

# + Wallace High School



## **New S4: Course Choice Booklet**

**Curriculum for Excellence: Senior Phase**  
*January 2023*

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEBs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12		Doctoral Degree	Professional Apprenticeship
11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10		Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8	Higher National Diploma	Professional Development Award	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate		Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		
1	National 1, Awards		

## Introduction – Senior Phase (S4) Course Choice – January 2023

Dear Parent/Carer,

This booklet is designed to support the *best* choices for your child as they progress from the Broad General Education (S1-3) into the Senior Phase (S4-6) and their first set of National Qualifications. The BGE has equipped your child with a broad set of skills and experiences across faculties and they now have the chance to select the subjects they wish to study to achieve their first set of nationally recognised qualifications. Every individual is different and, whilst we continue to recommend *breadth* of study in S4 to keep options open for Higher choices in S5/6, our options process allows focused specialisation from this point (for example, the chance to focus on multiple sciences, social subjects, languages, technologies or the arts).

The increased personalisation and choice that has been available throughout the BGE now culminates in this options process for S4. It should also be noted at this stage that we continue to make available an adaptable curriculum for our full range of pupils – from those with Additional Support Needs to those who now require college and vocational options. This is done with the focused intervention of Pupil Support.

This booklet provides up-to-date information on all individual subject areas available on our options form. The options available have been created to maximise possibilities for breadth *and* depth of study to satisfy our full range of pupils and we will do our utmost to ensure that pupils receive their desired seven choices. ***This is, however, always subject to staffing and timetabling restrictions in any school.***

The information in this booklet should be considered alongside oral and written reports on your child's performance and information from any open/information evenings as well as your child's individual course choice discussions. The key is to make **evidence-based decisions** that give the greatest chance of continued **progression** and **success** for your child. The best advice for your child is: do not make decisions based on what friends are doing; what teacher you may get; or what you want to study if all the *evidence* is that you will not succeed here. Such choices generally lead to dissatisfaction and unhappiness as nothing is more frustrating than struggling to progress and achieve in an area you are 'stuck in' due to bad choices. *Do* make subject choices based on what you are strong in (have evidenced a good grasp of skills in); enjoy; and that will lead to progression into an area you may wish to study/work in beyond school. If you already have a focused plan on progression into a certain job or university course, check entry requirements and ensure that your choices leave that path clearly open as you progress.

Pupils will select **seven** subjects (English, Maths – to ensure that all pupils leave with important accreditation in Literacy and Numeracy - and five choices), which allows Wallace students greater focus but still plenty of breadth before they move onto five subjects in S5. The SCQF framework on the opposite page illustrates how pupils move through levels from this point and how new levels compare to old. Final level of presentation in the coming year (National 3-5) will depend entirely on performance. I hope that the many inputs we have provided support good choices but if you have any specific questions, please do not hesitate to contact our Pupil Support team for further advice. I wish your child every success in this exciting next stage of their education.



Mr Pennock, Head Teacher, January 2023

## Contents

<b>Art &amp; Design</b> .....	1
<b>Business Management</b> .....	2
<b>College</b> .....	3
<b>Computer Games Development</b> .....	4
<b>Computing Science</b> .....	5
<b>Design &amp; Engineering</b>	
<i>Design &amp; Manufacture</i> .....	6
<i>Practical Woodworking</i> .....	7
<i>Graphic Communication</i> .....	8
<b>Employability Award &amp; PC Passport Award</b> .....	9
<b>English</b> .....	10
<b>English As A Second Language (ESOL)</b> .....	12
<b>Gaelic (Learners)</b> .....	13
<b>Gàidhlig</b> .....	14
<b>Health &amp; Food Technology</b> .....	15
<b>Hospitality: Practical Cookery</b> .....	16
<b>Mathematics and Applications of Mathematics</b> .....	18
<b>Modern Languages</b> .....	19
<b>Modern Languages for Life &amp; Work Award</b> .....	20
<b>Music</b> .....	22
<b>Music Technology</b> .....	23
<b>Personal Development/Wellbeing/Religion, Belief and Values Awards</b> .....	24
<b>Physical Education</b> .....	26
<b>Physical Education (Aesthetic Activities)</b> .....	27
<b>Dance</b> .....	28
<b>Religious, Moral &amp; Philosophical Studies</b> .....	29

**Science**

<i>Biology</i> .....	30
<i>Chemistry</i> .....	31
<i>Physics</i> .....	32
<i>Science</i> .....	33

**Social Subjects**

<i>Geography</i> .....	34
<i>History</i> .....	35
<i>Modern Studies</i> .....	36
<i>People &amp; Society</i> .....	37

# ART & DESIGN

## National 5, National 4, National 3

### Course Details

All Art & Design courses have an integrated approach to learning, and include a mix of practical learning and knowledge and understanding.

Learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. They will develop problem-solving skills in the context of their expressive and design work, and learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

There are 2 projects:

### Expressive with Critical Activity

This project helps learners to develop their personal thoughts and ideas in visual form. They will experiment with and develop their media handling skills, using equipment and materials expressively in 2D and/or 3D media handling skills. Learners will also be encouraged to explore how technologies can be creatively used when developing their ideas. They will develop an understanding and appreciation of artists' working practices. They will also develop knowledge of the social and cultural influences on art work.

### Design with Critical Activity

This project helps learners to plan, research and develop creative design proposals. This will help develop their creativity, problem-solving and critical thinking skills as they consider design opportunities, issues and constraints. They will experiment with and develop their 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Learners will also be encouraged to explore the possibilities of using technologies creatively when researching and developing their ideas. They will develop an understanding and appreciation of designers' working practices. They will also develop knowledge of the social and cultural influences on design work.

