion, in French, which will be recorded.

50% of the total marks is required for a C pass.

Career Opportunities

Knowledge of a Foreign Language, if not always essential, is at least very useful as an entry to many career paths, including teaching / translation / interpreting / travel & tourism / business / law / Journalism / publishing / civil service / broadcasting and many more.

GEOGRAPHY HIGHER

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

Why Geography?
This course is designed to enable you to use geographical analysis to develop a detailed understanding of important aspects of the contemporary world. This involves studying the ways that people and the environment interact and examining the environmental issues that arise in a rapidly changing world. Throughout the course you will have the opportunity to develop a wide range of skills including research, evaluation and presentation, IT, mapping and statistics.

The skills you learn in Geography are valuable in a wide range of career sectors, including: working with development or aid agencies, environmental work, working for the census office and in tourism and leisure.

Entry to the Course
Entry is at the discretion of the school, but you would normally be expected to have achieved:

- **National 5 Geography** or relevant units from course

Course Outline

- This course aims to help you develop a range of important and transferable skills including: using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.
- The course consists of **three** compulsory units and the course assessment unit.

Geography: Physical Environments (6 SCQF credit points)
In this unit you will:

- develop and apply geographical skills and techniques in the context of physical environments
- develop mapping skills in geographical contexts
- learn about complex processes and interactions at work within physical environments on a local, regional and global scale.

Key topics include: atmosphere, hydrosphere, lithosphere and biosphere.

Geography: Human Environments (6 SCQF credit points)
In this unit you will:

- develop and apply geographic skills and techniques in the context of human environments
- develop research skills in geographical contexts
- learn about complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.

Key topics include: population, rural land use change and management, urban change and management.

Geography: Global Issues (6 SCQF credit points)
In this unit you will:

- develop and apply geographical skills and techniques in the context of global geographical issues
- develop skills of numerical and graphical analysis in geographical contexts
- learn about complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues.

Key topics include: river basin management, development and health, global climate change, trade, aid and geopolitics, energy.

Course Assessment (6 SCQF credit points)
The course assessment has two components:

- a question paper (60 marks)
- an assignment (30 marks).

The question paper will assess your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.
The assignment will assess a combination of your knowledge and/or skills from across the course in a practical context.

Assessment
Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.
The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

GRAPHIC COMMUNICATION HIGHER

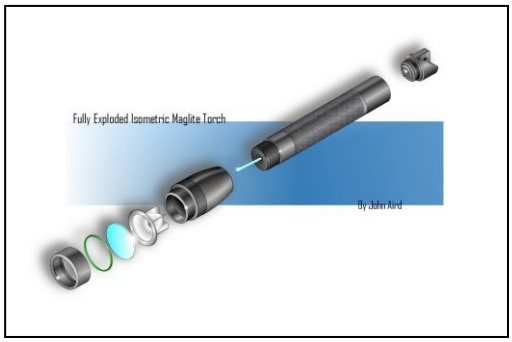
More information can be obtained from: - MR B BIGGART
(Principal Teacher)

Highers are the main route into higher education courses at university or college, including Degree, Higher National Diploma (HND) and Higher National Certificate (HNC) level courses.

Most candidates sit Highers in S5 or S6.

Why Graphic Communication?

Communication in all its forms is vital to society. Graphic Communication is a means of passing on information graphically and is used, in various forms, in many aspects of life including education, industry and commerce. This course is designed to make you aware of the use of graphics and to learn about the techniques used to create them.



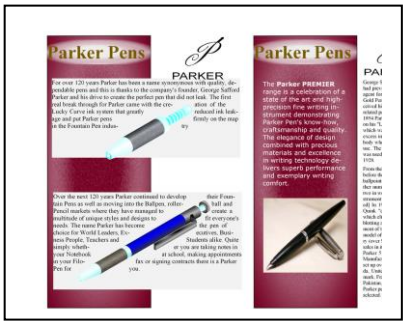
Entry to the course

Entry is at the discretion of the school but you would normally be expected to have achieved:

- **National 5 Graphic Communication** or relevant units from the course.

