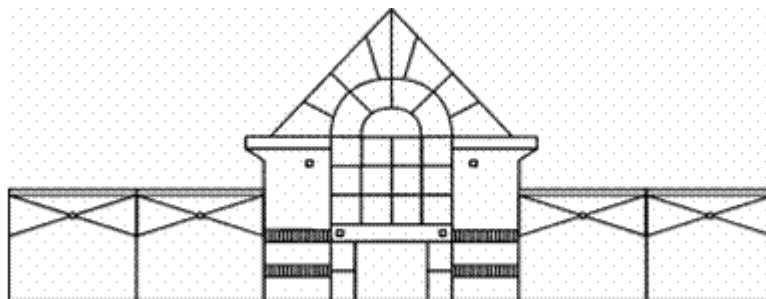


# **LEITH ACADEMY**

## **S4 SENIOR SCHOOL HANDBOOK**

**2017/18**



**◆ EDINBURGH ◆**  
THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

# Leith Academy

## S4 Senior School Handbook

### Session 2017/18

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# Foreword

Welcome to the Leith Academy S4 Senior School Handbook. This is just one of the resources that can give you information to help you understand and plan your time in senior phase.

Information is also available from key people, from other publications and on the internet. The most important part of your process of choice should be **an honest and realistic assessment** of your own strengths, interests and ambitions. Our application, negotiation and interview process will support you in making these important choices.

This handbook gives general information about senior school and details of the courses on offer at Leith Academy. It is important to note that these will only run provided that sufficient numbers of pupils choose them. In addition to the courses in Leith Academy there may be opportunities for senior pupils to study courses at college and at some of our neighbourhood schools.

At Leith Academy we want all young people to achieve their full potential. To do this we aim to create an atmosphere of positive achievement that will benefit all learners. We regard the members of the senior school as a key group in helping to produce a positive ethos. As an S4 pupil embarking on the senior phase, **you** should be trying to be a role model for the rest of the school and be expected to demonstrate commitment not only to your work but also all other aspects of school life.

The Senior Coursing team will comprise:

- |          |  |
|----------|--|
| Anderson | - Mr Paterson, DHT and Mrs Stevenson, House Head   |
| Barton   | - Mr Paterson, DHT and Miss Lindsay, House Head    |
| Cowan    | - Mr Stewart, DHT and Mr Ferrie, Acting House Head |
| Port     | - Mr Stewart, DHT and Mr Connor, House Head        |

## Section 1: INTRODUCTION

### ABOUT THIS BOOKLET

This course booklet provides details of senior school arrangements for session 2017/18. The booklet covers the following:

- advice to senior school pupils
- the school's expectation of senior pupils
- the personal development programme
- the courses on offer

## Section 2: GENERAL INFORMATION

### ADVICE FOR THOSE RETURNING FOR FOURTH YEAR

- Your course of study in the majority of subjects will be made up of National 3/4/5 qualifications. Each course should offer a chance to progress either into fifth year at school, courses at college or employment.
- Fourth year requires a great commitment to work and study and the National 3/4/5 qualifications you will embark upon are very intensive.
- The Scottish Government, City of Edinburgh Council and Leith Academy are all committed to achieving and improving standards in education; Leith Academy is committed to ensuring that your level of commitment to study and improving your standards is equally high.

The S4 Learner Pathway form is your opportunity to plan an appropriate course and should be filled in carefully. Once completed you will be interviewed and a course agreed with you for S4. **Coursing interviews will take place from 28<sup>th</sup> February 2017.**

The completed Learner Pathway sheet will be sent home for parents to sign and note any queries or concerns.

### WHAT TO CONSIDER WHEN APPLYING TO RETURN FOR FOURTH YEAR:

When making your choices for S4 you should consider the following factors:

- your long term aims
- your interests
- your performance so far at school
- your record in terms of behaviour and effort
- your record of attendance and punctuality
- your commitment to the school values
- your commitment to helping the school achieve high standards of achievement and behaviour.

## **SOURCES OF ADVICE AND HELP WHEN CONSIDERING YOUR APPLICATION**

### **Resources**

- Careers Library
- Leaflets, Brochures, Colleges, Internet
- Senior School Handbook

### **People**

- Careers Adviser
- Parents
- Teachers
- Your House Head
- The Senior Management Team

## **COMMITMENTS**

The school and its staff aim to deliver a high quality education service to you in the senior school to meet your needs in preparing for the rest of your life. If you are unhappy with any aspect of the service, you can raise concerns with the Headteacher.

As part of the partnership between the school, pupil and home, we expect from each pupil a commitment to the school, to attendance, to study and to each course that has been agreed.

## **PERSONAL DEVELOPMENT PROGRAMME IN S4**

Every pupil participates in the **Personal Development Programme**. This aims to provide a programme of events to help pupils plan and prepare for the rest of their lives. Your programme will be negotiated with your PD tutor and will include regular reviews of progress and target setting, input on study skills, preparation for life after school and lessons on relevant social issues. The Personal Development Programme offers opportunities to complete the Pupil Profile and to participate in a number of activities that broaden the pupil's experience such as work shadowing and first aid etc.

Every pupil is required to attend tutor group first thing in the morning. This is an opportunity for passing on important information, for building a feeling of teamwork and for sharing the school's values with pupils at the school. It is also the forum in which achievement in the school is celebrated.

Fourth year pupils are expected to set an example in terms of punctuality, attendance, study and good relationships.

# COURSES

## BUSINESS EDUCATION

### ADMINISTRATION AND IT: NATIONAL 4

#### Purpose

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.

#### Recommended Entry

No specific entry requirements.

#### Course Details

1. Administrative Practices
2. IT Solutions for Administrators
3. Communications in Administration

#### Course Assessment – Added Value Unit

- Administration and IT Assignment

#### Progression

- National 5 Administration and IT

# **ADMINISTRATION AND IT: NATIONAL 5**

## **Purpose**

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.

## **Recommended Entry**

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following:

- National 4 Administration and IT or equivalent
- National 4 Business Management

## **Unit Assessment**

1. Administrative Practices
2. IT Solutions for Administrators
3. Communication in Administration

## **Course Assessment**

- IT-based assignment

## **Progression**

- Higher Administration and IT
- Further Education
- Training or Employment

# **BUSINESS EDUCATION: BUSINESS MANAGEMENT**

## **BUSINESS MANAGEMENT: NATIONAL 4**

### **Purpose**

The Course aims to enable learners to develop:

- knowledge and understanding of business concepts in a range of contexts;
- awareness of the processes and procedures businesses use to ensure customers' needs are met;
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations;
- financial awareness through a business context;
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness.

### **Recommended Entry**

No specific entry requirements.

### **Unit Assessment**

1. Business in Action
2. Influences on Business

### **Course Assessment – Added Value Unit**

- Business Assignment
- No external exam

### **Progression**

- National 5 Business Management



# **BUSINESS MANAGEMENT: NATIONAL 5**

## **Purpose**

The Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs;
- an insight into the systems organisations use to ensure customers' needs are met;
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations;
- financial awareness through a business context;
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance;
- an awareness of how external influences impact on organisations.

## **Recommended Entry**

Learners would normally be expected to have attained the skills, knowledge and understanding required by:

- National 4 Business Management or equivalent

## **Unit Assessment**

1. Understanding Business
2. Management of People and Finance
3. Management of Marketing and Operations

## **Course Assessment**

- Assignment
- Final examination

## **Progression**

- Higher Business Management
- Further Education
- Training or Employment

# ACCOUNTING: NATIONAL 5

## Purpose

The Course aims to enable learners to:

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

## Recommended Entry

This Course will build on the knowledge, understanding, information-handling skills and practical abilities gained in National 4 Business or can act as an introduction to accounting.

Learners would normally be expected to have attained the skills, knowledge and understanding required by:

- National 4 Business or
- National 4 Mathematics

## Unit Assessment

1. Preparing Financial Accounting Information
2. Preparing Management Accounting Information
3. Analysing Accounting Information

## Course Assessment

- Assignment
- Final examination

## Progression

- Higher Accounting
- Further Education
- Training or Employment

# CDT

## DESIGN & MANUFACTURE: NATIONAL 4/5

### **Purpose**

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can.

This course 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.

All courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

### **Course Outline**

**Course Title:** National 4/5 Design and Manufacture

### **Mandatory Units**

**Design and Manufacture: Design (National 4/5)**

**Design and Manufacture: Materials and Manufacturing (National 4/5)**

**Design and Manufacture Value added Unit**

Assessment covers the Added Value Unit of the course and internal and external assessment by the SQA.

### **Recommended Entry**

Entry to this course is at the discretion of the centre.

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

Other relevant prior learning and experience would be skills in art, design and crafts work.

Knowledge and understanding of the properties and uses of materials would also be of value, as would skills in literacy and numeracy.

### **Progression**

This course or its units may provide progression to:

Other SQA qualifications Higher level in Design and Manufacture

Or related areas of:

Graphic Communication

Practical Craft Skills

Practical Woodworking

Or

Further study, employment or training

## **PRACTICAL WOODWORK: NATIONAL 4/5**

### **Entry**

At the discretion of the department.

### **Requirements**

In order to be successful on this course candidates must be:

- Committed and interested in woodwork and in advancing practical woodworking skills within a workshop environment.
- Be able to tackle and complete practical work to the highest standard.
- Be able to read and understand plans and worksheets.
- Be willing to use own personal time to ensure work is to the highest standard.

### **Content**

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

This Course is a broad-based qualification for learners with an interest in crafts career paths. It is suitable for learners with an interest in practical woodworking.

### **There are 3 Units which must be completed by all individuals who undertake the course:**

Practical Woodworking: Flat-frame Construction

Practical Woodworking: Carcase Construction

Practical Woodworking: Machining and Finishing

For National 5 candidates there is also a final course assessment or Added Value Unit which must be passed to complete the course.

The majority of the learning on this course takes place practically, however, occasional lessons will be required in the classroom to all for a deeper understanding.

### **Assessment**

For the additional “Added Value Unit” the learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in wood to a given standard. The task will be sufficiently open and flexible to allow for personalisation and choice and for the learners to demonstrate practical creativity.

### **Progression**

National 4 and 5 will be taught as a composite group; both levels will be taught so that all youngsters can have the opportunity to be successful. The final level youngsters are entered at will be determined by the quality and accuracy of the models constructed during the whole course. Safety in the workshop will be a key component of all learning and teaching in the workshop.

Further Education

Any of the Construction Industry trades.

## **PRACTICAL CRAFT SKILLS: NATIONAL 3**

### **Purpose**

In this course, and its component units, you will develop skills in reading and interpreting drawings and diagrams. You will apply basic measuring skills and marking out of materials. This is followed by development of skills in cutting, shaping, fixing, joining and applying suitable finishes to materials. Included also is an overall encompassing of safe working practices in a workshop. Additionally you will learn to take account of good practice regarding sustainability and recycling. This course 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.

There will be no designing as part of this course and the vast majority of the learning will take place in the workshop.

### **Course Outline**

**Course Title:** National 3 Practical Craft Skills

### **Mandatory Units**

**Practical Craft Skills: Working with Tools (National 3)**

**Practical Craft Skills: Working with Materials (National 3)**

**Practical Craft Skills: Making an Item (National 3)**

Assessment will be based around an integrated delivery of the first two units initially and then observation of the progress made during the making of several items.

### **Recommended Entry**

Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

National 2 Practical Craft Skills

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

Other relevant prior learning and experience would be skills in art, design and crafts work.

Knowledge and understanding of the properties and uses of materials would also be of value, as would skills in literacy and numeracy.

### **Progression**

This course or its units may provide progression to:

Other SQA qualifications in related areas of:

Graphic Communication

Practical Woodworking

Practical Metalworking

Skills for Work

Or

Further study, employment or training e.g. apprenticeship.

## **GRAPHIC COMMUNICATION: National 4/5**

### **Purpose**

In this course, and its units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This course 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.

All courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

### **Course Outline**

**Course Title:** National 4/5 Graphic Communication

### **Mandatory Units**

**2D Graphic Communication (National 4/5)**

**3D and Pictorial Graphic Communication**

**Added Value Unit**

**Graphic Communication Assignment (National 4/5)**

### **Recommended Entry**

Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications and/or experience:

National 3 Design and Technology course or relevant component units

### **Progression**

This course or its units may provide progression to:

Other qualifications in Graphic Communication or related areas

Further study, employment or training

# COMPUTING SCIENCE

## COMPUTING SCIENCE: NATIONAL 4/5

### Purpose

In this course, there will be an emphasis on skills development in the areas of Software Development (programming: computational constructs, data types, binary representations) and Information Systems (databases and data storage, web-based systems, computer hardware). These skills will be tested by a variety of ways including paper tests, practical tests and peer assessments. The Value Added Unit will test the application of those skills.

### Course Outline

**Course Title:** National 4/5 Computing and Information Science

### Mandatory Units

**Computing and Information Science: Software Design and Development (National 4 /5)**

**Computing and Information Science: Information Design and Development (National 4/5)**

**Computing and Information Science: Value Added Unit**

### Course Assessment

National 4	National 5
The course assessment covers the Value Added Unit of the course and internal assessment. If a student finds it difficult to reach the standard of National 4 it should be possible for them to achieve National 3 Level.	This course includes allowance of time for preparation towards course assessment. The course assessment covers the Value Added Unit of the course and internal and <b>external assessment by the SQA</b> . If a student finds it difficult to reach the standard of National 5 it should be possible for them to achieve National 4 Level upon completion of the Value Added Unit.

### Recommended Entry

Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- Level 3/4 Computing and Information Science course in S3.
- Relevant component units from other disciplines and other curricula.
- Relevant prior knowledge (Digital Media, Programming, Web Skills).

### Progression

This course or its units may provide progression to:

- Higher Computing and Information Science for those achieving an A or B at National 5.
- National 5 Computing and Information Science for those achieving an A at National 4.
- Further study, employment or training.

# HOME ECONOMICS

## National 4 Health and Food Technology

### Course Outline

The purpose of this Course is to allow you to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.



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

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

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge, understanding and practical skills.

There are three compulsory Units in this Course:

### **Health and Food Technology: Food for Health (National 4)**

The aim of this Unit is to develop your knowledge of the relationship between food, health and nutrition. You will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, you will produce food products which meet individual needs.

### **Health and Food Technology: Food Product Development (National 4)**

The aim of this Unit is to allow you to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. You will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, you will make a food product to meet specified needs. You will develop and apply a basic knowledge and understanding of safe and hygienic food practices and techniques.



### **Health and Food Technology: Contemporary Food Issues (National 4)**

In this Unit you will develop knowledge of consumer food choices. You will consider factors which may affect food choices and develop knowledge of contemporary food issues. You will consider technological developments in food and organisations which protect consumer interests. You will also develop knowledge of food labelling and how it helps consumers make informed food choices.



### **Added Value Unit: Health and Food Technology Assignment (National 4)**

The general aim of this Unit is to enable you to provide evidence of added value for the National 4 Health and Food Technology Course through the carrying out of an assignment. You will apply the skills you have learned during the Course. This will be assessed through an **assignment**.

### **Assessment**

To achieve the National 4 Health and Food Technology Course, you must pass all of the required Units, including the Added Value Unit.

National 4 Courses are not graded.

### **Progression**

This Course or its Units may provide progression to:

- National 5 Health and Food Technology Course
- other SQA qualifications in health and food technology, hospitality or related areas
- further study, employment or training



### **Health and Food Technology: Food Product Development (National 5)**

The general aim of this Unit is to allow you to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. You will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs. You will also develop and apply knowledge and understanding of safe and hygienic food practices.

### **Health and Food Technology: Contemporary Food Issues (National 5)**

The general aim of this Unit is for you to develop knowledge and understanding of consumer food choices. You will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. You will investigate technological developments in food and organisations which protect consumer interests. You will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

### **Assessment**

To achieve the National 5 Health and Food Technology Course, you must pass all of the required Units.

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

### **Health and Food Technology: Food for Health (National 5)**

This Unit requires you to explain the relationship between food, health and nutrition.

### **Health and Food Technology: Food Product Development (National 5)**

This Unit requires you to demonstrate evidence of knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. You will demonstrate an understanding of the stages involved in developing food products and produce a food product to meet specified needs.

### **Health and Food Technology: Contemporary Food Issues (National 5)**

For this Unit, you will provide evidence of your knowledge and understanding of consumer food choices. You will explain factors which may affect food choices and contemporary food issues. You will describe technological developments in food and organisations which protect consumer interests.

The Course will be assessed by **an assignment and a question paper**.

### **Progression**

This Course or its Units may provide progression to:

- Higher Health and Food Technology Course or relevant component Units
- other SQA qualifications in health and food technology, hospitality or related areas
- further study, employment or training.

## Hospitality: Practical Cookery: National 4

### Course Outline

This Course aims to provide a set of skills that enable you to prepare and cook food. It also develops your organisational and management skills.

The Course aims to enable you to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically.



This Course is made up four compulsory Units, including the Added Value Unit.

### Cookery Skills, Techniques and Processes (National 4)

This Unit develops your cookery skills, food preparation techniques, and your ability to follow cookery processes. You will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices.

### Understanding and Using Ingredients (National 4)

This Unit develops your knowledge and understanding of ingredients from a variety of different sources and their uses. It also looks at the importance of responsible sourcing of ingredients and of current dietary advice. You will develop an ability to select and use suitable ingredients, in the preparation of dishes and to do so safely and hygienically.

### Organisational Skills for Cooking (National 4)

This Unit develops your organisational and time management skills. You will learn how to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. You will also develop the ability to carry out an evaluation of the product.

### Added Value Unit: Producing a Meal (National 4)

This Unit enables you to bring together the knowledge, understanding and skills developed in the other three Units. You will carry out a practical activity which will require you to prepare, cook and present a two-course meal to a plan within a timescale.

### Assessment

To achieve the National 4 Hospitality: Practical Cookery Course, you must pass all of the Units, including the Added Value Unit. They will be assessed on a pass/fail basis.

### Progression

This Course or its Units may provide progression to:

- other qualifications in Hospitality (National 5) or related areas
- further study, employment or training.



This Course is made up of three compulsory Units including the Added Value Unit:

### **Cookery Skills, Techniques and Processes (National 5)**

This Unit develops cookery skills, food preparation techniques and your ability to follow cookery processes in the context of producing dishes. You will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

### **Understanding and Using Ingredients (National 5)**

This Unit enhances your knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. You will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

### **Organisational Skills for Cooking (National 5)**

This Unit extends your planning, organisational and time management skills. You will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. You will also carry out an evaluation the product.

### **Conditions of Award**

To gain the award of the Course, the you must pass all of the Units as well as the Course assessment

### **Assessment**

All Units are internally assessed.

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

### **Cookery Skills, Techniques and Processes (National 5)**

In this Unit, you will be required to provide evidence of:

- cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
- ability to work safely and hygienically

### **Understanding and Using Ingredients (National 5)**

In this Unit, you will be required to provide evidence of your ability to:

- apply your understanding of a range of ingredients
- select appropriate ingredients and use them in the preparation of dishes
- work safely and hygienically

### **Organisational Skills for Cooking (National 5)**

In this Unit, you will be required to provide evidence of your ability to:

- plan a two-course meal
- follow recipes and implement a time plan to produce a two-course meal
- carry out an evaluation of the meal
- work safely and hygienically

## Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5 the added value will be assessed in the Course assessment.

In the National 5 Hospitality: Practical Cookery Course, added value will focus on:

- *challenge*
- *application*

You will be assessed by a *practical activity* drawing on the knowledge, understanding and skills developed across the Course. The activity will require you to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. You will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.

## Progression

This Course or its Units may provide progression to:

- other qualifications in Hospitality or related areas
- further study, employment or training

## HOSPITALITY: PRACTICAL CAKE CRAFT: NATIONAL 5

### Purpose and aims of the Course

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

The Course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

The Course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to consolidate them through practical activities.

Drawing on all aspects of design, such as shape, colour balance, texture, and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead for their future. Its contribution to vocational education is significant because it is a springboard for a range of careers in the hospitality industry.

The course comprises of two units; Cake Baking and Cake Finishing and a Course Assessment which is in the form of a question paper and practical activity.



### Cake Baking (National 5)

The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

### Cake Finishing (National 5)

The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge.



## Early Education and Childcare

### National 4 and 5 Course Outline

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These Courses are one of a range of National Courses known as Skills for Work Courses. You will be introduced to key knowledge and skills and develop positive attitudes that will allow you to progress onto other care related courses, e.g. social care, or into employment out with the early education and childcare sector.



Skills for Work Courses are designed to help you to develop:

- skills and knowledge in a broad vocational area
- core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

The **five** Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

You will take part in an interview during your application for this course

The courses have three compulsory units and a choice of one optional unit.

The compulsory Units are:

National 4	National 5
Child Development	Child Development and Health
Working in Early Education and Childcare	Play in Early Education and Childcare
Play in Early Education and Childcare	Working in Early Education and Childcare

The optional Unit is:

National 4	National 5
Maintenance of a Safe Environment for Children	First Aid

### **Course Assessment**

There is no external assessment for these Courses. To achieve the Course award you must successfully achieve all the Units which make up the Course

### **Assessment Objectives**

The assessment approaches used in this Course will allow you to demonstrate an ability in key knowledge, skills and attitudes required to be employed in the early education and childcare sector. These include knowledge and understanding of:

- the importance of child development
- the role of the adult in supporting the care, learning and development of the child
- the importance of play to the developing child
- the skills required to be a parent
- support available to parents in the community and from the family
- the scope of the early education and childcare sector
- the basic needs of children
- the roles of the employee and employer in relation to health and safety practice
- how to carry out a risk assessment

## National 4

### Summary of Unit Content

#### Child Development

This Unit is designed to introduce you to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge you will, working as part of a group, investigate one aspect of child development in detail. You will present your findings and review and evaluate both the investigative process and the presentation.

#### Working in Early Education and Childcare

This Unit allows you to develop a basic understanding of different types of provision in the early education and childcare area and to describe how the area supports children and families. You will discuss some of the main skills and qualities required to work with children aged 0–12 years. There is no requirement for you to have a placement within an early education and childcare setting, but you will investigate early education and childcare provision within an area identified by yourself. This may require you to visit workplace settings for observations.

#### Play in Early Education and Childcare

This is an introductory Unit which allows you to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow you to explore a variety of play types, and describe a range of play experiences within each type of play. You should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–12 years. You will have the opportunity for practical play experiences.

**BOOKS**  
aren't just made of  
**WORDS...**  
they're also filled with  
**PLACES**  
to visit and  
**PEOPLE**  
to meet.

Playful LEARNING



## Optional Unit

### Maintenance of a Safe Environment for Children

This Unit enables you to develop an awareness of current health and safety legislation related to an early education and childcare environment. It allows you the opportunity to identify potential risks and hazards within settings, to carry out a risk assessment and to demonstrate possible strategies for dealing with these. There is no requirement for you to have a placement to complete this Unit but you may visit workplace settings for observations.