### Art and Design Studies

At National 4 and 5, both the Expressive and Design units are supported by the academic study and discussion of the work of Artists and Designers. This is done to help inform the learner of existing Art and Design works to support their practical projects, and takes the form of written essays and answers to broaden the understanding of both National 4 and 5 learners, and to prepare National 5 learners for the final written SQA exam.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 3	Internally assessed.
National 4	Continuous internal assessment whilst creating both an Expressive and Design folio along with the accompanying Art and Design Studies essay work.
National 5	The Expressive and Design folios created throughout the Course are continuously assessed before their final external assessment by the SQA. The mandatory final written exam examines the candidate's knowledge and understanding gained through their Art and Design studies.

# BUSINESS MANAGEMENT

## National 5, National 4

Business is a key dimension of modern society, and an area in which Scotland justifiably has a proud tradition of working at a globally competitive level.

Building on previous understanding, young people will develop skills and knowledge to access, understand and contribute to their dynamic and complex economic and information-led environment.

This approach encourages young people to extend their understanding of business by developing core skills of critical thinking, problem solving, working with others and information technology.

Although the content of the course is similar, the focus varies between National 4 and National 5.

### National 4 Course Details

There are 2 Units:

#### **Business In Action**

Learners will gain an understanding of how and why individuals set up businesses and ensure customer satisfaction. They will have the opportunity to demonstrate business planning and decision making.

#### **Influences on Business**

Learners will develop an understanding of how stakeholders, internal and external forces impact on business success.

### National 5 Course Details

There are 3 areas of study:

#### **Understanding Business**

Learners will develop skills and knowledge of the role of businesses and entrepreneurship in society and the factors that impact on businesses and other organisations.

#### **Management of People and Finance**

Learners will develop knowledge and understanding of how the management of people and finance contributes to organisational success.

#### **Management of Marketing and Operations**

Learners will develop knowledge and understanding of how the management of marketing and operations contributes to the organisational success.

### **Assessment**

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 4      Continuous internal assessment. In addition to this, there is an Added Value assignment.

National 5      A Course Award is based on an SQA Course assignment (30%) and external SQA exam (70%).

## COLLEGE

### Course Details

Pupils interested in accessing a college course as part of their school experience in S4 should indicate this as an option on their option choice form. Details of the provision for 2023 - 2024 are yet to be confirmed. Last session the following courses were on offer:

Skills for Work Creative Industries – National 4/5

Skills for Work Hospitality – National 5

Skills for Work Early Education and Childcare – National 4/5

Create an Image based on a Theme within the Hair and Beauty sector

### Assessment

Assessment will be on an ongoing basis in college.

Entry to these college places is dependent on a successful application and interview process.

Pupils should speak with their Pupil Support teacher to find out the particular college options that may be suitable for them.



# COMPUTER GAMES DEVELOPMENT

## National Progression Award at Levels 5 and 4

### Purpose

The computer games industry remains strong in Scotland and the rest of the UK. Coding is an important part of this qualification and skills in software development are in demand.

Th NPAs in Computer Games Development at SCQF levels 5 and 4 introduce learners to genres, trends and emerging technologies of the computer games industry. These awards provide a foundation in techniques that are important to the Gaming sector, such as digital planning and design, creation of media assets, and development and testing – while also developing employability skills and Core Skills through enterprise activities.

This qualification covers core areas such as design, media assets and games development. Coding is also an important part of this qualification. The award will improve learners' computational thinking skills – an area that is gaining recognition as a vital 21st century competence – and stimulate interest in computer science among young learners.

### Skills, knowledge and understanding gained during the course

- Design his/her own narrative for a Computer Game.
- Design and create town characters, objects, levels.
- Create and capture sounds and graphics.
- Design how the user interacts with their game.
- Undertake an activity to promote his/her game.

### Assessment

The course is made up of three units, each of which will be internally assessed.

# COMPUTING SCIENCE

## National 5, National 4

### Purpose

The Course provides candidates with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry. Learners are introduced to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

### Recommended Entry

Completed S3 Computing course.

### Course Construction

The Course has 4 areas of study:

#### Software Design and Development

The aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

#### Computer Systems

In this Unit learners develop their understanding of how data and instructions are stored and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that protect computer systems.

#### Database design and development

Learners develop knowledge, understanding and advanced practical problem-solving skills in database design and development.

#### Web design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development.

Across all areas of study, learners apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

### Assessment

- |            |  |
|------------|--|
| National 4 | Learners must pass all of the required Units. There is an additional practical Added Value Unit which requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing and information science problem. |
| National 5 | Assignment (31%) and external SQA exam (69%)   |

### Progression

Higher Computing Science, Further Education or Employment.

## DESIGN & ENGINEERING

The BGE within the Design & Engineering Department has provided a foundation of skills and knowledge for pupils to move onto a range of National Qualifications. Pupils have been challenged to solve a variety of design problems, which have required a demonstration of creativity and innovation. From S1 through to S3 our pupils are given projects with a focus on finding solutions to Product Design and Graphic Communication scenarios. Pupils moving into the following subjects should now be able to demonstrate and articulate skills and knowledge across a range of areas; Drawing & Sketching, Design Process, Computer Aided Drawing, Desktop Publishing, Materials & Processes, Planning & Presentation.

## DESIGN & MANUFACTURE

### National 5, National 4

#### Course Details

This course provides opportunities for learners to gain skills in Product Design with an emphasis on communicating design proposals using **sketching**, and **articulating knowledge** of design, materials and processes through folio based tasks. Pupils will be expected to **explore** the properties and uses of materials to devise and develop practical solutions to design problems, showing an ability to be critical, creative and innovative in their approach to design challenges.