Course Outline

This course will encourage you to exercise your imagination, creativity and logical thinking. You will develop an awareness of graphic communication as an international language. And, you will appreciate how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.



The course consists of **two** compulsory units and the course assessment unit.

2D Graphic Communication

In this unit you will:

- develop your creativity and presentation skills within a 2D graphic communication context
- initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques
- develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics
- evaluate the effectiveness of your own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication

In this unit you will:

- develop your creativity and presentation skills within a 3D and pictorial graphic communication context
- initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques
- develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics
- evaluate the effectiveness of your own and given graphic communications to meet their purpose.

Course Assessment

The course assessment has two components:

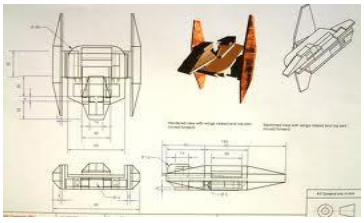
- a question paper (70 marks)
- an assignment (70 marks).

The question paper will assess your skills, knowledge and visual literacy through the graphics techniques and practice you have acquired. The question paper will be set and marked by SQA.

The assignment will assess how you draw on, extend and apply the skills and knowledge developed and acquired during the course. You will be asked to produce a piece of graphical work in response to a brief.

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.
The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.



Progression

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

- **Advanced Higher Graphical Communication**

Further study, training or employment in:

Animator
Architect
Architectural Technologist
Artist
Building Control Surveyor
Building Services Engineer
Building Technician
CAD Technician
Cartographer
Cartoonist
Civil or Structural Technician
Construction Manager
Site Manager
Craft Designer or Worker
Exhibition Designer
Exhibition Designer
Games Designer
Games Tester
Graphic Designer
Illustrator
Interior Designer
Mechanical Engineering Technician
Model Maker
Multimedia Developer
Product Designer
Set Designer
Sign Writer
Surveying Technician
Teacher – Secondary School – Art & Design
Technical Illustrator
Town Planning Technician
Web Developer

HEALTH AND FOOD TECHNOLOGY HIGHER

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

Purpose
This Course will provide students with the opportunity for in depth study in the areas of food and nutrition, sustainability and contemporary issues affecting food and nutrition. Practical learning and assessment activities allow learners to develop confidence, independence and self-management skills.

Course Details
There are 3 mandatory units

1. Food For Health – the aim of this unit is to develop learners' knowledge, understanding and skills to enable students to analyse the relationship between health, food and nutrition.
2. Food Product Development – the aim of this unit is to develop students' understanding of the functional properties of ingredients in food and their use in developing food products.
3. Contemporary Food Issues – in this unit students will investigate a range of contemporary food issues and how they affect consumers.

Entry Requirements

- National 5 Health and Food Technology Course
- Literacy Unit National 5
- Numeracy Unit National 5

Course Assessment

Component 1 – Assignment 50% of marks
Component 2 – Questions paper 50% of marks

To gain the course award the learner must pass all the unit assessments plus the above course assessments.