### National 5

The aims of this Course are to:

- increase your awareness of the factors that impact on the lives of children, their parents and carers
- provide an insight into working in early education and childcare
- increase your awareness of the necessity to view all aspects of early education and childcare holistically
- increase your awareness of the scope of the early education and childcare sector and the opportunities for employment in the sector
- allow you to develop key life skills
- allow you to develop communication skills by working in groups and with others in a variety of contexts
- allow you to develop investigative skills using a variety of research methods
- allow you to develop presentation skills
- allow you to develop self-evaluation skills
- give you confidence to set achievable goals
- allow you the opportunity to develop skills required for possible employment in the early education and childcare sector, particularly personal/interpersonal, basic communication and practical caring skills
- allow you to develop skills required for employment in other sectors

You do not require to have a work placement to complete either course but may benefit from visiting early education and childcare settings that offer high quality child-centred provision.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION: NATIONAL 4

(SCQF Level 5 – 24 SCQF Credit Points)

#### Purpose

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. Learners will consider the effects of *mental, emotional, social and physical factors* on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

#### Course Details

This course also comprises of two mandatory INTERNAL UNITS:

<p><b>PERFORMANCE SKILLS</b> Demonstrating overall practical ability in TWO activities throughout the year</p>	<p><b>FACTORS IMPACTING ON PERFORMANCE</b> A written project focusing on how different factors impact positively or negatively on a performance and how they can be developed through training.</p>
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The course also offers an ADDED VALUE UNIT:

<p><b>PLANNING AND PREPARATION</b> Pupils must plan how they are going to prepare for the one off performance by demonstrating their knowledge of warming up and approaching various challenges.</p>	<p><b>ONE OFF PERFORMANCE</b> Pupils will participate in a one off performance of an activity of their choice and demonstrate high skill level, control, fluency, decision making and etiquette and knowledge of rules.</p>	<p><b>EVALUATION</b> Pupils must accurately evaluate their performance and comment on their future targets for an improved performance.</p>
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*To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.*

**Entry**

S3 Elective Physical Education Course, National 3 PE, National 3 English (or equivalent) and commitment to improving physical ability and knowledge.

**Progression**

This course or its units may provide progression to:

- National 5 Physical Education Course (depending on quality of extended written answers.
- Other qualifications in Physical Education or related areas
- Employment or training

# PHYSICAL EDUCATION

## PHYSICAL EDUCATION: NATIONAL 5

### Purpose

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. Learners will consider the effects of **mental, emotional, social and physical factors** on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

### OVERALL COURSE ASSESSMENT SUMMARY (GRADE)

<p style="text-align: center;"><b>ONE OFF PERFORMANCE</b> <b>60%</b> In an activity of your choosing.</p>	<p style="text-align: center;"><b>WRITTEN PORTFOLIO</b> <b>40%</b> Extended written project based on developing factors that impact on performance in an activity (examination conditions)</p>
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### Course Details

This course also comprises of two mandatory INTERNAL UNITS:

<p style="text-align: center;"><b>PERFORMANCE SKILLS</b> Demonstrating overall practical ability in TWO activities throughout the year</p>	<p style="text-align: center;"><b>FACTORS IMPACTING ON PERFORMANCE</b> A written project focusing on how different factors impact positively or negatively on a performance and how they can be developed through training.</p>
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*To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.*

### Entry

National 4 Physical Education Course or relevant component Units, National 4 English and successful completion of S3 Elective Course

### Progression

This course or its units may provide progression to:

- Higher Physical Education Course
- Other qualifications in Physical Education or related areas
- Employment or training.



## DANCE – NATIONAL 5



### Purpose

The National 5 award in Dance is aimed at pupils who have previous experience in dance. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. Learners will develop critical thinking skills and appreciation of dance. They will evaluate their own work and the work of others. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

### Structure

The Course consists of two mandatory units. To gain the award of the course, the learner must pass all of the units as well as the course assessment.

### Mandatory Units

1	2
<b>TECHNICAL SKILLS</b> Pupils must learn two dances from two different genres (jazz, hip hop, contemporary) focusing on developing their technical skills.	<b>CHOREOGRAPHY</b> Pupils must create their own dance (using a chosen theme) and teach to two other performers that last for approx. 1.5 minutes. Pupils will also complete a research project based on their choreography work.

### Final Assessment (Grade)

1	2
<b>SOLO PERFORMANCE</b> Pupils must perform a solo dance from one of the two genres learned from their technical skills unit (jazz, hip hop, contemporary) focusing on developing their technical skills.	<b>CHOREOGRAPHY</b> Pupils will perform the candidate's choreographed dance (using a chosen theme) that lasts for approx. 1.5 minutes. Pupils will then be questioned by the examiner on their choreographed piece.

### Progression

Candidates who achieve the NPA/ N5 may progress to:

- Higher Dance
- HNC/HND in Dance Artists, Contemporary Dance Performance or Professional Stage Dance.

# GEOGRAPHY

## GEOGRAPHY: NATIONAL 4/5

### Why Study Geography?

Geography is a hugely relevant subject in our ever changing world. It opens up the physical environment around you and the ways in which people interact with their environment. The study of geography develops a sense of responsible citizenship. If you choose this course you will develop a knowledge and understanding of current events from the local area to the global. It will provide you with a range of skills such as map reading, data collection, ICT and problem solving. The course develops active learning including fieldwork. You will develop skills that are transferable to other areas of study, encouraging enterprise and employability.



### Course Outline

#### Geography: Physical Environments

Learners will study a selection of landscape types within Scotland and the UK: glaciated landscapes, upland limestone, coastal landscapes and rivers and their valleys.

#### Geography: Human Environments

Learners will study and compare developed and developing countries. Key topics will include world population and issues in changing urban and rural landscapes.

#### Geography: Global Issues

- Learners will study major global issues: climate change, environmental hazards, trade and globalisation and development and health and tourism.

#### Geography Assignment

- Learners will get the opportunity to investigate a topic in detail and produce a report on their research in a medium they have chosen.

### Assessment

National 4 is internally assessed.

National 5 has an external assessment:

- Component 1 – question paper 60 marks
- Component 2 – assignment 20 marks

**Total marks 80 marks**

## **Progression**

This Course or its Units may provide progression to:  
Geography Course or its Units at a higher National level e.g. N3 to N4 or N4 to N5, N5 to Higher.

**OR**

a move to another Social Subject such as History or Modern Studies

**OR**

further study, employment and/or training such as:

Urban Planner/Community Development

Cartographer

GIS Specialist

Climatologist

Transportation management

Environmental Management

Writer/Researcher.

# HISTORY

## HISTORY: NATIONAL 4/5

### Why Study History?

In History, learners develop their understanding of the world by learning about other people and their values. This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; an openness to new thinking and ideas; and a sense of responsibility and global citizenship. Students will learn about the past and develop an appreciation and understanding of the forces that have shaped the world today.



### Course Outline

#### What Will I learn?

##### **Historical Study: Scottish – Mary, Queen of Scots and the Scottish Reformation**

In this Unit, you will develop techniques to use, interpret and evaluate a range of primary and secondary sources.

##### **Historical Study: British – The Atlantic Slave Trade, 1770 – 1807**

You will develop techniques to explain and present information and draw conclusions about important historical themes and events.

##### **Historical Study: European and World – Civil Rights in the USA**

You will develop techniques to compare differing historical viewpoints, taking into account their content and context.

### Assessment

National 4 is internally assessed.

National 5 has an external assessment:

- Component 1 – question paper 60 marks
- Component 2 – assignment 20 marks

### Recommended Entry

Entry to this Course is at the discretion of the centre. However, 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 History Course or relevant component Units to move to National 4

**OR**

National 4 History Course or relevant component Units to move to National 5.

**OR**

National 5 History to Higher.

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

**Progression**

This Course or its Units may provide progression to:

history Course or its component Units at a higher National level e.g. N3 to N4 or N4 to N5, N5 to Higher.

**OR**

a move to another Social Subject such as Geography or Modern Studies.

**OR**

further study, employment and/or training in...

**Law and Accountancy**  
**Publishing and the Arts**  
**Industry and Business**  
**Tourist Industry**

**Communications**  
**Academia and Education**  
**Research**

# MODERN STUDIES

## MODERN STUDIES: NATIONAL 4/5

### Why Choose Modern Studies?

In an ever changing world understanding how to participate in the democratic process, how decisions are made and about the social and economic issues that affect people makes Modern Studies a hugely relevant subject.

Modern Studies encourages problem solving and it provides learners with a range of skills such as detecting bias in the media, justifying a particular point of view, ICT and problem solving. The course develops active learning through participation and involvement in lessons. Modern Studies develops skills which are transferable to other areas of study, encouraging enterprise and employability.



### What Will You Study?

#### Study themes for units of work:

- **Democracy in the United Kingdom:** This unit looks at how we can participate in politics as well as what our representatives can do for us.
- **Social Issues in the United Kingdom:** This unit looks at Crime and the Law – the causes of crime; the consequences of crime; the role of the police and the prison service.
- **International Issues:** Investigates the USA as a World Power. Social, economic and political issues within America will be studied as well as examining the role which America plays on the world stage.
- **Modern Studies Assignment:** This unit gives pupils the opportunity to investigate a topic they have found interesting. Through a variety of research methods pupils test a hypothesis and come to a conclusion about whether or not their hypothesis is correct.

### Assessment

National 4 is internally assessed and successful candidates will have to pass an assessment on each of the study themes above.

National 5 has an external assessment:

- Component 1 – question paper 60 marks. This will comprise of three sections, each of 20 marks, on the study themes above.
- Component 2 – assignment 20 marks

**Progression**

This Course or its Units may provide progression to:

Modern Studies Course or its component Units at a higher National level e.g. N3 to N4 or N4 to N5, N5 to Higher.

**OR**

a move to another Social Subject such as Geography or History

**OR**

further study, employment and/or training such as:

Law	Civil Service	Police	Social work
Teaching	Journalism	Armed forces	Nursing
Banking	Management	Office work	Local government
The Church	Sociology	Insurance	Media
Advertising	Clerical work	Administration	Social sciences
Trade union work		Community education	
International relation		Health service careers	
Social care			

# TRAVEL AND TOURISM

## TRAVEL AND TOURISM: SKILLS FOR WORK NATIONAL 4 AND 5

**Do you have an interest in working in the travel and tourism industry? Then this course is just for you.**

National 4 and 5 Skills for Work: Travel and Tourism is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes needed for work in the industry.



### Learners will develop:

- skills to become effective job-seekers and employees;
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism;
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

### What will you study?

There are 4 compulsory units which have to be studied and these are:

#### Employability

#### Customer Service

#### Scotland

#### UK and Worldwide

### Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

### Progression

Skills for Work in Travel and Tourism at National 5 may provide progression to:

- other SQA Hospitality Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism;
- further education;
- either employment in the travel and tourism industry for example it could lead to a career as/in:
  - a travel agent
  - a holiday rep
  - an air steward
  - working in an attraction
  - hospitality / catering
  - hotels and restaurants



# People in Society: National 3/4

People in Society develops knowledge and understanding from across the social subjects. There will be aspects of Geography, Modern Studies, History and RMPS in the course. People in Society will help to create a sense of responsible citizenship within those who study it. The course is geared towards National 3 and 4 pupils.



## Learners will develop:

- The ability to compare and contrast information.
- The ability to evaluate information and make informed decisions using that information.
- The research skills necessary to investigate a topic of their choice.
- The presentation skills to put forward their point of view.

## What will you study?

There are four units of work to be completed:

- **Investigating Skills** – this unit will focus on the topic of crime and the law.
- **Comparing and Contrasting** – this unit will be geared towards knowledge and comparison of world religions.
- **Making decisions** – in this unit pupils will look at controversial issues, make a decision about them and then justify their point of view.
- **Added Value Unit** – pupils will be given an opportunity to carry out research on a topic of their choice.

## Assessment

There is no external assessment for this unit but learners must successfully pass the internal assessments for each.

## Progression

- Pupils achieving a pass at N3 or N4 People in Society may decide to study a discrete Social Subject such as Geography, History, Modern Studies, RMPS or Travel & Tourism at N 4 /5 level.

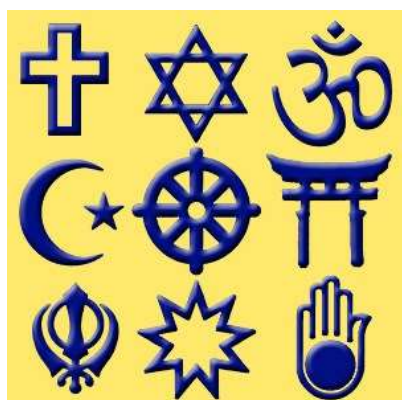
# RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: NATIONAL 4

### Purpose and Aims of the Course

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the course units.

This course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.



The course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

The main aims of the course are to enable learners to develop:

- the ability to understand and reflect on, religious, moral and philosophical questions and their impact;
- a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views;
- straightforward knowledge and understanding of beliefs, practices and sources related to world religions;
- straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them.