There are 2 projects:

**Design** – Pupils will gain awareness of the Design Process from a starting brief to final design proposal. Skills in sketching are required to ensure learners can communicate and develop solutions to design tasks. In addition pupils will be expected to carry out an in-depth, critical product evaluation based around a variety of design factors, while learning about industrial manufacturing processes.

**Materials & Manufacturing** – Pupils will gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques, including commercial and workshop based. Skills in model making will allow pupils to develop solutions and support final manufacturing of working prototypes.

#### Assessment

Pupils will be given regular theory homework and progress will be monitored by regular assessments.

National 4      Continuous internal assessment. There is an Added Value Unit.

National 5      Continuously assessed with a final Assignment and a written examination.  
Question Paper worth 45%, Design Assignment worth 30% and Practical worth 25%.

# PRACTICAL WOODWORKING

## National 5, National 4

### Course Details

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

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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- knowledge of sustainability issues in a practical woodworking context
- the ability to accurately document work progress through the completion of a written log book

There are 3 projects:

### Flat Frame Construction

In this project, evidence will be required that the learner can produce basic flat-frame joints and assemblies to a given standard. Evidence of knowledge will also be required.

### Carcase Construction

In this Unit, evidence will be required that the learner can produce basic carcass constructions to a given standard. Evidence of knowledge will also be required.

### Machining and Finishing

In this Unit, evidence will be required that the learner can carry out simple machining and finishing to a given standard. Evidence of knowledge will also be required.

### Assessment

For National 5 Practical Woodworking, candidates will undertake a practical assignment set by SQA, which will be completed in class and internally assessed. This assignment will be worth 100% of the overall course grade.

# GRAPHIC COMMUNICATION

## National 5, National 4

### Course Details

On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

Learners will complete 2 projects:

#### 2D Graphic Communication (National 5)

This project helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the project allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

#### 3D and Pictorial Graphic Communication (National 5)

This project helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

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

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 4      Continuous internal assessment. There is an additional Added Value Unit.

National 5      Continuously assessed with a final Assignment and a written examination.

## EMPLOYABILITY AWARD & PC PASSPORT AWARD

### National Progression Awards SCQF4

#### EMPLOYABILITY AWARD

##### Course Details

The Employability Award is an introduction to the world of work. The Course focuses on relevant and transferable employability skills which can be used in any employment setting and will enable a successful move into the job market.

The main aims of the course are:

- build the confidence that learners have about their ability to gain employment
- develop skills and attitudes necessary for them to seek, gain and sustain employment
- promote a positive and realistic approach to employment

As part of the Employability course, all learners will undertake part of their course at the Forth Valley College, Stirling Campus. This partnership between school and college will provide 'taster' sessions for pupils to experience a range of subjects over the course of the year. As part of the experience, pupils will be expected to complete an application form and will be interviewed by school and college staff. Successful completion of the SCOTS programme guarantees an interview for a relevant Skills for Work course in the following year.

#### PC PASSPORT AWARD

##### Course Details

The NPA PC Passport at SCQF level 4 provides learners with up-to-date knowledge and skills in a range of popular IT software, such as Office 365. Learners will improve skills in key areas such as word processing, spreadsheets and presentation software preparing them for employment and further study.

This qualification will enable learners to develop a range of fundamental IT-based knowledge and skills. The knowledge and skills developed are directly relevant to the world of business and employment and, as such, are important for both further study and the job market.

##### Assessment

The course is made up of three units:

- Introduction to the Internet and On-line Communications
- Introduction to IT Software and Presenting Information
- Introduction to IT Systems

Each Unit is assessed internally (there is no external exam).

**Learners will complete all of the above courses whilst in Fourth Year.**

##### Progression

PC Passport National Progression award at SCQF level 5 in Fifth/Sixth Year.  
Customer Services National Progression Award at level 5 in Fifth /Sixth Year

# ENGLISH

## National 4, National 3

### Course Details

Pupils will continue to build on their skills in Reading, Writing, Listening and Talking. They will continue to develop their experience of the appropriate Curriculum for Excellence level.

**Reading** – skills will be developed by the continued study of drama, poetry and prose. This will continue to enrich pupils' learning, develop their language and comprehension skills and enable them to find enjoyment.

**Writing** – pupils will explore and create a variety of different types of writing, including creative and discursive writing. Challenge will be provided through increasing length, complexity and accuracy of response.

**Listening and Talking** – skills in active listening, individual presentation and group discussion will be practised and assessed.

**There are 2 Units in National 3 and 4:**

### Creation and Production

Learners will develop talking and writing skills to create and produce straightforward language in both written and oral form.

### Analysis and Evaluation

Learners will develop skills needed to understand, analyse and evaluate texts in language, literature and media.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 4 / 3    Literacy – develops learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

National 3       Internally assessed.

National 4       Internally assessed. There is also an Added Value Assessment in which learners will research a chosen topic and present their findings in written or spoken form.

### Homework

This course will involve a substantial commitment to homework –

- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Preparation of talk tasks

### Progression

- National 5 English

# ENGLISH

## National 5

### Purpose

The main purpose of this Course is to provide candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed in content. The Course offers candidates opportunities to develop and extend a wide range of skills.

As candidates develop their language skills, they will be able to process ideas and information more readily, apply knowledge of language in practical and relevant contexts, and gain confidence to use detailed language with clarity and purpose. Candidates develop analytical thinking and an understanding of the impact of language through the study of a wide range of texts.