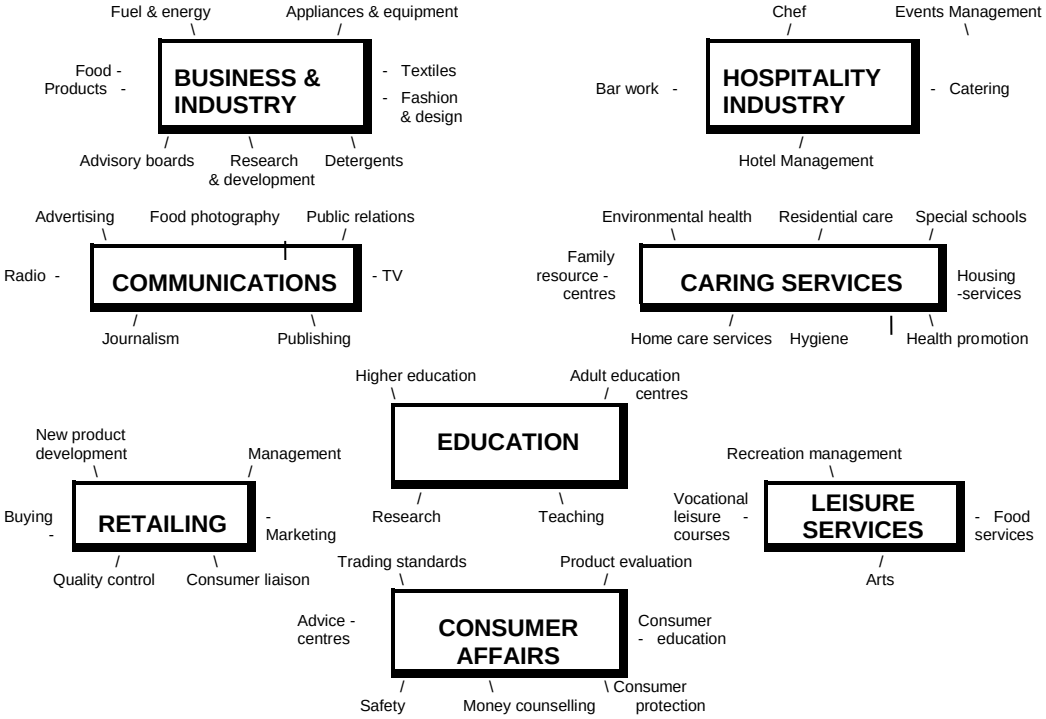
- The assignment is set and marked externally by SQA. The assignment is, however, carried out in school under the teacher's supervision. The purpose of the assignment is to assess the application of knowledge, understanding and skills from across the units through a problem-solving approach. It involves analysing and researching information regarding a food or consumer issue and to develop and make food products.
- The question paper is set and marked by SQA. The paper is 1 hour 30 minutes in length.

Progression

- Advanced Higher in Health and Food Technology
- Higher Education HND or Degree course especially in areas of hospitality, consumer studies, dietetics, nursing, teaching, environmental health or trading standards.
- Employment in above areas.

CAREERS IN HOME ECONOMICS

Employment opportunities for qualified home economists exist in an ever-increasing variety of areas involving all aspects of life



HISTORY **HIGHER**

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

Entry

Entry to Higher History will be based on learners having already achieved a pass in either National 5 History or Standard Grade Credit.

Purpose

Higher History is designed to allow learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts. periods. The approach developed and the understanding gained can be applied to other historical settings and issues

Course Details.

Higher History is made up of 3 mandatory units

Unit 1 Historical Study Scottish Option 4 Migration and Empire

This unit will give learners the opportunity to develop techniques to evaluate a range of historical sources, following on from skills developed in National 5.

Unit 2 Historical Study British Option 4 Britain 1851 to 1951

This unit will allow learners to develop techniques to evaluate the factors contributing to historical developments in 19th and 20th century Britain.

Unit 3 Historical Study European and the World Option 4 Germany 1815-1939

In a similar fashion to Unit 2, this unit will allow learners to develop techniques to evaluate the factors contributing to historical developments in 19th and 20th century Germany.

Assessment

As with National 5, Higher History will be assessed through both a final written exam and an assignment. The assignment will take the form of an essay researched by the learners and then written up under exam conditions. It will allow learners to extend and apply their skills, knowledge and understanding and will be sufficiently open to allow for personalisation and choice.

MUSIC HIGHER

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

Highers are the main route into higher education courses at university or college, including Degree, Higher National Diploma (HND) and Higher National Certificate (HNC) level courses.

Most candidates sit Highers in S5 or S6.

Why Music?

This course allows you to develop and consolidate practical skills in performing and creating music, while developing a detailed understanding of a range of music styles and concepts.