## Mandatory Units

### World Religion

In this unit, learners will develop skills to describe and comment on the meaning and context of sources related to the religion selected for study. 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 one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

### Morality and Belief

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 range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **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. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **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.

### **Unit 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.

National 4 Courses are not graded.

All Units are internally assessed.

### **Progression**

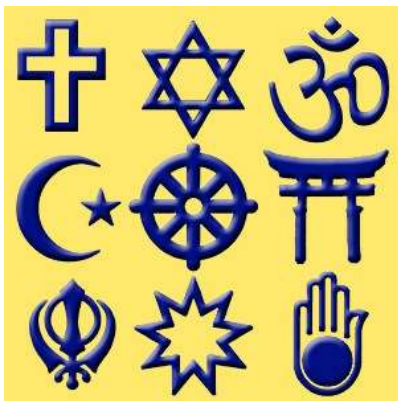
This course or its units may provide progression to:

- National 5 Religious, Moral and Philosophical Studies course or its units.
- Further study, employment and/or training.

## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES: NATIONAL 5

### Purpose and Aims of the Course

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.



The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

The main aims of the Course are to enable learners to develop:

- the ability to analyse and reflect on religious, moral and philosophical questions and their impact
- a range of skills including investigating and explaining religious, moral and philosophical questions and responses, making comparisons and the ability to express detailed and reasoned views
- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- detailed factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

### 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 4 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.

The Course has three mandatory Units:

### World Religion

In this Unit, learners will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. They will develop detailed factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism,

Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

### **Morality and Belief**

In this Unit, learners will develop skills to explain and express reasoned views about contemporary moral questions and responses. They will develop detailed factual and theoretical understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **Religious and Philosophical Questions**

In this Unit, learners will develop skills to analyse religious and philosophical questions and responses. They will develop factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **Assessment**

The National 5 course includes assessment of added value. To achieve the National 5 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units, including the Added Value Unit.

All Units are internally assessed.

They will be assessed on a pass/fail basis

The added value for the Course must address the key purposes and aims of the Course. In the National 5 Religious, Moral and Philosophical Studies Course, added value will focus on:

- breadth
- challenge
- application

Learners will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a combination of a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to draw on, 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 Religious, Moral and Philosophical Studies Course or its Units
- further study, employment and/or training.

# MATHEMATICS

## MATHEMATICS: NATIONAL 3 LIFESKILLS

### Rationale

The National 3 Lifeskills Mathematics Course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life.

The Course, which includes the freestanding Unit in Numeracy at SCQF level 3, will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations.

The Course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. The Course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

### Course Outline

**Course Title:** National 3 Lifeskills Mathematics Course

**SCQF:** level 3

### Mandatory Units

**Lifeskills Mathematics: Manage Money and Data (National 3)**

**Lifeskills Mathematics: Shape, Space and Measure (National 3)**

**Numeracy (National 3)**

### Course Assessment

To attain a pass in National 3 Lifeskills Mathematics pupils must pass all three of the mandatory units. Achievement is on a pass/fail basis for the outcomes.

### Recommended Entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- Level 2 mathematics and numeracy experiences and outcomes covered in the broad general education.

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

### Progression

This Course or its Units may provide progression to:

- National 4 Lifeskills Mathematics Course.
- National 4 Mathematics Course.

These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards and employment.

# **MATHEMATICS: NATIONAL 4 LIFESKILLS**

## **Rationale**

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 includes the study of numeracy, budgets, pay, savings and borrowing, currency exchange, interest rates, borrowing, statistics, measurement, area, volume and Pythagoras' theorem. 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 learner's skills in mathematical reasoning relevant to learning, life and work.

## **Course Outline**

**Course Title:** National 4 Lifeskills Mathematics

**SCQF:** level 4

## **Mandatory Units**

**Lifeskills Mathematics: Managing Finance and Statistics (National 4)**

**Lifeskills Mathematics: Geometry and Measures (National 4)**

**Numeracy (National 4)**

## **Added Value Unit**

**Lifeskills Mathematics Test (National 4)**

## **Course Assessment**

To achieve the National 4 Lifeskills Mathematics Course, learners must pass all of the required Units, including the Added Value Unit. The Added Value Unit is a test consisting of a non-calculator paper (20 minutes) and a calculator paper (40 minutes). National 4 Courses are not graded they are assessed on a pass/fail basis.

## **Recommended Entry**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- Level 3 mathematics and numeracy experiences and outcomes covered in the broad general education.

## **Progression**

This Course or its Units may provide progression to:

- National 5 Lifeskills Mathematics Course.
- Numeracy (National 5) Unit.

These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards and employment.

# MATHEMATICS: NATIONAL 4

## Rationale

The Course will develop skills for further learning, as well as skills for life and work.

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

The Course includes the study of numeracy, statistics, algebra, straight lines, formulae, area, volume, Pythagoras' theorem and trigonometry, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way.

## Course Outline

**Course Title:** National 4 Mathematics

**SCQF:** level 4

## Mandatory Units:

**Expressions and Formulae (National 4)**

**Relationships (National 4)**

**Numeracy (National 4)**

## Added Value Unit

**Mathematics Test (National 4)**

## Course Assessment

To achieve the National 4 Mathematics Course, learners must pass all of the required Units, including the Added Value Unit. The Added Value Unit is a test consisting of a non-calculator paper (20 minutes) and a calculator paper (40 minutes). National 4 Courses are not graded they are assessed on a pass/fail basis.

## Recommended Entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- Level 3 mathematics and numeracy experiences and outcomes covered in the broad general education.

## Progression

This Course may provide progression to:

- National 5 Mathematics Course
- National 5 Lifeskills Mathematics Course
- Numeracy (National 5) Unit

These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards and employment.



## **MATHEMATICS: NATIONAL 5**

### **Rationale**

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

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

The Course includes the study of algebra, area, volume, graphs, angles, similarity, trigonometry, fractions, percentages and statistics, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. The Course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

### **Course Outline**

**Course Title:** National 5 Mathematics

**SCQF:** level 5

### **Mandatory Units:**

**Expressions and Formulae (National 5)**

**Relationships (National 5)**

**Applications (National 5)**

### **Course Assessment**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course assessment is an exam consisting of a non-calculator paper (1 hour) and a calculator paper (1 hour and 30 minutes). Pupils are graded in this exam.

### **Recommended Entry**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- Level 4 mathematics and numeracy experiences and outcomes covered in the broad general education.
- National 4 Mathematics Course.

### **Progression**

This Course may provide progression to:

- Higher Mathematics.

Elements of the Course can contribute to the Numeracy Unit available at SCQF level 5.

These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards and employment.

# MODERN LANGUAGES

## MODERN LANGUAGES: NATIONAL 3

### Rationale

Learning a new language enables learners to make connections with different people and their cultures, and to play a fuller part as global citizens.

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

The National 3 Course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information.

Learners encounter a wide range of different types of texts in different media while they study topics such as family and friends, lifestyles, media, citizenship, education, jobs, work and CV, holiday, countries, cultural events and aspects of other countries.

### Course Outline

**Course Title:** National 3 Modern Languages

**SCQF:** level 3

### Mandatory Units:

**Modern Languages: Understanding Language (National 3) 9 SCQF credit points**

**Modern Languages: Using Language (National 3) 9 SCQF credit points**

### Course Assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

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

#### **Modern Languages: Understanding Language (National 3)**

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to develop their knowledge of simple language in the contexts of society, learning, employability, and culture.

#### **Modern Languages: Using Language (National 3)**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language and to develop their knowledge of simple language in the contexts of society, learning, employability, and culture.

### Conditions of Award

To achieve the National 3 Modern Languages Course, learners must pass all of the required Units. National 3 Courses are not graded and there is no external exam.

Units Assessments are Pass / Fail

one Reading
one Listening
one Writing
one Talking

**Recommended Entry**

Entry to this Course is at the discretion of the school. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

National 2 Modern Languages Course or component Units

Modern Languages for Life and Work Award (SCQF level 3)

**Progression**

Completion of this Course or any of its component Units may provide progression to:

- National 4 Modern Languages Course or relevant component Units
- National 3 Modern Languages Course in another modern language
- Modern Languages for Life and Work Award (SCQF level 4)
- Modern Languages for Work Purposes (SCQF levels 3 or 4) Units
- further study or training

## MODERN LANGUAGES: NATIONAL 4

### Rationale

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The National 4 Course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information.

Learners encounter a wide range of different types of texts in different media while they study topics such as family and friends, lifestyles, media, citizenship, education, jobs, work and CV, holiday, countries, cultural events, literature, film and television.

### Course Outline

**Course Title:** National 4 Modern Languages

**SCQF:** level 4

### Mandatory Units:

**Modern Languages: Understanding Language (National 4) 9 SCQF credit points**

**Modern Languages: Using Language (National 4) 9 SCQF credit points**

**Added Value Unit**

**Modern Languages: Assignment (National 4) 6 SCQF credit points**

### Course Assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

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

#### **Modern Languages: Understanding Language (National 4)**

Learners will be required to provide evidence of their reading and listening skills in the modern language, using straightforward language, in two or more of the contexts of society, learning, employability, or culture.

#### **Modern Languages: Using Language (National 4)**

Learners will be required to provide evidence of their talking and writing skills in the modern language, using straightforward language, in two or more of the contexts of society, learning, employability, or culture.

### Added Value Unit

The purpose of the Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate a chosen topic in a familiar context in the modern language. Learners will be required to provide evidence of their ability to apply their reading, listening, talking and writing skills in the modern language on a chosen topic.

### Conditions of Award

To achieve the National 4 Modern Languages Course, learners must pass all of the required Units, including the Added Value Unit.

National 4 Courses are not graded, and there is no external exam.

Units Assessments are Pass / Fail

one Reading
one Listening
one Writing
one Talking

**Recommended Entry**

Entry to this Course is at the discretion of the school. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience and/or qualifications:

National 3 Modern Languages Course or relevant component Units

Modern Languages for Life and Work Award (SCQF level 4)

**Progression**

Completion of this Course or any of its component Units may provide progression to:

- National 5 Modern Languages or any relevant component Units
- National 4 Modern Languages in another modern language
- Modern Languages for Work Purposes Units (SCQF levels 4 or 5)
- further study or training

## MODERN LANGUAGES: NATIONAL 5

### Rationale

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The National 5 Course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information.

Learners encounter a wide range of different types of texts in different media while they study topics such as family and friends, lifestyles, media, citizenship, education, jobs, work and CV, holiday, countries, cultural events, literature, film and television

### Course Outline

**Course Title:** National 5 Modern Languages

### Mandatory Units:

**Understanding Language (National 5)** 9 SCQF credit points

**Using Language (National 5)** 9 SCQF credit points

Course assessment 6 SCQF credit points

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Course Assessment

#### Modern Languages: Understanding Language (National 5)

Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed language in one or more of the contexts of society, learning, employability, and culture.

#### Modern Languages: Using Language (National 5)

Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed language in one or more of the contexts of society, learning, employability, and culture.

Reading / writing		50 marks
Listening		20 marks
Talk assessment	Presentation on chosen topic	10 marks
	Natural, spontaneous conversation	20 marks

### Conditions of award

To gain the award of the Course, the learner must pass all of the mandatory units and the external exam.

National 5 courses are graded on A-D basis

Units Assessments are Pass / Fail

- one Reading
- one Listening
- one Writing
- one Talking

### **Recommended Entry**

Entry to this Course is at the discretion of the school. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

National 4 Modern Languages Course or relevant component Units

### Progression

- ◆ Higher Modern Languages or any relevant component Units
- ◆ National 5 Modern Languages in another modern language
- ◆ Modern Languages for Work Purposes Units (SCQF levels 5 or 6)
- ◆ further study or training
- ◆ employment

# ART AND DESIGN

## ART & DESIGN: NATIONAL 4

### Rationale

All new and revised National Courses reflect the Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can.