### Course Details

The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

Learners will be provided with the opportunity to develop listening and reading skills in the contexts of literature, language and media. They will develop the skills needed to understand, analyse and evaluate detailed and complex texts, including Scottish texts.

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

### Assessment

- Continuously assessed with a final written examination
- The writing portfolio is to provide evidence of candidates' skills in writing for two different purposes: one broadly creative, and one broadly discursive

### Homework

This course will involve a substantial commitment to homework –

- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Extensive revision of tasks

### Progression

- Higher English



# ENGLISH AS A SECOND LANGUAGE (ESOL)

## National 5

### **Purpose**

The course provides candidates with the opportunity to develop their English language skills, using detailed English language. It also gives access to the Higher ESOL qualification.

Everyday life, work and study are the contexts within the course and within each context, themes and topics can be personalised to meet the needs of candidates.

**ESOL for everyday life:** The candidates develop the four skills of reading, writing, listening and speaking needed for everyday life in personal, social and transactional contexts. The broad social context is intended to support candidates who need to use English as the language of everyday communication.

**ESOL in context:** The candidates develop the four skills of reading, writing, listening and speaking in the familiar contexts of work and study.

## GAELIC (Learners)

### National 5

#### Course Details

The Course provides pupils with the opportunity to develop reading and listening, talking and writing skills in Gaelic, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

*Is this course for me?*

*This course is suitable for pupils with a keen interest in language, and pupils with a previous knowledge of Gaelic.*

#### Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- reading, listening, talking, and writing skills in Gaelic, in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed language required to understand and use Gaelic
- applying grammatical knowledge and understanding skills, knowledge and understanding for the course assessment

#### Assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

#### Reading, Writing and Listening

Pupils will be assessed on all four contexts: society, learning, employability, and culture.

#### Assignment - Writing

Pupils will be assessed on one of three contexts: society, learning or culture.

#### Performance - Talking

Pupils will be assessed on at least two of these four contexts: society, learning, employability, and culture.

#### Homework

This Course will involve a substantial commitment to homework –

- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Extensive revision of tasks
- Preparation of talk tasks
- Vocabulary revision

#### Progression

Higher Gaelic (Learners)

# GÀIDHLIG

## National 5, Nàiseanta 5

### Course Details

The Course provides pupils with the opportunity to develop their listening, talking, reading and writing skills in order to develop their understanding of the language and use the language.

Learners will be provided with the opportunity to develop listening and reading skills in the contexts of literature and language. They will develop the skills needed to understand, analyse and evaluate detailed and complex texts.

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

### Assessment

To gain the award of the Course, the learner must pass the internal speaking assessment and writing assessment as well as the final exam. Grading attainment in the Course award is determined by external assessment of the final exam and the grade of the speaking assessment and writing assessment.

### Homework

This Course will involve a substantial commitment to homework –

- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Extensive revision texts
- Preparation of talk tasks
- Use of Gaelic out with school to develop their vocabulary and understanding of the language

### Progression

Higher Gàidhlig

# HEALTH & FOOD TECHNOLOGY

## National 5, National 4

### Purpose

Health and Food Technology provides an opportunity to study the relationships between health, nutrition, and the functional properties of food, lifestyle choices and consumer issues. This course develops an awareness of informed food and dietary choices that can have a positive effect on the health of learners and enable them to advise others. Learners also develop some skills and applications of food preparation techniques, although it is more theory based than practical.

### *Is this course for me?*

The Course will attract learners who have an interest in health, food and consumer issues. It will particularly appeal to learners who have an ability to link theory to practice. The flexible context and breadth of learning experiences offered should be attractive to a variety of learners.

An understanding of dietary needs and knowledge of consumer choice and rights encourages individuals to develop positive attitudes and values towards factors which can impact on learners' own and others health and food choices.

### Course Details

Courses at National 5 and 4 consist of the following:

#### Food and Health

Develop learners' knowledge and understanding of the relationship between food, health and nutrition; dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

#### Food Product Development

Allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products; the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

#### Contemporary Food Issues

Learners will develop knowledge and understanding of consumer food choices; explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues; technological developments in food and organisations which protect consumer interests; food labelling and how it helps consumers make informed food choices.

### Assessment

**National 4** – the learner must pass the assessments on the information stated above in addition to the Added Value assignment. These units are internally assessed on a pass/fail basis and there is no final exam.

**National 5** – the learner must complete the course assessments on the above and pass the coursework assessment. The coursework assessment consists of an assignment (60 marks – worth 50%) and a 1 hour 50 minute question paper (60 marks – worth 50%); the course is graded A – D.

The assignment will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief, The assignment will be sufficiently open and flexible to allow for personalisation and choice.

# HOSPITALITY: PRACTICAL COOKERY

## National 5, National 4

### Purpose

National Qualifications in Hospitality: Practical Cookery develop a range of cookery skills and processes, as well as food preparation techniques.

Planning and producing meals and presenting them appropriately, develops understanding of ingredients from a variety of different sources, as well as their uses and responsible sourcing and sustainability. Learners also develop an understanding of the choice of ingredients and the impact these have on health and wellbeing, as well as their knowledge and understanding of food safety and hygiene practices. The Course further enhances learners' personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.

### *Is this course for me?*

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

Learners will develop a range of both generic and practical cookery skills, including food preparation techniques and the ability to follow cookery processes; the ability to choose, weigh and measure ingredients and calculate proportions, calculate the cost of ingredients and portions; and the ability to follow recipes to produce dishes, and to evaluate the product.