You will get the opportunity to perform a variety of challenging music in solo and/or group settings, using your voice or your selected instrument(s). You will develop detailed knowledge and understanding of music concepts and musical literacy. You will recognise and distinguish between a wide range of music signs, symbols and music concepts as you perform, create and listen to music.

The skills you learn on this course not only makes a valuable contribution to your general education and personal development but also allows you to develop the skills and knowledge required to proceed to further study and/or follow a career in music.

Entry to the Course

Entry is at the discretion of the school or college, but you would normally be expected to have achieved:

- **National 5 Music** or relevant units from the course.
- Grade 4 ABRSM (minimum) or equivalent

Course Outline
On completing this course you will be able to: perform a programme of music with accuracy and maintaining musical flow; create your own original music; self-reflect on and evaluate your own work and that of others; listen to music with awareness, understanding and discrimination; and improve your musical creativity and performing skills by critically evaluate your own work and the work of others.

The course consists of **three** compulsory units and the course assessment unit.

Music: Performing Skills

In this unit you will:

- develop performing skills on two selected instruments, or on one selected instrument and voice
- perform challenging level-specific music with sufficient accuracy and maintain the musical flow realising the composers' intentions
- through regular practice and critical reflection and evaluation, develop your technical and musical performing skills.
-

Music: Composing Skills

In this unit you will:

- experiment with, and creatively use complex compositional methods and music concepts to realise your intentions when creating original music
- critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions
- analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.
-

Understanding Music

In this unit you will:

- through listening, develop detailed knowledge and understanding of a range of complex music concepts, and music literacy
- identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Course Assessment
The course assessment has two components:

- a question paper (40 marks)
- a performance (60 marks).

The question paper will assess your understanding of music concepts and music literacy. You will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. The question paper will be set and marked by SQA.

The performance will assess your practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music. The performance can be solo and/or in a group setting.

Assessment
Your work will be assessed by your teacher on an on-going basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.
The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

Successful completion of this course may lead to:

- **Advanced 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 HIGHER

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

Purpose
The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance.
By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way the individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development.

Course Structure
The Course has two mandatory units:

Physical Education: Performance Skills (Higher)
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.

Physical Education: Factors Impacting on Performance (Higher)
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.

Entry Requirements

National 5 Physical Education Course
National 5 English

Unit Assessment
All Units are internally assessed.
They will be assessed on a pass/fail basis with centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Physical Education: Performance Skills (Higher)
Learners will be required to provide evidence of using, selecting, demonstrating and adapting a broad and comprehensive range of complex movement and performance skills in two physical activities. Learners will be assessed on their ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes.

Physical Education: Factors Impacting on Performance (Higher)
Learners will be required to provide evidence of their understanding of the factors that impact on performance. They will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Learners will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs. The Unit offers opportunities for personalisation and choice in the selection of contexts and assessments methods.

Course Assessment
The Higher PE course assessment is split up into two elements.

1. The first element is a one off practical performance which is internally assessed, with up to 60 marks available. 8 marks for the preparation, 40 marks on practical performance and the final 12 marks available for evaluation of the performance.
2. The second element is a question paper set and externally marked by the SQA work 40 marks.

Higher P.E will be graded A-D.

Challenge and Application
The learner will be assessed by a performance and a question paper. Together, they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The learner will prepare for, effectively perform, and evaluate their performance. The choice of physical activity will allow for personalisation and choice.

The question paper will require application of knowledge and understanding to unfamiliar contexts.

Progression
This Course or its Units may provide progression to:
Advanced Higher Physical Education Course
Higher National Certificates
Higher Education degrees
Employment in the fitness, health, leisure and recreation industries employment in sports/dance development.

PHYSICS **HIGHER**

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

Purpose

The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

Recommended Entry
The Course is suitable for learners who are secure in their attainment of National 5 Physics or an equivalent qualification. The Course may be suitable for those wishing to study physics for the first time.