This Course 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.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

### Course Outline

**Course Title:** National 4 Art & Design

**SCQF:** Level 4

### Mandatory Units:

**Art & Design: Expressive Unit (National 4)**

**Art & Design: Design Unit (National 4)**



### Art & Design: Value Added Unit (National 4)

#### EXPRESSIVE UNIT

**A portfolio of work is constructed displaying the ability to:**

- Use and combine a wide range of materials to create 2D artworks with control, accuracy and assurance.
- Use and combine a wide range of materials to create 3D artworks with control, accuracy and assurance, selecting the appropriate technique or material for the task.
- Use a range of technologies from printing to digital media to create artworks with control and assurance.
- Use a scrapbook/sketchbook to collect visual imagery to help in their artworks.
- Experiment in combining different media and materials to create new artworks.
- Fully understand and employ the Visual Elements, (Line, Tone, Colour, Pattern, Texture, Shape and Form), to express thoughts, feelings and Ideas in 2D and 3D with improving realism and detail.



- Recognise disciplines in artworks such as Portraiture, Landscape and Still-Life and be able to attempt these with improving realism and detail.
- Plan your time and use of materials.
- Discuss the work of practicing and historically significant artists.
- Apply knowledge about techniques and/or subject matter used by artists you admire.
- Annotate your work explaining how your chosen artists have influenced your own work.
- Confidently use visual information taken from Observation; Sketches; Photographs and other media and combine these to create new images and objects.
- Evaluate the success of professional artists using key terms and vocabulary.

## DESIGN UNIT

### A portfolio of work is constructed displaying the ability to:

- Respond to the problem laid out in a Design Brief.
- Use routine problem-solving skills to develop, organise and refine their expressive ideas.
- Use routine problem-solving skills to develop, organise and refine their design ideas.
- Communicate imaginative ideas to other people across design areas such as graphics, jewellery, product, fashion, architecture and interiors, and show the processes used.
- Discuss the work of practicing and historically significant designers looking closely at: materials, aesthetics, form, function, ergonomics, cost, target market and safety.
- Annotate your own work explaining how your chosen designers' work has influenced the concepts, techniques or materials that you have used.
- Evaluate the success of professional designers' work using key terms and vocabulary

### Appreciation

Reflecting on their own and others' work, pupils will be able to:

- Contribute to a discussion about what they have done and compare it with their peers' work as well as the work of professional artists and designers using key terms and vocabulary.
- Respond critically to other works of art and design, expressing their own thoughts and feelings and justifying their views and opinions using key terms and vocabulary.

### Course Assessment

Pupils will be able to display their own art and design work to different audiences using a range of presentation methods. They will also contribute as part of an audience for other people's work. Pupils will be able to display their understanding of their achievements in what they SAY, they WRITE, they MAKE or they DO in presentations.

### Examination

Two *Unit Assessments*, (1xDesign + 1xExpressive) of class project work, plus an "Added Value" *Practical Activity Assessment* based on these units will be examined on their ability to select their best Expressive / Design idea and develop this to a fully realised solution. In addition, pupils will create a presentation summarising their understanding of the context and practice of professional artists and designers.



ALL ASSESSMENT WILL TAKE PLACE AT SCHOOL LEVEL - THERE IS NO EXTERNAL EXAMINATION AT National 4.

All units are necessary for a student to obtain the Course Qualification for National 4 Art & Design. If a student completes both Mandatory Units and does not complete the Added Value Unit, they only receive Unit Qualifications for the completed units.

### **Recommended Entry**

Students would normally be expected to have undertaken Art & Design in S2 – 3 and be working at National 3 level or above.

### **Progression**

Achievement of National 4: Art & Design course might enable progress to:

- National 5 Art & Design, Course.
- National 5 Art & Design Units.
- Higher Art & Design, Course.
- Higher Art & Design, Units.
- Scottish Group Award in a related area at an appropriate level.
- Employment in areas of industries such as design, creative industries or visual arts disciplines.

This course, or its component units, may form part of one or more Scottish Group Award

# ART & DESIGN: NATIONAL 5

## Course Outline

**Course Title:** National 5 Art & Design

**SCQF:** Level 5

## Recommended Entry

Students would normally be expected to have undertaken Art & Design in S2 - 3. A pass at National 4 is desirable but not essential. Those wishing to return to the subject after a break of any time are required to submit short drawing test pieces for assessment of potential.

## Mandatory Units

**Art & Design: Expressive Unit (National 5)**

**Art & Design: Design Unit (National 5)**



## Art & Design: Value Added Unit (National 5)

### Expressive Unit (Practical Component)

- **Investigation:** Examples of directly observed drawing, painting, printmaking or sculpture. This is then edited by the pupil to be presented as a record of their investigation a clear theme. Selected works by professional artists working on similar investigations is included along with a statement of intent for the Folio of development and solution work.
- **Development:** The theme investigated above is then developed to try out different compositional layouts, ideas and visual elements, moods, atmospheres. A minimum of two strong ideas must be fully developed. The best of these experiments is then explored to fully express the idea, then annotated and edited by the pupil to be presented as an A2 sheet (or equivalent), displaying a clear plan for a final presentation artwork.
- **Final Outcome:** The strongest idea from the development work is then expanded and presented, to the best of the pupil's ability, in an appropriate material, on a third A2 sheet (or equivalent).
- **Expressive Art Studies:** A written or recorded oral response presenting facts, judgements and opinions on areas of the Visual Arts linked to that studied in the above Folio (e.g. Still-life, Portraiture etc). This summary is then included as part of the folio.

**When collated together as a folio of work, the Expressive Activity should show a clear theme and progression of ideas that have been investigated and developed.**

### Design Unit (Practical Component)

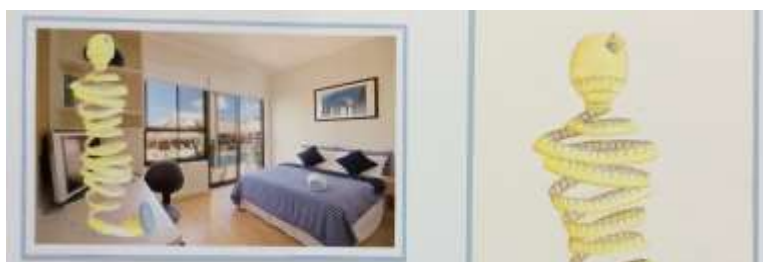
- **Design Brief:** Set by the teacher in negotiation with pupils, this is an outline of the design problem to be tackled. It should clearly set out details of what is being designed, the intended customer and issues and specifications that need to be taken into consideration.

- **Investigation:** Examples of market research and context, (examining other versions of whatever is being designed), collected from a variety of sources. This is then edited by the pupil to be presented as a record of their research and investigation of the topic.
- **Development:** The theme investigated above is then developed to try out different ideas and possible solutions to the design problem. A minimum of two strong ideas must be fully developed. The best of these is then explored to fully address the requirements set out in the *Design Brief*. These experiments are then edited by the pupil to be presented as an A2 sheet (or equivalent) and annotated.
- **Final Outcome:** This best idea from *Development* is then expanded and presented, to the best of the pupil's ability, in an appropriate material, on a third A2 sheet, (or equivalent).
- **Evaluation:** Pupil's own views on how well they have satisfied the needs of the *Design Brief*, written and displayed with the completed Folio.
- **Design Studies:** A second written or recorded oral response presenting facts, judgements and opinions on areas of Design linked to those explored in the above folio, (e.g. Product/Graphic/Jewellery design etc). This summary is then presented as part of the folio.

When collated together as a folio of work, the Design Activity should show a clear theme and progression of ideas that have been investigated and developed towards the successful conclusion.

### Added Value Unit

An edited version of both Practical Components, made up of ideas/compositions, (*in bold in the above descriptions*), is selected by students for both Expressive and Design. These are then presented as one Practical Portfolio of work for assessment externally by SQA.



### Course Assessment

The Design and Expressive Portfolios are marked internally Pass/Fail. This assessment is verified by another qualified Art & Design teacher and can be selected by SQA for external verification.

The Added Value Unit is sent, on a set submission date, to the SQA for external marking.

The Theory Component is assessed by means of a written exam, known as the *Practical Assignment*, that is set and marked, externally, by the SQA, examining Expressive Art Studies and Design Studies. Both internal and external components are required for a full course award.

### Progression

Students who achieve National 5 Art & Design may progress to study at Higher level in negotiation with the department. It may also enable progress to:

- Higher Art & Design, Units.
- Scottish Group Award in a related area at an appropriate level.
- Employment in areas of industries such as design, creative industries or visual arts disciplines.

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

# DRAMA

## DRAMA: NATIONAL 3

### Rationale

All new and revised National Courses reflect the Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can.

This Course 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. All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

### Course Outline

**Course Title:** National 3 Drama (Access 3 Revised)

**SCQF:** Level 3

### Mandatory Units:

Basic Drama Skills

Basic Production Skills

### Course Assessment:

Awards may be achieved for individual units - Drama Skills, Production Skills - or as part of an integrated Drama/Production Skills course.

Learners will be assessed on a pass or/fail basis based on evidence gathered throughout the Unit.

Units are internally assessed via the production of evidence such as observation checklists Learners logbooks for reflection/evaluation and recordings of presentations. External verification of quality and standards across schools will be carried out by the SQA in collaboration with individual teachers.

### Recommended Entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required to be 'Secure' at ACfE Level 3 Drama by the end of S2. Skills in literacy and numeracy are also desirable.

### Progression

Achievement of National 3: Drama course might enable progress to:

- National 4 Drama Course.
- National 4 Drama Units.

## DRAMA: NATIONAL 4

SCQF: level 4

### Mandatory Units:

- DRAMA SKILLS - Students will work together or individually to devise, present and evaluate a piece of drama based on a stimulus.
- PRODUCTION SKILLS - Students will explore and use theatre production to enhance performances including but not restricted to lighting, costume, Hair/Make-up, sound and props design.

### Added Value Unit:

PERFORMANCE - Using the previously learnt skills, students will present a full performance themselves, taking full control of all acting or theatre production roles.

### Course Assessment

Two *Unit Assessments*, (Drama Skills Production Skills) of class project work, plus an “Added Value” *Performance* based on these units will be examined.

ALL ASSESSMENT WILL TAKE PLACE AT SCHOOL LEVEL - THERE IS NO EXTERNAL EXAMINATION AT National 4.

All units are necessary for a student to obtain the Course Qualification for National 4 Drama. If a student completes both Mandatory Units and does not complete the Added Value Unit, they only receive Unit Qualifications for the completed units.

### Recommended Entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

National 3/4 Design and Manufacture 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.

Skills in literacy and numeracy are desirable.

### Progression

Achievement of National 4: Drama course might enable progress to:

- National 5 Drama Course.
- National 5 Drama Units.
- 2-year Higher Drama Course.
- Higher Drama Units.
- Employment in areas of industries such as design, creative industries or arts disciplines.

## DRAMA: NATIONAL 5

### Purpose

The aim of this Course is to provide a range of learning experiences that will develop important skills and areas of specific drama knowledge. The Course seeks to provide opportunities for candidates to:

- explore relationships, social attitudes and issues;
- explore and use language, movement and theatre as a means of expression and communication;
- acquire a range of theatre production skills;
- develop devising skills and contribute to a presentation;
- increase interest in and knowledge of theatrical performance.

### Mandatory Units:

#### *Unit 1: Drama Skills*

Developing ideas for drama and contributing to the drama process. Pupils will be assessed on performing, folio work and evaluation.

#### *Unit 2: Theatre Production Skills*

Analysing a range of production skills (Acting, Lighting, Sound, Set, Props, Costume, Hair/Make-up) and applying that range of production skills to their own ideas and concepts. Pupils will be assessed on performing, folio work and evaluation.

In each unit pupils are given the opportunity to present their work to an invited audience, to help build confidence and organisational skills.

#### *Unit 3: Performance (Course Assessment)*

Using the previously learnt skills, students will present a full performance themselves taking full control of all acting or theatre production roles.

They will present to an external examiner using their chosen role. They will write a short 400 word essay to show how they prepared for their role.

They will take part in a booklet style written exam during the exam diet in May.