Learners will also develop the ability to plan and produce meals and to present them appropriately; the ability to work safely and hygienically; and planning, organisational and time management skills in the cookery context. The Course will support learners' personal and social development and will serve them very well in their everyday lives, as well as preparing them for further training and employment in a wide range of hospitality-related areas.

### Course Details

The National 5 and 4 course consists of the following:

- **Cookery Skills, Techniques and Processes**  
Learners will be required to provide evidence of their: cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
- **Understanding and Using Ingredients**  
Learners will be required to provide evidence of their ability to: apply their understanding of a range of ingredients and select appropriate ingredients and use them in the preparation of dishes
- **Organisational Skills for Cooking**  
Learners will be required to provide evidence of their ability to: follow recipes and implement a time plan to produce dishes and carry out an evaluation of the dishes

### Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification.

**National 4** – the learner must pass the assessments on the information stated above in addition to the Added Value assignment. Learners will plan, prepare and cook a two-course meal for a given number of people within 1 hour 30 minutes and present it appropriately.

**National 5** – the learner must complete the course assessments on the above and pass the coursework assessment. The coursework assessment consists of a practical activity (100 marks – worth 75%) where learners will plan, prepare and cook a three-course meal for a given number of people within 2 hours 30 minutes and present it appropriately. It also contains an assignment which consists of a time plan, service details and an equipment list. There is also a 1-hour question paper (30 marks – worth 25%); the course is graded A – D.

# MATHEMATICS AND APPLICATIONS OF MATHEMATICS

## National 5, National 4, National 3

### Course Details

The purpose of Mathematics and Applications of Mathematics Courses 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.

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

The mathematical skills within these Courses are underpinned by Numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

Courses are available at the levels of National 5, 4, 3 and there is a course and level to suit every learner's requirements.

### Assessment

#### National 3 Applications of Mathematics

This Course is split into 3 Units, all of which are assessed internally.

#### National 4 Mathematics and Applications of Mathematics

In addition to 3 Unit assessments each course is assessed by an end of course internal 'Added Value' Test, which covers work from all three Units.

#### National 5 Mathematics

Assessed at the end of Fourth Year by an external SQA Exam.

## MODERN LANGUAGES

### French/Spanish National 5, National 4

#### Course Details

The study of modern language has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. Pupils gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship. 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.

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 and talk, read and write in a modern language
- understand and use a modern language in context
- plan and research, integrating and applying language skills

There are 2 areas of study:

#### Understanding Language

The Unit provides learners with the opportunity to develop the skills needed to understand a modern language in straightforward contexts.

#### Expressing Language

The Unit provides learners with the opportunity to develop the skills needed to use a modern language in straightforward contexts.

#### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

- |            |   |
|------------|---|
| National 4 | Continuously assessed throughout the course. There is an additional Added Value Unit for each language. Learners research a chosen topic and give their findings in a short presentation. |
| National 5 | Continuously assessed with a Talking Performance exam during the year, a writing assignment and a final examination for Listening, Reading and Writing.                                   |

#### Progression

This Course may provide progression to:

- Other SQA qualifications in Modern Languages or related areas
- Further study, employment or training in the following areas: Arts, Social Sciences & Religion; Hospitality, Catering & Tourism; Languages; Law

Further study, training or employment – Language skills can be the career gift that keeps on giving: Being able to speak, explain, and negotiate in another language make you more employable, increases your confidence and can lead to greater opportunities.



# MODERN LANGUAGES FOR LIFE & WORK AWARD

## Level 4, Level 3

### Course Details

The general purpose of this course is to study one language or two languages in practical and relevant contexts for life and work, and to identify, develop and demonstrate employability skills.

In particular, the Modern Languages for Life and Work Award aims to enable learners to:

- develop listening and talking skills in one or two modern languages in the contexts of life and work (including reading skills at SCQF level 4)
- develop knowledge of one or two Modern Languages in the contexts of life and work
- develop employability skills

The Course offers many opportunities for personalisation and choice. A choice of languages is available for this course including French, Spanish and possibly Italian or Mandarin. The language or languages studied will be chosen according to pupils' interests and staff availability. Contexts for learning, assessment tasks and learning styles are other areas which can be personalised by learners.

### Recommended Entry

This Award is a broad-based qualification suitable for all learners. It provides sufficient flexibility to enable learners to achieve in different ways and at a different pace.

Prior learning in the subject is not essential, although the Award provides opportunities for learners to build on prior learning experienced in a broad, general education or in a Modern Languages qualification at a lower SCQF level.

### There are 3 Units:

#### Modern Languages for Work Purposes

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

#### Modern Languages for Life

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

#### Building Own Employability Skills

This Unit provides learners with the opportunity to acquire the skills needed in order to gain employment. These skills include finding out about job opportunities and employers, and the skills needed to apply for a job.

### Assessment

Pupils will be given regular homework and the course is internally assessed through the four skills in Listening, Reading, Writing and Talking over the 3 Units.

## **Progression**

This Course may provide progression to:

- Other SQA qualifications in Modern Languages or related areas
- Further study, employment or training in the following areas: Arts, Social Sciences & Religion; Hospitality, Catering & Tourism; Languages; Law

Further study, training or employment – Language skills can be the career gift that keeps on giving: Being able to speak, explain, and negotiate in another language makes you more employable, increases your confidence and can lead to greater opportunities.

# MUSIC

## National 5

The National 5 Music Course has an integrated approach to learning and combines practical learning and understanding of music.

The Course aims to enable candidates to:

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

### Course Details

#### Performing Skills

Candidates demonstrate their performing skills by presenting a prepared programme on two instruments, or one instrument and voice.