Course Details

- **Our Dynamic Universe:**
  Equations of motion, Forces, Energy & Power, Collisions and explosions, Gravitation, Special Relativity, The expanding universe, Big Bang Theory
- **Particles and Waves:**
  The Standard Model, Forces on Charged Particles, Nuclear Reactions, Wave-particle duality, Interference and Diffraction, Refraction of Light, Spectra
- **Electricity:**
  Electrons and Energy, Electrons at Work
- **Researching Physics:**
  Research, plan and undertake a practical investigation, analyse and communicate findings and applications of the physics involved and implications for society/ the environment.

Assessment
To gain the award of the Course, pupils must pass

- Course assessments– a final written exam and an externally assessed assignment.

Course assessment will provide the basis for grading attainment in the Course award.

Progression
This Course or the Units may provide progression to:

- Advanced Higher Physics
- other qualifications in Physics or related areas
- further study, employment and/or training

PHYSICS ADVANCED HIGHER

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

Purpose

The Advanced Higher Physics Course enables learners to build on the knowledge and skills developed in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. Through a deeper insight into the structure of the subject, the Course reinforces and extends knowledge and understanding of the concepts of physics and develops skills in investigative practical work.

Recommended Entry
The Course is suitable for learners who are secure in their learning in the Higher Physics Course or an equivalent qualification.

Course Details

- **Rotational Motion and Astrophysics:**
  kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics
- **Quanta and Waves:**
  introduction to quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation.
- **Electromagnetism:**
  fields, circuits and electromagnetic radiation
- **Investigating Physics:**
  Plan and carry out investigative practical work on a chosen physics topic.
  Collect and record data from the investigative practical work.

Assessment
To gain the award of the Course, pupils must pass

- Unit assessment
- Course assessments - a final written exam and an externally assessed assignment.

Course assessment will provide the basis for grading attainment in the Course award. 77% of the final marks come from the final examination and 23% come from the Investigating Physics Project Report, which is externally assessed by SQA.

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES Higher

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

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 Assignment and an external assessment

World Religion: Buddhism
- nature of reality
- nature of human beings
- beliefs about Buddha
- Samsara and Nibbana
- living according to the Eightfold Path
- individual and community
  worship

Morality and Belief: Morality and Medicine
- Sanctity of life
- Use of embryos
- Organ Donation
- Euthanasia and Assisted Dying

Religious and Philosophical Questions: The Existence of God
- Can God be proved?
- The Cosmological Argument and criticisms
- The Teleological Argument and criticisms
- Approaches to dialogue

Assignment: 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
Entry to Higher RMPS will be based on learners having already achieved a pass in National 5 RMPS or equivalent.

Assessment
As with National 5, Higher RMPS will be assessed through both a final written exam and an assignment. The assignment will take the form of an essay researched by the learners and then written up under exam conditions. It will allow learners to extend and apply their skills, knowledge and understanding and will be sufficiently open to allow for personalisation and choice.

Progression
This Course or its Units may provide progression to:

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

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES

Advanced Higher

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

Course structure

The Course has two mandatory Units and two optional Units. There is considerable flexibility in themes which can be studied to allow personalisation and choice. The Units are:

Philosophy of Religion (Advanced Higher) — mandatory Unit

In this Unit, learners will develop skills to critically evaluate a range of complex issues arising from the philosophy of religion. Learners will develop in-depth knowledge and understanding of key arguments and responses to them.

Researching Religious, Moral and Philosophical Studies Issues (Advanced Higher) — mandatory Unit

In this Unit, learners will develop skills of justifying appropriate research issues; planning a programme of research; researching, collecting and recording information; explaining approaches to organising, presenting and referencing findings; and using an appropriate referencing system.

Medical Ethics (Advanced Higher) — optional Unit

In this Unit, learners will develop skills to critically evaluate a range of complex issues involving medical ethics. Learners will develop in-depth knowledge and understanding of the issues and religious and other responses, including the philosophical reasoning behind these responses.

Religious Experience (Advanced Higher) — optional Unit

In this Unit, learners will develop skills to critically evaluate a range of complex issues concerning religious experience and religious and other responses. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience.