### Course Assessment

The Course assessment will comprise of one question paper lasting 1.5 hours and worth a total of 40 marks and a practical examination of acting worth 60 marks.

- Question Paper 1 is worth 40%
- Practical examination is worth 60%

### Recommended Entry

At the discretion of the department, however, pupils would normally be expected to have attained the skills, knowledge and understanding from:

National 4 Drama Course or relevant component units

### Progression

Students who achieve National 5 Drama may progress to study at Higher level in negotiation with the department.

## **Technical Theatre**

### **Purpose**

The aim of this Course is to provide a range of learning experiences that will develop important skills and areas of specific drama knowledge. The Course seeks to provide opportunities for candidates to:

- explore and use practical aspects of technical theatre such as lighting design, sound design, prop making and set construction;
- explore and use technical theatre as a means of expression and communication;
- acquire a range of theatre production skills;
- develop devising skills and contribute to a presentation;
- increase interest in and knowledge of theatrical performance.

### **Mandatory Units:**

#### ***Unit 1: Technical Theatre in Context***

Provides an introduction to technical theatre and gives candidates the opportunity to explore technical theatre in the context of a live production.

#### ***Unit 2: Theatrical Design***

Provides the fundamental design skills necessary to combine effectively with one of the five optional units.

In addition to the Mandatory Units, pupils can choose one of the following Optional Units:

#### ***Optional Unit: Theatre Stage Lighting Operations (Course Assessment)***

Using the previously learnt skills, students will present a full performance themselves taking full control of all lighting production roles.

#### ***Optional Unit: Theatre Stage Sound Operations (Course Assessment)***

Using the previously learnt skills, students will present a full performance themselves taking full control of all sound production roles.

#### ***Optional Unit: Theatrical Prop Making (Course Assessment)***

Using the previously learnt skills, students will create a prop for use in a theatrical performance.

#### ***Optional Unit: Theatre Stage Model Set Construction (Course Assessment)***

Using the previously learnt skills, students will create a model set for a theatrical performance.

#### ***Optional Unit: Creative Project (Course Assessment)***

Using the previously learnt skills, students will present their own creative performance for an audience.

### **Course Assessment**

- Units will be assessed on an on-going basis and the focus will be on evidence gathering through booklet work and practical observation of an actual theatrical performance run by the pupil.

### **Recommended Entry**

At the discretion of the department, however, pupils would normally be expected to have attained the skills, knowledge and understanding from:

National 4/5/Higher Drama Course or relevant component units



## **Progression**

Students who achieve NPA Technical Theatre may progress to study at Advanced Higher or HNC level. There is also the possibility of joining a HND 2 year course if successful.

## **Technical Theatre (3 Credit NPA)**

### **Purpose**

The aim of this Course is to provide a range of learning experiences that will develop important skills and areas of specific drama knowledge. The Course seeks to provide opportunities for candidates to:

- explore and use practical aspects of technical theatre such as lighting design, sound design, prop making and set construction;
- explore and use technical theatre as a means of expression and communication;
- acquire a range of theatre production skills;
- develop devising skills and contribute to a presentation;
- increase interest in and knowledge of theatrical performance.

### **Mandatory Units:**

#### ***Unit 1: Technical Theatre in Context***

Provides an introduction to technical theatre and gives candidates the opportunity to explore technical theatre in the context of a live production.

#### ***Unit 2: Theatrical Design***

Provides the fundamental design skills necessary to combine effectively with one of the five optional units.

In addition to the Mandatory Units, pupils can choose one of the following Optional Units:

#### ***Optional Unit: Theatre Stage Lighting Operations (Course Assessment)***

Using the previously learnt skills, students will present a full performance themselves taking full control of all lighting production roles.

#### ***Optional Unit: Theatre Stage Sound Operations (Course Assessment)***

Using the previously learnt skills, students will present a full performance themselves taking full control of all sound production roles.

### **Course Assessment**

- Units will be assessed on an on-going basis and the focus will be on evidence gathering through booklet work and practical observation of an actual theatrical performance run by the pupil.

### **Recommended Entry**

At the discretion of the department, however, pupils would normally be expected to have attained the skills, knowledge and understanding from:

National 4/5/Higher Drama Course or relevant component units

### **Progression**

Students who achieve NPA Technical Theatre may progress to study at Advanced Higher or HNC level. There is also the possibility of joining a HND 2 year course if successful

# MUSIC

## MUSIC: NATIONAL 4

### Purpose

The aim of this Course is to provide a range of learning experiences and knowledge to develop important skills and areas of specific music knowledge. The Course provides opportunities for candidates to:

- participate in group and individual performances
- develop their practical skills through focusing on two chosen instruments
- develop their understanding of music literacy
- learn about different style of music
- explore different ways of composing music

This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities of Curriculum for Excellence as well as skills for learning, life and work.

### Course Outline

**Course Title:** National 4 Music

**SCQF:** Level 4

**Mandatory Units:** Performing Skills  
Understanding Music  
Composing Skills

### Music: Performing Skills

This unit allows you to:

- Develop performance skills in a wide range of styles, in solo and in group situations, on either two instruments or one instrument and voice to a standard of AB Grade 2 or above (or an equivalent).
- Create and play a complete programme of music of 8 minutes.
- Broaden your musical experiences and skills.
- Participate in group and solo performances, playing music of your choice.

### Music: Understanding Music

This unit allows you to:

- Listen to a variety of music and develop an awareness of a range of different musical styles and concepts.
- Undertake a personal research project based on a style of music of your choice.
- Gain a broader understanding of reading musical notation and musical literacy (identifying a range of music signs and symbols).

## Music: Composing Skills

This unit allows you to:

- Create music in practical musical activities.
- Compose music, showing originality, creativity, planning and good use of compositional techniques.
- Arrange and improvise on musical ideas.
- Build on previous work to achieve a higher level of skill.

## Added Value Unit

- Performance on both instruments showing challenge and application.

## Course Assessment:

The course is assessed through a combination of internal unit assessments by the class teacher (externally verified by the SQA). National 4 qualifications can only be awarded if the AVU is completed. Pupils will be able to display their own musical skills to different audiences using a range of presentation methods. They will also contribute as part of an audience for other students' performances.

## Recommended Entry:

Students would normally be expected to have attained: (*Exceptional circumstances would also be considered*)

National 3 Music Course award

The Units making up a National 3 Music award

Be playing at AB Grade 1 level or above (or equivalent) on at least one instrument.

*National 4 students are given priority when offered instrumental tuition in school and playing in school ensembles and concerts.*

## Progression:

Students who achieve National 4 Music would progress to:

- National 5
- Further study, employment or training.

## MUSIC: NATIONAL 5

### Purpose

The aim of this Course is to provide a range of learning experiences and knowledge to develop important skills and areas of specific music knowledge. The Course provides opportunities for candidates to:

- participate in group and individual performances
- develop their practical skills through focusing on two chosen instruments
- develop their understanding of music literacy
- learn about different style of music
- explore different ways of composing music

This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities of Curriculum for Excellence as well as skills for learning, life and work.

### **Course Outline**

**Course Title:** National 5 Music

**SCQF:** Level 5

**Mandatory Units:** Performing Skills  
Understanding Music  
Composing Skills

### **Music: Performing Skills**

This unit allows you to:

- Develop performance skills in a wide range of styles, in solo and in group situations, on either two instruments or one instrument and voice to a standard of AB Grade 3 or above (or an equivalent).
- Create and play a complete programme of music of 8 minutes.
- Broaden your musical experiences and skills.
- Participate in group and solo performances, playing music of your choice.

### **Music: Understanding Music**

This unit allows you to:

- Listen to a variety of music and develop an awareness of a range of different musical styles and concepts.
- Undertake a personal research project based on a style of music of your choice.
- Gain a broader understanding of reading musical notation and musical literacy (identifying a range of music signs and symbols).

### **Music: Composing Skills**

This unit allows you to:

- Create music in practical musical activities.
- Compose music, showing originality, creativity, planning and good use of compositional techniques.
- Arrange and improvise on musical ideas.
- Build on previous work to achieve a higher level of skill.

**Course Assessment:**

The course is assessed through a combination of internal unit assessments by the class teacher (externally verified by the SQA) and external examinations of the Value Added Unit by the SQA. This VAU will focus on the ability to apply the skills learned in the shape of a Performance (practical) and Understanding Music (listening paper) exams.

**Recommended Entry:**

Students would normally be expected to have attained: *(Exceptional circumstances would also be considered)*

National 4 Music Course award  
The Units making up a National 4 Music award.

*National 5 students are given priority when offered instrumental tuition in school and playing in school ensembles and concerts.*

**Progression:**

Students who achieve National 5 Music would progress to:

- Higher Music
- Further study, employment or training.

# BIOLOGY

## Why study Biology?

How does my body work? Why do I get ill and how does my body fight off disease? What is cancer and could we find a cure one day? What is DNA and how does it influence what I am like? Why are plants so important, and why could we not survive if they die out? Why do scientists think we evolved from monkeys? What impact are we having on the living world – good or bad?



If these questions sound interesting then Biology is the subject for you. Biology is the study of life and biologists try to understand all living things - from microscopic cells up to complex organisms - and how they interact with each other. It's about better understanding both ourselves and the world we live in. Biology also helps us to tackle some of the problems facing us in the 21<sup>st</sup> century, whether it be managing the outbreak of disease or helping to conserve endangered animals.

## BIOLOGY: NATIONAL 4 and NATIONAL 5

### What you'll study

Both courses are split into three units – Life on Earth, Cell Biology and Multicellular Organisms – but the content and demands of each course are different.

The topics you would cover include:

- Biodiversity and how plants and animals depend on each other
- Impact of humans on the environment
- Inner workings of cells, including the role of DNA and how cells make energy to keep us alive
- Key role plants play in the world, including their amazing ability to make sugar from water and air
- How the heart, lungs and brain work
- Genetic information and predicting what children may inherit from their parents

### What should I have done before?

For National 4, there are no specific entry requirements, but basic literacy and numeracy skills are required.

If you have studied National 4 Biology in S4, you **may** be able to move on to National 5 Biology. However, it is a significant jump in the level of demand and is not for everyone.

If you have passed National 5 in another science (preferably with a grade B or better), then you should be able to pick up National 5 Biology.

### **National 4 or National 5?**

The pace of the National 4 is a little easier as it has less content than the National 5 course.

Both courses need good literacy skills – there are lots of new biological words that must be learned and written tasks that must be completed to a specified standard.

You'll need basic numeracy skills to do well at National 4 e.g. carrying out calculations and reading numbers from graphs.

National 5 is a much more demanding course – there is more content and vocabulary, and topics are studied to a greater depth. You'll need good numeracy skills to tackle more complex calculations, and you will be expected to analyse data and graphs.

### **Assessment in National 4**

You have to:

- Pass short written tests for each unit
- Complete a short written piece (about 100 words) on an aspect of Biology and how it affects society. This **must** be completed, and must be done to the required standard.
- Write up at least one experiment report, to the required standard, showing that you can plan, carry out and make conclusions from an experiment.
- Complete an Added Value Unit – this involves more in depth research of a topic in Biology. It is usually 300-500 and can be presented in a number of different ways. However, it **must** be done to the required standard, and so requires good literacy skills.

There is **no external exam** for National 4 Biology – all the assessment is done in school. However, the SQA check samples of work, so assessment tasks **must** be completed to the required standard.

### **Assessment in National 5**

You have to:

- Pass short written tests for each unit
- Write up at least one experiment report, to the required standard, showing that you can plan, carry out and make conclusions from an experiment.
- Complete an Added Value Assignment, which counts towards 20% of your final grade. This is a long report (800-1000 words) on a Biology topic you have researched. It involves gathering, analysing and presenting data, as well as evaluating sources and making conclusions. This is completed under exam conditions in school and is marked by the SQA.
- Sit a final exam – this is set and marked by the SQA and counts as 80% of your final grade.

### **What might happen next?**

If you're successful at National 4, you may move on to National 5 Biology in S6. However, it can be a big step up – so you might want to consider doing another science (Physics, Chemistry or Environmental Science) at National 4 instead.