#### Composing Assignment

Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) showing their understanding through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

#### Understanding Music

Candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the Course.

#### Assessment

The Course is externally assessed by the SQA.

# MUSIC TECHNOLOGY

## National 5

### Course Details

Students will develop their skills in:

- The knowledge and understanding of music technology
- A broad understanding of the music industry, including intellectual property rights
- Knowledge, understanding and critical analysis of a range of 20<sup>th</sup> and 21<sup>st</sup> century musical concepts, styles and genres
- The ability to use music technology hardware and software to capture and manipulate audio
- The ability to use music technology creatively in sound production in a range of contexts, listening skills, imaginative, creative and technical problem-solving skills, using skills in a range of contexts e.g. live performance, radio broadcast, film, TV themes, adverts and computer gaming
- The ability to critically reflect on personal work and on the work of others
- Skills in planning, organising, researching, communicating in a technological and musical context

### Course Details

#### Developing an Understanding of 20<sup>th</sup> and 21<sup>st</sup> Century Music

Candidates develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20<sup>th</sup> and 21<sup>st</sup> century music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights. They also develop listening skills, enabling them to identify a range of genres and styles and their main attributes, and relevant music concepts in the context of 20<sup>th</sup> and 21<sup>st</sup> century music.

#### Developing Music Technology Skills

Throughout the Course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include using appropriate audio input devices, applying microphone placement techniques, constructing the signal path for multiple inputs, setting input gain and monitoring levels, overdubbing and editing tracks, equalization, time domain and other effects, and mixing techniques.

#### Music Technology Contexts

Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

### Assessment

- To gain National 5, learners must pass the Course Assessment (Assignment and Question paper)
- Throughout the Course there will be a number of assessments
- The Course Assessment consists of a Question Paper (exam marked by SQA) and 2 assignments that will make up the overall grade. The assignments will be done during class time. These will be sent to the SQA to be externally marked in March.

# PERSONAL DEVELOPMENT/WELLBEING/RELIGION, BELIEF AND VALUES AWARDS

## SCQF Level 5

### PERSONAL DEVELOPMENT AWARD

#### Course Details

This course has four mandatory areas of study:

- Personal Development: Self-Awareness
- Personal Development: Self in Community
- Personal Development: Self and Work
- Personal Development: Practical Abilities

Our Personal Development Awards aim to help learners become more independent and to develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through supported and independent learning.

### WELLBEING AWARD

#### Course Details

This course has two areas of study:

#### Health and Wellbeing: Exploring Wellbeing

The general aim of this unit is to explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social and physical health and wellbeing will be considered and compared. Learners will develop an understanding of wellbeing as a holistic concept, influenced by individual, social, global and environmental factors. Learners will undertake an investigation into wellbeing and present their findings in a suitable way.

#### Health and Wellbeing: Improving Wellbeing

Learners undertake an activity aimed at improving the wellbeing of themselves and/or others. They will set targets and carry out a plan for improving wellbeing and evaluate and review the planned activity. This will include a review of how the activity has impacted upon their personal wellbeing.

### RELIGION, BELIEF AND VALUES AWARD

#### Purpose

The purpose of this award is to encourage learners to explore and reflect on their personal faith or values. Learners will deepen their understanding of faith or values through practical engagement in the local, national or global communities.

## Course Details

### Investigating Religion and Belief

Learners will analyse and reflect on a chosen topic: involving religion or religious belief. They will develop knowledge and understanding of the topic by reflecting on relevant religious and other viewpoints, and their personal faith or values. They will have the opportunity to discuss and debate the topic they are investigating.

### Values in Action

Learners will put their faith or values into action through active engagement in the community. This may be achieved through a wide range of settings and contexts. Learners will record the activity they have taken part in. They will think critically and reflect on how it contributes to their understanding of their faith or values. The learner will be required to provide evidence of:

- active engagement in their local, national or global community
- an explanation and analysis of how the activity demonstrated their faith or values
- reflection and critical analysis of how the faith or values they have put into action compare with relevant religious viewpoints and viewpoints independent of religious belief.

# PHYSICAL EDUCATION

## National 5, National 4

### Course Details

Learners will develop the 4 capacities; Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors through participation in a range of activities including: indoor, outdoor, competitive, non competitive, aesthetic and aquatic. These experiences will develop the learner's knowledge and skills. They will also work co-operatively with others and take on a variety of roles and responsibilities. Learners will be given the opportunity to investigate and analyse their performance.

Health will be a major focus throughout the course and the aim is to educate the learner to make informed decisions about their health and how to improve it. Fitness testing and work on personal fitness programmes will be integral to the course. Learners will be required to participate in one lesson a week of **football, basketball and swimming**. This is a requirement of the course. If this is not met the learner cannot pass the course.

The Course will consist of:

### Performance Skills

Learners will develop a range of performance skills in two physical activities.

### Factors Impacting on Performance

Learners will develop knowledge of factors which impact on performance and methods of enhancing performance.

### Assessment

The course is assessed through practical activity.

- |            |  |
|------------|--|
| National 4 | Learners must pass all of the required Units. There is an Added Value Unit.  |
| National 5 | Learners will complete a portfolio which will be assessed by SQA.<br>Learners will participate in two one-off performances in two different physical activities. |

## PHYSICAL EDUCATION (Aesthetic Activities)

### National 5, National 4

#### Course Details

Learners will develop the 4 capacities; Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors through participation in a range of aesthetic activities including: dance; gymnastics and aquatic. These experiences will develop the learner's knowledge and skills. They will also work co-operatively with others and take on a variety of roles and responsibilities. Learners will be given the opportunity to investigate and analyse their performance.