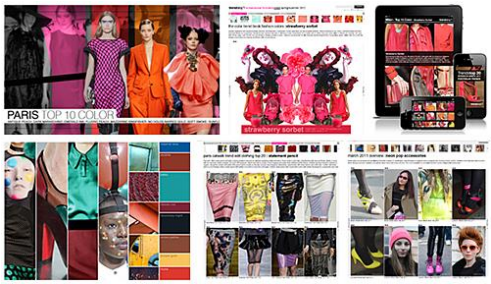
Course assessment structure

Component 1 — question paper 60 marks
Component 2 — dissertation 40 marks
Total marks 100 marks

FASHION AND TEXTILE TECHNOLOGY AWARD

More information can be obtained from

Fashion and Textile Technology



The National Qualifications in Fashion and Textile Technology develop learners' knowledge and understanding of the fashion and textile industry, as well as the relevant skills required for working in the industry. These Courses also enable learners to develop an understanding of a range of factors that influence fashion choices made by individuals and society. The Course particularly emphasises the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality. Practical skills may include felting, tie dye, applique, embroidery and quilting.

The practical learning activities in this Course encourage learners to develop problem-solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item. The Course will focus on planning, making and evaluating straightforward fashion/textile items.

This Course will help learners to develop important skills, attitudes and attributes related to fashion and textiles that are transferable to other contexts, including problem-solving skills and communication skills.
The Course also may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

Course structure

The central theme of the Course is to develop practical knowledge and skills which support fashion/textile related activities. **This will be jointly delivered by the Art & Design and Home Economics departments.** The Course is practical, exploratory and experiential in nature. Units are statements of standards for assessment and not programmes of learning and teaching. The Course has four mandatory Units including the Added Value Unit.

- **Fashion and Textile Technology: Textile Technologies**

This Unit provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

- **Fashion and Textile Technology: Fashion/Textile Item Development**

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

- **Fashion and Textile Technology: Fashion and Textile**

This Unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will justify straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice.

- **Added Value Unit — Fashion and Textile Technology: Making a Fashion/Textile Item**

The general aim of this Unit is to enable the learner to provide evidence of added value for the National Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge. Learners will draw on and extend their skills and knowledge in order to produce an effective overall response to a practical task. The task will be sufficiently open and flexible to allow for personalisation and choice.

The assessment of the Units in this Course will be as follows:

- **Fashion and Textile Technology: Textile Technologies**

In this Unit, learners will be required to demonstrate knowledge of textile technologies by making a straightforward fashion/textile item, using a pattern, to an appropriate standard of quality. This will require the learner to identify an appropriate pattern, choose appropriate textiles for the item and apply a range of appropriate textile construction techniques. They will select, set up and use tools and equipment safely and correctly.

- **Fashion and Textile Technology: Fashion/Textile Item Development**

In this Unit, learners will be required to work to a given brief to develop a straightforward fashion/textile item based on a chosen fashion/textile trend. Learners will describe a fashion/textile trend, develop a solution based on the trend and produce a straightforward work plan. They will make the straightforward fashion/textile item by following their work plan and requisitioning the appropriate textiles and components. They will select, set up and use tools and equipment safely and correctly.

- **Fashion and Textile Technology: Fashion/Textile Choices**

In this Unit, learners will be required to carry out a straightforward investigation into factors affecting fashion choice for a chosen group of consumers. Learners will present and justify a solution for a straightforward fashion/textile item taking into account factors that affect the fashion/textile choices of this group.

- **Added Value Unit**

Courses from National 4 to Advanced Higher include assessment of added value1. The Added Value Unit will address the key purposes and aims of the Course. It will do this by addressing one or more of breadth, challenge or application.

In the National Fashion and Textile Technology Course, the Added Value Unit will focus on:

♦ breadth

♦ application

The learner will draw on and extend their range of practical techniques and skills in a practical activity2 to produce an effective overall response to a given brief. The brief will be sufficiently open and flexible to allow for personalisation and choice.