If you're successful at National 5 and get a grade B or better in the final exam, you can look forward to studying Higher Biology in S6. Or you may choose to pick up Chemistry or Physics at National 5.

### **And in the future...?**

Regardless of what you intend to do in the future, studying a Science develops skills valued by employers, colleges and universities, such as the ability to communicate effectively, solve problems, work to deadlines, analyse information and numerical data and work with others.

Biology can also be useful for many career pathways, including medical careers (such as nursing, physiotherapy, medicine) as well as a variety of biological degrees including sports science, botany and animal behaviour. Studying Biology could also lead to job opportunities in organisations, such as botanic gardens or zoos, or working in a laboratory.

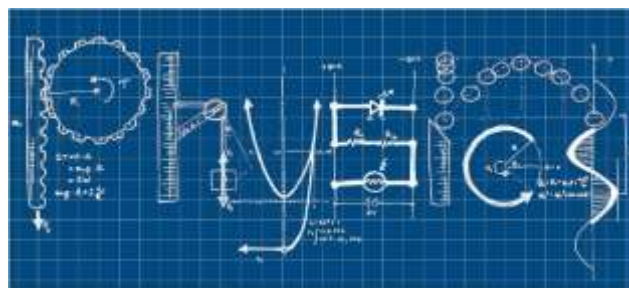


# PHYSICS

## PHYSICS: NATIONAL 4 and NATIONAL 5

### Why study Physics?

It's human nature to wonder why. Why does the Sun seem to move across the sky? Why is the sky blue? How do signals actually get to my phone? Why are there so many stars? Why do hot things hurt? Is there life on other planets? What actually is a rainbow?



Physics is how we try to explain the world – and the universe – around us. Physics looks for patterns and rules, to help us understand what's going on and predict what's going to happen next.

Physics goes from the very small – the particles that make up atoms – to the very large - the galaxies that make up our universe... and pretty much all points in between.

If you've ever wondered why – and you want to know the answer – then Physics could be the right choice for you.

### What you'll study

Both courses have the same three unit titles – Energy & Electricity, Waves & Radiation, Dynamics & Space – but the actual content and complexity differs.

The topics you would cover include:

- building and analysing electrical and electronic circuits
- researching and using the electromagnetic spectrum
- understanding radioactivity
- heat and gases
- measuring and analysing movement – speeds, accelerations and forces
- space exploration and the nature of the universe

### What should I have done before?

We would expect you to have followed a Physics-based course in S3. It may be possible to pick up Physics without this, but this will need to be agreed with your teacher and your House Head.

### National 4 or National 5?

The National 4 course has less content than National 5. It's still a busy course with a lot to get through, but the pace will be a little easier than National 5.

You'll need basic numeracy skills to do well at National 4 – particularly arithmetic skills, handling simple formulas and drawing accurate charts and graphs.

National 5 is a more demanding course – more content, with more complex concepts. You'll need good numeracy skills to handle the 'maths' side of physics. Ideally, you'll be doing National 5 Maths as well.

Both courses need good literacy skills – there are written tasks that must be completed to a specified standard.

#### **Assessment in National 4**

You'll have short written tests for each of the three units. You have to pass each of these tests.

You'll need to complete a short written piece (about 100 words) on an aspect of physics and how it affects society. This **must** be completed, and must be done to the required standard.

You'll need at least one experiment report, fully written up to a required standard, showing that you can plan, carry out and report on a physics investigation.

You'll do an Added Value unit. The form of this can change, but it usually takes the form of longer (about 300-500 words) on a physics topic that you have researched. Again, this **must** be done to the required standard, and so requires good literacy skills.

There is no external exam for National 4 Physics – all the assessment is done in school. However, the SQA check samples of work – so assessment tasks **must** be done to the required standard.

#### **Assessment in National 5**

You'll have short written tests for each of the three units. You have to pass each of these tests.

You'll need at least one experiment report, fully written up to a required standard, showing that you can plan, carry out and report on a physics investigation.

You will do an Added Value Assignment. Although you do this in school, it counts towards 20% of your final exam grade. The Assignment is a long report – about 800-1000 words – on a physics topic which you have researched for yourself. It involves reports on experiments, gathering, analysing and presenting data, and coming to well-argued conclusions.

There is a final exam paper, set and marked by the SQA.

#### **What might happen next?**

If you're successful at National 4, you may move on to National 5 in S5 or S6. It can be a big step up – so you might want to consider doing another science (Biology, Chemistry or Environmental Science) instead. Remember – to do National 5 Physics, you ideally need to be doing National 5 Maths as well.

If you're successful at National 5 and get a grade B or better in the final exam, you can look forward to doing Higher Physics in S5. (We'd like you to be doing Higher Maths, but there can be some flexibility on this if you did well in National 5 Maths.) You could combine Higher Physics with picking up another science at National 5 level.

#### **And in the future...?**

Physics qualifications – like all science qualifications - are very well regarded. However far you go in your physics career at school, it could lead to a career in hi-tech industries, communications industries, architecture, engineering – or even teaching.

Many employers value the thinking skills you develop in Physics. Physics graduates often go on to careers in finance or government security, where their ability to find patterns and work out rules can be extremely useful.

# CHEMISTRY

## CHEMISTRY: NATIONAL 4 and NATIONAL 5

### Why study Chemistry?

Chemistry is at the heart of all things. It can explain why carrots are orange, why eggs change when they are cooked, why iron rusts – and why stainless steel does not. It explains the reactions that surround us – from our bodies making the proteins that allow us to grow and repair, to the battery in your mobile phone or the fuel in the plane taking you on holiday. Without an understanding of chemistry and chemical reactions, the world would be a very different place.



Chemistry helps us to make sense of these reactions – and predict how other things will react. It is at the heart of synthesis of new materials, from medicines to plastics and beyond.

Chemistry looks at how the tiny atoms that make up everything join together and how this changes how the things made from them behave, and how we can make use of this.

Studying Chemistry will allow you to find some answers to these questions, and perhaps inspire you to ask more.

### What you'll study

Both courses have the same three unit titles – Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society – but the actual content and complexity differs.

The topics you would cover include:

- Rates of reaction
- How atoms combine, and how this affects their behaviour
- Acids and alkalis
- Carbon chemistry – fuels and consumer products
- The properties and uses of materials – for example, metals, plastics, smart materials
- Analytical chemistry

### What should I have done before?

We would expect you to have completed a Chemistry-based course in S3. It may be possible to pick up chemistry without this, but this will need to be agreed with your teacher and your House Head.

### National 4 or National 5?

The National 4 course has less content than National 5. It's still a busy course with a lot to get through, but the pace will be a little easier than National 5.

You'll need basic numeracy skills to do well at National 4 – particularly arithmetic skills, writing simple formulae and drawing accurate charts and graphs.

National 5 is a more demanding course – more content, with more complex concepts. You'll need good numeracy skills to handle the 'maths' side of chemistry. Ideally, you'll be doing National 5 Maths as well.

Both courses need good literacy skills – there are written tasks that must be completed to a specified standard.

### **Assessment in National 4**

You'll have short written tests for each of the three units. You have to pass each of these tests.

You'll need to complete a short written piece (about 100 words) on an aspect of chemistry and how it affects society. This **must** be completed, and must be done to the required standard.

You'll need at least one experiment report, fully written up to a required standard, showing that you can plan, carry out and report on a chemistry investigation.

You'll do an Added Value unit. The form of this can change, but it usually takes the form of longer (about 300-500 words) on a chemistry topic that you have researched. Again, this **must** be done to the required standard, and so requires good literacy skills.

There is no external exam for National 4 Chemistry – all the assessment is done in school. However, the SQA check samples of work – so assessment tasks **must** be done to the required standard.

### **Assessment in National 5**

You'll have short written tests for each of the three units. You have to pass each of these tests.

You'll need at least one experiment report, fully written up to a required standard, showing that you can plan, carry out and report on a chemistry investigation.

You will do an Added Value Assignment. Although you do this in school, it counts towards 20% of your final exam grade. The Assignment is a long report – about 800-1000 words – on a chemistry topic which you have researched for yourself. It involves reports on experiments, gathering, analysing and presenting data, and coming to well-argued conclusions.

There is a final exam paper, set and marked by the SQA.

### **What might happen next?**

If you're successful at National 4, you may move on to National 5 in S5 or S6. It can be a big step up – so you might want to consider doing another science (Physics, Biology or Environmental Science) instead. Remember – to do National 5 Chemistry, you ideally need to be doing National 5 Maths as well.

If you're successful at National 5 and get a grade B or better in the final exam, you can look forward to doing Higher Chemistry in S5. (We'd like you to be doing Higher Maths, but there can be some flexibility on this if you did well in National 5 Maths.) You could combine Higher Chemistry with picking up another science at National 5 level.

### **And in the future...?**

Chemistry qualifications – like all science qualifications - are very well regarded. However far you go in your chemistry career at school, it could lead to a career in hi-tech industries, pharmacy or medicine, industry, environmental science, forensics and many more.

Many employers value the skills you develop in Chemistry. Chemistry graduates often go on to careers in a variety of different fields, and find the skills they have learned very useful.

# HEALTH SECTOR

## SKILLS FOR WORK “HEALTH SECTOR”: NATIONAL 4 & NATIONAL 5



### Why study this new course?

Do you like Science but find it hard? Would you like to pass without doing any tests? Are you thinking of leaving school after S4? Do you enjoy working on computer? Are you still unsure about what you might do in the future? Do you want to develop your skills for a job?

If you have answered “Yes” to any of these questions then Skills for Work: Health Sector is a course that will help you.

You have studied a Science subject in S3 but you might have found it hard and not been that successful in the tests. In Health Sector, there are no tests you need to pass! In other Science subjects at S4 you will need to do a written project called an “Added Value Unit” and writing an extended piece of work might be a challenge, but in the Health Sector course you don’t need to do this to still achieve a National 4 award.

### What you’ll study

You will cover 5 units of work and each one you finish will be on your exam certificate even if you don’t finish them all:

- Working Safely with people and apparatus
- Health Sector equipment
- The Human Body
- Careers in the Health Sector
- Me and my future

You will spend most lessons completing a small piece of research on the computer and putting these together to finish each unit. Sometimes you will be using equipment in a Science lab. Across the year you will build up a folder of work that shows what you know and what you can do. A big part of this course is about you developing those skills that employers want so that you get and keep a job in the future.

### What should I have done before?

Science in S1, S2 and S3. It doesn’t matter if you didn’t do Biology in S3 though that might help. What would help is a willingness to work well to finish each lesson and each unit in the course.

### Assessment in National 4

There is no final exam at the end of the year. There are no test that you must pass. There are no experiments to write about or projects to complete. Each lesson’s work will be printed and kept in your folder as evidence that you are working at National 4 standard. Each unit that you complete will be on your exam certificate showing what you have achieved. You will work at your own pace

so if you miss a few lessons then you just pick back up and carry on. You'll never fall behind the rest of the class as you work through your next unit at your pace.

### **What might happen next?**

In S4 you will start the National 4 course and there should be more than enough time for you to finish it. If you are working successfully and there is still enough time you can move on to the National 5 course which builds and develops on the National 4 units. If you already have a National 4 pass in a Science subject then you can start National 5 in S5. During the course you will take time to think, prepare and review your plans for the future whilst developing the skills you need.

### **And in the future...?**

Even though the course might be called "*Health Sector*", the more important part of the name is "*Skills for Work*". Some people might want to work in care and nursing, but more pupils in the last few years have gone into building, mechanics, sales and food industries than into health. This is because this course should help you consider and prepare for *any* job that matches your skills and abilities.

# ENGLISH

## ENGLISH & LITERACY: NATIONAL 4

### Rationale

National 4 English and Literacy builds on the relevant level 3 experiences and outcomes from English and Literacy. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The development of literacy includes critical literacy, creativity, and knowledge and appreciation of literature and culture.

### Course Outline

English National 4 consists of four Units, providing learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language:

- Analysis and Evaluation
- Creation and Production
- Literacy
- Added Value Unit: English Assignment

To achieve English National 4, learners must pass all of the required Units, including the Added Value Unit.