Health will be a major focus throughout the course and the aim is to educate the learner to make informed decisions about their health and how to improve it. Fitness testing and work on personal fitness programmes will be integral to the course. Learners will be required to participate in one lesson a week of **dance, gymnastics and possibly swimming**. This is a requirement of the course. If this is not met the learner cannot pass the course.

The Course will consist of:

#### Performance Skills

Learners will develop a range of performance skills in two physical activities.

#### Factors Impacting on Performance

Learners will develop knowledge of factors which impact on performance and methods of enhancing performance.

#### Assessment

The course is assessed through practical activity.

- |            |  |
|------------|--|
| National 4 | Learners must pass all of the required Units. There is an Added Value Unit.  |
| National 5 | Learners will complete a portfolio which will be assessed by SQA.<br>Learners will participate in two one-off performances in two different physical activities. |



# DANCE

## National 5

### Course Details

The National 5 Dance Course has an integrated approach to learning that develops practical and evaluative skills, knowledge and understanding of technical dance, and performance and choreographic skills. Candidates learn how to evaluate their own work and the work of others, and use this knowledge to inform and influence their own creative thinking and performance. Candidates experiment with a range of choreographic principles and consider the impact of theatre arts on performance. They also explore the origins of dance.

The Course contains 3 components designed to prepare candidates for progression to Higher Dance.

#### Component 1: Question Paper

Candidates demonstrate their knowledge and understanding of one dance genre, analyse a piece of professional choreography and critically evaluate their own dance performance.

#### Component 2: Practical Activity

Candidates create a short choreography for 2 dancers, based on a theme of their choice. They use imagination and creativity, conveying thoughts, meanings and ideas through movement. They learn how to apply choreographic principles to enhance their choreographic intention and apply problem-solving skills in order to create and deliver choreography. Candidates also complete a written Choreography Review in which they outline the journey of their choreography and critically evaluate their work.

#### Component 3: Performance

Candidates study 2 genres of dance. They will learn and apply techniques in both Jazz and Contemporary. Candidates will analyse and evaluate their own performance as well as their peers and professional performers. Candidates will be externally assessed in one genre of dance.

### Assessment

In the National 5 Dance Course, added value will focus on challenge and application. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a Performance of a technical solo, and a Practical Activity in which candidates create a choreography for two dancers, and review the process. The Assessment will be carried out live in front of a visiting Assessor from SQA.

# RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

## National 5, National 4, National 3

### Course Details

The National 5 Religious, Moral and Philosophical Studies course helps candidates to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience.

The Course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of religion and its place in society; learn more about traditions, beliefs and values; progress to more specialised study, further education, training or employment. It will help you develop the skills of analysis and evaluation which are in big demand in the workplace and in University life.

The Course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical issues. Candidates learn to express viewpoints and have the opportunity for personal reflection. Candidates develop a wide range of important and transferable skills including accurate recording of information, researching resources, analysing and evaluating beliefs and values, and expressing reasoned personal opinions in a variety of contexts.

Strathclyde University Law School - "I can say with absolute certainty that not only the substantive content of RMPS, but in addition, the development of a student's critical faculties are amongst the most desirable qualities sought by universities and employers." - Dr Christopher McCorkindale.

There are 3 areas of study:

**World Religion:** knowledge and understanding of the main beliefs and values of Islam and its relevance to contemporary society.

**Morality and Belief:** enquire into, evaluate and present reasoned views about religious and non-religious responses to punishment and the death penalty.

**Religious and Philosophical Questions:** analyse the existence of God and explore responses to the question.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 3 Internally assessed.

National 4 Learners must pass all of the required Units. There is an additional Added Value Unit.

National 5 Assignment with a final written examination.

### Progression

This Course may provide progression to:

- Other SQA qualifications in RMPS or related areas
- Further study, employment or training in the following areas: Arts, Social Sciences & Religion; Hospitality, Catering & Tourism; Law

## SCIENCE

Having completed their Curriculum for Excellence course in Science, pupils may personalise their progression by choosing from Biology, Chemistry and Physics. Pupils will develop and apply scientific enquiry, investigative skills as well as problem solving and analytical thinking skills. They will be involved in planning, designing and carrying out experiments to solve problems and developing their communication skills to convey their findings.

## BIOLOGY

### National 5, National 4, National 3

#### Course Details

The Course develops skills of scientific inquiry, and analytical thinking, along with knowledge and understanding. These skills, knowledge and understanding of Biology are developed through a variety of approaches and in the context of each of the three main areas of the course. Candidates undertake practical activities in the classroom/local environment. Candidates research issues and communicate information related to their findings, which develops skills of scientific literacy.

The Course content includes the following areas of Biology:

**Cell Biology:** The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.

**Multicellular Organisms:** The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems – plants; transport systems – animals; absorption of materials.

**Life on Earth:** The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

#### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 3	Internally assessed.
National 4	Internally assessed. Learners must pass all of the required Units, including an Added Value Unit.
National 5	Assessed by an external exam at the end of the course and an assignment (worth 20% of the overall mark).

# CHEMISTRY

## National 5, National 4, National 3

### Course Details

The course develops scientific understanding of chemistry issues and aims to develop learners' interest and enthusiasm for chemistry through a variety of approaches to learning with an emphasis on practical activities. There are 3 areas of study:

**Chemical Changes and Structures:** examines atomic theory and how atoms combine.

**Nature's Chemistry:** investigates important everyday chemicals such as fossil fuels, foods and the wide range of consumer products obtained from plants.