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

It is expected that learners will also develop broad, generic skills through this Course. The skills learners will be expected to improve on and develop for this Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These will be built into the Course where there are appropriate opportunities.

2 Numeracy
2.2 Money, time and measurement
3 Health and wellbeing
3.1 Personal learning
5 Thinking skills
5.3 Applying

LEADERSHIP AWARD

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

Purpose and Aims
This course aims to develop learners' skills for life, learning and work. It develops knowledge of leadership skills, styles and qualities, as well as developing learners' organisational skills. The knowledge gained will allow the learner to reflect on their own skill, qualities and experience in relation to leadership. The course will allow the learner to develop their potential for leadership by providing opportunities to take a leading role in an activity and explore the relationship between leadership and teamwork allowing learners to develop confidence, independence and self-management skills.

Course Details
All learners will work towards an SQA Leadership Award at either SCQF level 5 or 6. There are two units within this award.

Unit 1 – Leadership: An Introduction
In this unit learners develop a clear description & explanation of leadership. They do this by;
1. Looking at different styles of leadership.
2. Compare leaders to identify what make a good leader.
3. Completing a self evaluation to identify their own strengths and leadership style.

Unit 2 – Leadership in Practice
In the second unit learners undertake an activity that will improve /develop their leadership abilities. The activity can be completed as an individual or a part of a team. Learners must gather evidence to show how they have organised and planned the event. Agendas, minutes, e-mails, interview notes, diary, videos, recordings, photographs etc.

Course Assessment

Unit 1 – Leadership: An Introduction
Leadership: An Introduction involves learners researching and producing a report on leadership principles, styles, skills and qualities. They will also be required to evaluate their own potential for leadership within the report.

Unit 2 – Leadership in Practice

Leadership in Practice involves learners taking a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Learners then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

Both units are internally assessed and externally verified by the SQA.

SPORTS DEVELOPMENT **AWARD**

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

Sports Development – National Progression Award (Level 6)

Rationale

This Higher course allows students with an interest in physical activities to apply skills in a coaching context. The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic. Students will assist in our associated Primary Schools, supporting the delivery of PE lessons and school clubs.

Access

The course will allow S6 pupils who have successfully achieved Higher PE in S5 the opportunity to gain further qualifications in the field of PE and Sport. It would also provide S5 pupils the opportunity to study a different type of PE course than the National 4 or 5 course completed in S4.

Aims

- Develop the candidate's knowledge and understanding of current practices, thinking and philosophies of Sports Development and its impact on communities and sport in general.
- Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of Sports Development.
- Develop study skills and skills in investigating aspects of the industry which are specific to their interests and needs.
- Offer opportunities to develop Core Skills in a setting relevant to the industry.
- Allow candidates to acquire some of the basic skills and knowledge required by the industry

The course consists of two units:

Sports: Activity and Participation Opportunities in the Community (Higher)
Sports: Investigate Activity Development Opportunities in an Organisation (Higher)

ASSESSMENT

The course is assessed via a project and internal assessments which look at the skills of organising and delivering coaching sessions.

WORKING WITH OTHERS

More information can be obtained from: -

'Working with Others' is a Core Skills unit at SCQF Level 5. Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community and in education / training. These skills are important because they help you to cope with today's quickly changing world. It will help to build your confidence, help you to learn more easily and improve you career prospects.

'Working with Others' offers you the opportunity to enhance your personal development by working with junior pupils through paired reading or the 'Learning Partners' programme. The aim of Learning Partners is to provide invaluable support for pupils to improve their reading skills through 'paired reading' and through curricular support in class known as 'learning partnerships'. This is an opportunity for senior pupils to contribute to the school community and develop new skills in supporting young people.

YOUTH ACHIEVEMENT AWARD

More information can be obtained from: -

Youth Achievement Awards – SCQF Levels 4-7

Rationale

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

Access

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

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

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

Examples of Challenges

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

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

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