The Analysis and Evaluation Unit focuses on the skills of reading and listening.

The Creation and Production Unit focuses on the skills of writing and talking.

The Literacy Unit develops learners' reading, listening, writing and talking skills in a variety of forms relevant to learning, life and work.

The Added Value Unit challenges learners to apply language skills through independent investigation into a chosen topic. Learners will present evidence in an oral presentation or in an extended piece of writing.

Key features of learning in English & Literacy National 4:

- \* *Active learning*
- \* *Learning independently*
- \* *Taking responsibility for learning*

\* *Collaborative learning*

The successful completion of homework assignments is integral to success. Students who fail to demonstrate the required commitment to the course may be required to move to a more appropriate level of study.

**SCQF: level 4**

**Course Code:** C724 74

**Mandatory Units**

This Course is made up of four mandatory Units. Each Unit also offers opportunities for learners to focus on particular skills.

1. **English: Analysis and Evaluation (National 4)**
2. **English: Creation and Production (National 4)**
3. **Literacy (National 4)**
4. **Added Value Unit: English Assignment (National 4)**

**Course Assessment**

All Units are internally assessed; they can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis. The 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:

**English: Analysis and Evaluation (National 4)**

Through the study of straightforward texts in literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

**English: Creation and Production (National 4)**

Learners will be required to provide evidence of their talking and writing skills to create and produce straightforward texts in a familiar context, as appropriate to purpose and audience. Learners will be required to demonstrate technical accuracy in written texts.

**Literacy (National 4)**

Learners will be required to provide evidence of their reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work. Learners will be required to demonstrate technical accuracy in written texts.

**Added Value Unit: How parents can help...**

Learners will be required to provide evidence of their ability to independently apply their language skills to investigate and evaluate sources on a chosen topic. Learners will demonstrate their ability to select and evaluate relevant information using their reading skills, to present their findings, either orally or in writing, and to respond to questions on the chosen topic using their listening skills. The majority of this work must be completed independently and at home.

**Success at National 4: How parents can provide support...**



A high level of commitment is required of all pupils. In order to achieve success, pupils will be expected to:

1. Complete all home learning and meet regular deadlines.
2. Pass all internal assessments.
3. Regularly attend classes.
4. Work independently.

### **Recommended Entry**

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

Evidence that the candidate is **secure at CfE Level 3**

### **Progression**

This Course or its Units may provide progression to: other qualifications in English:

National 5 English.

Scottish Studies, Media & National 5 Literacy.

Any recommendations for future presentations will be dependent on unit and prelim attainment, as well as patterns of attendance.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

## ENGLISH: NATIONAL 5

### Rationale

National 5 English builds on the relevant level 4 experiences and outcomes from English and Literacy. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life

This Course provides learners with the opportunity to develop skills in listening, talking, reading and writing, which are essential for learning, life and work, to develop their ability to communicate their thoughts and feelings and respond to those of other people, and to use different media effectively for learning and communication.

National 5 English enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes. Through this Course, learners develop the ability to understand and use language in practical and relevant contexts.

Learners encounter a wide range of different types of texts in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative. Learners will also develop an appreciation of Scotland's literary and linguistic heritage.

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.

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.

### Course Outline

This Course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

#### 1. English: Analysis and Evaluation (National 5)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts. The texts studied will **include Scottish texts**.

#### 2. English: Creation and Production (National 5)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

Key features of learning in National 5 English:

- \* *Active learning*
- \* *Learning independently*
- \* *Taking responsibility for learning*
- \* *Collaborative learning*

Successful completion of homework assignments is integral to success. Students who fail to demonstrate the required commitment to the course may be required to move to a more appropriate level of study.

### **Course Assessment**

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

#### **English: Analysis and Evaluation**

1. Listening
2. Reading

#### **English: Creation and Production**

1. Talking
2. Writing

#### **External Assessment & Grading.**

A student's final grade is determined by performance in an externally assessed final examination and externally assessed folio.

The final examination comprises of one question paper: Reading

Section 1: Reading for Understanding, Analysis and Evaluation 30 marks

Section 2: Critical Reading 40 marks

Performance in the final exam carries a weighting of 70% in the final grading.

#### **Folio: How can parents help?**

Pupils are required to submit a portfolio of writing which will carry a weighting of 30% in the final grading. The work included in the folio is presumed to be the student's best work and should be word-processed. Pupils are expected to develop two pieces of writing independently and at home.

#### **Success at National 5: How parents can provide support...**

A high level of commitment is required of all pupils. In order to achieve success pupils will be expected to:

1. Complete all home learning & meet regular deadlines.
2. Pass all internal assessments.
3. Regularly attend classes.
4. Work independently.

#### **Recommended Entry**

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

Evidence that the candidate is **secure at CfE Level 4**

#### **Progression**

This Course or its Units may provide progression to:

other qualifications in English: Higher English

National 5/Higher Media.

## **SKILLFORCE – COURSE INFORMATION**

What is SkillForce? SkillForce delivers a proven, core skills based curriculum to young people across the country. Our curriculum draws together academic and vocational qualifications and awards, community work and life skills, and sits squarely within the aims of the Curriculum for Excellence.

Aims of the Course: The aim of the course is to develop confidence, teamwork, communication and problem solving. Our overall aim is to prepare the students for further education or employment, by relating to real life events, ensuring that the subjects covered are relevant and engaging. Students will be expected to adhere to the core values of RESPECT, RESOLVE and RESPONSIBILITY.

Entry Requirements: There are no entry requirements for SkillForce, other than commitment.

Homework: Class work can normally be completed in school time although one or two of the challenges will require a small amount of homework. Other homework may be given at the discretion of the instructors, depending on individual circumstances.

Assessment: Most of the awards do not have assessments as the course work is continually assessed. The awards which do have an assessment, such as First Aid involve a multiple choice test and a short practical demonstration of the skills you have learnt.

Progression Route: There is no set progression route after you finish SkillForce, however, your SkillForce Instructor can provide you with information and contacts should you wish to continue an award to a higher level.

Course Content: The awards which students can achieve are outlined below:

### **ASDAN Bronze** (a vocational qualification recognised by employers)

Student portfolios undergo a process of continuous assessment followed by internal and external moderation at each award level. They must show evidence of the core skills:

Working with Others  
Problem Solving  
Improving Own Learning and Performance  
Research  
Discussion  
Oral Presentation

This award combines a variety of activities including worksheets, trips, practical sessions, group discussions, presentations and team activities.

### **SQA Employability Award Level 3 or 4**

The award is designed to help prepare students for the world of work. It aims to enable students to be successful in making and sustaining, the transition from non-work environments to employment.

The principal aims of the award are to enable students to:

- Identify, and reflect on, achievements from their previous and current experience which will help them to gain employment.
- Identify skills and attributes necessary for employment.
- Develop appropriate job seeking skills which will enable them to access employment.
- Understand the demands and challenges of the workplace.

By the end of this award you will have developed a CV, had a mock interview, talked with employers and visited a College or University, along with gaining many other employability skills.

### **Health & Safety Award**

This is an award which prepares young people for the health and safety requirements within the work place. They will learn about risk assessments, safety in the work place and how to prevent accidents from happening. This award is a 3 year qualification which is really good for your CV and preparing you for the world of work.

### **NUCO Emergency First Aid**

The aim of this award is to enable all students to deal with an unconscious casualty who is breathing, and to deal with an unconscious casualty who is not breathing. The award will teach students what to do in a life threatening emergency along with how to treat for shock, heart attacks, breaks, strains and many other situations which first aid training can help you to deal with. This award is an adult qualification which lasts 3 years.

### **HeartStart**

HeartStart is an initiative co-ordinated by the British Heart Foundation, designed to teach people what to do in a life threatening emergency: simple skills that can save lives. It aims to facilitate and support Emergency Life Support training in the community and schools across the UK.

### **Duke of Edinburgh**

This is an opportunity for students to work on their team building, communication, confidence and forward thinking. They will take part in 4 sections over a period of 6 months, which if completed will lead to their DofE Bronze Award. This Award is recognised by Colleges, Universities and Employers and is a great tool to have on your CV.

***Skills:*** Developing a new skill or brushing up on an old skill e.g. First Aid.

***Physical:*** Opportunity to improve on an existing physical activity or learn a new sporting activity.

***Volunteering:*** Providing a service to the community or individual. An opportunity to help others and meet new people.

***Expedition:*** Learning the skills required to complete a two day supervised practise expedition and final unassisted expedition e.g. Walking/Camping.

### **National Navigation Award**

Students will be given the opportunity to learn basic navigation skills in order to be able to navigate safely in the countryside using paths, tracks and other linear features.

### **John Muir Award**

This is an opportunity to discover, explore, conserve and share the environment. Working together as a team to complete a project which encourages awareness and responsibility for the natural environment.

**Please note: this is NOT an outdoor pursuit course; approximately 80% of instruction takes place within the classroom. The above are all the awards available, however, your SkillForce subject will only include the awards which have been chosen by your school.**

# JET PROGRAMME

Your school, along with all other Edinburgh High Schools, offers the Job, Education and Training (JET) Programme while you are in S4.

The experience and skills you will gain on the JET Programme will help you get a job when you leave school, or help you gain entry into College. You will get real work experience and learn about essential and important Employability Skills which ALL employers want.



## How JET Works:

- For one period per week you'll attend JET training where you will meet up with your JET co-ordinator and learn important new skills relevant to working life.
- One day per week – every Friday – you will attend a Work Experience Placement, in a real job, with an employer in Edinburgh, where you will put your new skills into practice.
- The rest of the time you will follow your regular timetable and work towards your National 4s and 5s.

## What Kind of Placement Can I Get?

Your JET Co-ordinator will discuss with you what type of placement may suit you. If you've some idea of the type of job you'd like to do when you leave school, JET will match you to a placement which will give you a good idea of what it's like in the world of work in your chosen sector.

## Work Experience Placement Choices

JET can offer you a work experience placement in a variety of sectors, for example:

- Hospitality – Hotels, Restaurants, Cafes.
- Retail – Department Stores, Shops, Supermarkets.
- Local Authority – Department or Local Office with The City of Edinburgh Council.
- Childcare – in a Primary School, Nursery or Childcare Centre.
- Hairdressing – Well known Hair and Beauty salons.
- Office Work – for example using computers, telephones and reception duties.
- Libraries – working with books and customers in our city Libraries.
- Automotive Vehicle – you will attend a training session every Friday in a workshop and work towards a City & Guilds qualification. Places are limited to 20 students.

So, remember, when you're completing your JET Application Form you should state what work experience placement you're looking for.

## What Happens at Work Experience Placement?

When you are at your work experience placement each Friday you will be treated in the same way as any other employee. This means:

- You will be expected to work a normal full working day. Depending on what type of work your employer does, you could be expected to start at 8.00 am.
- You will be expected to wear tidy, smart work clothes, or a uniform or overalls provided by the employer - NOT your school uniform.
- You will be expected to have a positive attitude, be courteous and polite and respect the people you will be working with.

### **What Are My Chances of Getting a Job at The End of The JET Programme?**

If your attendance, timekeeping, behaviour and attitude at work experience placement have been very good, so are your chances of being offered a job from your JET placement employer.

Several students have already secured jobs through the JET programme.

Unfortunately, not all employers are able to offer a job at the end of JET, however, if you've done very well, your chances of getting a job from another employer are very good, as you'll have references from your JET employer and a good CV.

Alternatively, you may wish to go to College fulltime rather than enter employment. Whatever you decide, JET will definitely have helped you to further your career prospects.

### **How Do I Get a Place on The JET Programme?**

- Complete the Student Note of Interest and return it to school by the date on the form.
- Come along with your parent/ guardian to the JET Information Evening – school will let you know when this is.
- Complete the JET Application Form and return it to school by the deadline date.
- Attend an Informal Interview with the JET Co-ordinator to discuss your choice of work placement.

**SPEAK TO YOUR HOUSE HEAD FOR FURTHER INFORMATION.**