**Chemistry in Society:** studies metals, modern materials such as plastics, and sustainable chemistry which researches the use of chemicals in society with an emphasis on economic and environmental issues.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 3 Internally assessed.

National 4 Learners must pass all of the assessments for the required Units. There is an additional Added Value Unit for each science.

National 5 A final written examination and a research assignment.

# PHYSICS

## National 5, National 4, National 3

### Course Details

Physics employs a wide range of teaching strategies including practical work and applications to maximise pupil learning. There are 3 areas of study:

**Dynamics and Space:** studies space exploration, cosmology, and forces and motion.

**Waves and Radiation:** examines the electromagnetic spectrum, sound engineering and the characteristics of light and nuclear radiation.

**Electricity and Properties of Matter:** studies how heat and light interact and how electrical energy has become an important factor in everyday life.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

National 3 Internally assessed.

National 4 Learners must pass all of the required end of Unit assessments. There is an additional Added Value Unit for each science.

National 5 A final written examination. Must also complete a research assignment.

In National 4 and 5 learners are also required to complete a research project on how Physics has impacted on the environment and society.

# SCIENCE

## National 4

### Course Details

This Course is designed for students who may have securely achieved Level 4 outcomes in Science in S3. It covers a blend of Chemistry, Physics and Biology, and the Course contains a large volume of practical learning. Science is vital to everyday life and allows us to understand and shape the world in which we live, and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, it is important that everyone has an informed view of science. An experimental and investigative approach is used to develop knowledge and understanding of science key areas.

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science. It is perfect for students who wish to cover a range of sciences rather than specialise.

The Units to be studied are:

- Fragile Earth
- Human Health
- Applications of Science
- Added Value Unit/Science Assignment

### Assessment

National 4      Learners must pass all of the required end of Unit assessments. There is an additional Added Value Unit.

### Progression

On successful completion of the National 4 Science Course, students may wish to specialise in a discrete science and study Chemistry, Physics or Biology at National 4 or National 5 level.

## SOCIAL SUBJECTS

After progressing through the Curriculum for Excellence Social Subjects course pupils will be given the opportunity to study Geography, History, Modern Studies and People and Society.

## GEOGRAPHY

### National 5, National 4, National 3

#### Course Details

The course develops learners' understanding of the environment around them and the ways in which people interact with the environment.

There are 3 areas of study:

#### Physical Environments

Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK Landscape types studied will be: upland limestone; rivers and their valleys.

#### Human Environments

Learners will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### Global Issues

Key topics will include impact of human activity on the natural environment development and health. Learners will study major global issues and the strategies adopted to manage these.

#### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

- |            |   |
|------------|---|
| National 3 | Internally assessed.  |
| National 4 | Learners must pass all of the required Units. Each Social Subject has an Added Value Project drawn from one of the Units studied. |
| National 5 | A final written examination and externally assessed Added Value Project.  |

# HISTORY

## National 5, National 4, National 3

### Course Details

The course opens up the world of the past for learners. By examining the past, learners can better understand their own communities, their country and the wider world. Learners will study political, social, economic and cultural history through 3 topics:

#### Scottish

Learners will develop skills to use and evaluate a range of historical sources. They will gain knowledge and understanding of events and themes in Scottish History. Learners will study 'The era of the Great War'.

#### British

In this topic, learners will develop techniques to describe, explain and present information about the content and context of important historical themes and events in British History. Learners will study 'Changing Britain 1760 – 1900'.

#### European and World

In this topic, learners will develop techniques to compare differing historical viewpoints taking into account their content and context. This will gain knowledge and understanding of important events in European and World History. Learners will study 'USA 1850 – 1880'.

### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

- |            |   |
|------------|---|
| National 3 | Internally assessed.  |
| National 4 | Learners must pass all of the required Units. Each Social Subject has an Added Value project drawn from one of the units studied. |
| National 5 | A final written examination and externally assessed Added Value Project.  |



## MODERN STUDIES

### National 5, National 4, National 3

#### Course Details

This course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, UK and International contexts. There are 3 areas of study:

#### Democracy in Scotland and the United Kingdom

The focus is on the use of straightforward sources of information in order to detect and explain bias and exaggeration. Learners will develop a knowledge and understanding of the UK political structure including the place of Scotland within this structure. They will develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

#### Social Issues in the United Kingdom

The focus will be on the use of straightforward sources of information in order to make and justify decisions. Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on crime and the law. In the crime and the law context, learners will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

#### International Issues

The focus is on the use of straightforward sources of information in order to draw and justify conclusions. Learners have a choice of contexts for study. Contexts for study will be a socio/economic and political study of another contemporary society (USA).

#### Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

- |            |   |
|------------|---|
| National 3 | Internally assessed.  |
| National 4 | Learners must pass all of the required Units. Each Social Subject has an Added Value Project drawn from one of the units studied. |
| National 5 | A final written examination and externally assessed Added Value Project.  |

## PEOPLE AND SOCIETY

### National 4, National 3

#### Course Details

This course is only offered to learners who have studied at National 3 level last year. The People and Society Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society.

#### People and Society: Investigating Skills

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. This will be taught through a Geography Unit.

#### People and Society: Comparing and Contrasting

In this Unit, learners will develop straightforward skills of using information to compare and contrast, this will be done through a History topic.

#### People and Society: Making Decisions

In this Unit, learners will develop straightforward skills of using information to make decisions. This will be done through a Modern Studies topic.

#### Assessment

- |            |  |
|------------|--|
| National 3 | Internally assessed.   |
| National 4 | Learners must pass all of the required Units. An Added Value project must also be completed on one of the above units. |