Important Information for Parents/Carers of S3, S4 and S5 Pupils

Throughout January/February/March work in PSE lessons will focus on decision making/careers/option choices. This will include the use of careers software in IT and work in tutor groups.

Important dates in January-March 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 8 January</td>
<td>Reports issued S3</td>
</tr>
<tr>
<td>Thursday 21 January</td>
<td>S3 Parent Contact Evening</td>
</tr>
<tr>
<td>Thursday 11 February</td>
<td>Final date for the return of course option sheets to PCS staff – S3</td>
</tr>
<tr>
<td>Tuesday 23 February</td>
<td>S4 Parent Contact Evening</td>
</tr>
<tr>
<td>Wednesday 2 March</td>
<td>S5 Parent Contact Evening</td>
</tr>
<tr>
<td>Friday 11 March</td>
<td>Final date for the return of course option sheets to PCS staff – S4/5</td>
</tr>
</tbody>
</table>

Points of contact will be with the pupil’s PCS teacher:

- Balmossie: Mrs G Anton
- Dalhousie: Mrs L Ayres
- Panmure: Miss C Meldrum
- Ravensby: Mrs C Joss

The following pages will provide you with information about the courses that are available to study in S4, S5 and S6.

Should you have any questions relating to the courses on offer next session or should you wish any further information on the course options process, please do not hesitate to contact the school and ask to speak to your daughter’s/son’s PCS teacher. This information is also available on the Carnoustie High School website – www.carnoustiehigh.angus.sch.uk.

Mr D Currie
Head Teacher
Introduction

To all current S3, S4 and S5 pupils and parents

The Senior Phase of young people’s education follows their broad general education, which takes them to the end of S3 or equivalent. This phase builds firmly on the broad general education which went before. The broad general education we provide is part of Curriculum for Excellence. It allows our young people to ensure that their knowledge and understanding of the subjects is sufficiently wide to provide them with secure foundations for learning. Having secure educational foundations will ensure that students can progress with greater confidence as they specialise towards national examinations/assessments in their fourth year and beyond. Curriculum for excellence has five levels before students enter the senior phase (S4-6). Three of these levels (including early) will be completed between primary one and primary seven for most students and third and fourth level will be completed by the end of third year depending on the progress of the individual student.

The values, purposes and principles of Curriculum for Excellence will flow through from earlier phases of education into the Senior Phase and continue to be delivered for young people at this particular point in their educational journey.

The Senior Phase will offer young people the opportunity to extend and deepen their education as they build their portfolio of qualifications which recognises their learning, enables them to continue to develop skills and offers pathways to the next stage – whether that is further or higher education, training or employment.

In the Senior Phase all young people can expect the entitlements set out in Curriculum for Excellence – Building the Curriculum 3: A Framework for Learning and Teaching to be delivered, whatever their individual needs and wherever their learning is taking place. Specifically these are:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities;
- opportunities to continue to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide; and
- support in moving into positive and sustained destinations beyond school.

As you continue this learning journey through the ‘Senior Phase’ of your education at Carnoustie High School, you and your parents/carers, have some very important decisions to make. Your decisions now could have an effect on the rest of your life, so it is important that you look carefully at the options available to you.

How does the school decide on what level to present pupils for SQA assessment?

In S4, most learners will follow six National 4 or National 5 qualifications with a minority working wholly or partly at National 3. For almost all pupils, the study of English and Mathematics will be expected at the appropriate level plus four other options.

Entry into the Senior Phase courses in S4 will reflect a pupil’s progress and achievement within the Third and Fourth Levels of their Broad General Education. As a general guide:
Entry into Senior Phase courses in S5 and S6 will reflect a pupil’s progress and achievement through their National 3/4/5 courses in S4. As a general guide:

<table>
<thead>
<tr>
<th>By the end of S3…</th>
<th>will normally lead to the study of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consolidating or secure at Fourth level.</td>
<td>National 5 courses</td>
</tr>
<tr>
<td>• Developing at Fourth Level and/or secure at Third level</td>
<td>This will require to be discussed and agreed before entry to a National 4 or 5 course is confirmed.</td>
</tr>
<tr>
<td>• Developing or Consolidating at Third level.</td>
<td>National 4 courses</td>
</tr>
<tr>
<td>• Limited development at Third level.</td>
<td>National 3 courses</td>
</tr>
<tr>
<td>• Working at Second level.</td>
<td></td>
</tr>
</tbody>
</table>

By the end of S3/4/5… will normally lead to the study of…

<table>
<thead>
<tr>
<th>By the end of S4/5…</th>
<th>will normally lead to the study of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pass at National 3</td>
<td>National 4 courses</td>
</tr>
<tr>
<td>• Pass at National 4</td>
<td>National 5 courses</td>
</tr>
<tr>
<td>• A-C pass at National 5</td>
<td>Higher courses</td>
</tr>
<tr>
<td>• A-C pass at Higher</td>
<td>Advanced Higher courses (where appropriate)</td>
</tr>
</tbody>
</table>

As all courses are now completely hierarchical, this means the progression guide shown above also applies from S5 into S6. There may, however, be opportunities for S6 pupils to attempt learning at National 5 or Higher in subjects where they have no previous qualifications – ie ‘crash’ certain subjects.

**How will these qualifications be assessed?**

Senior Phase qualifications (National 3, 4, 5, Higher and Advanced Higher) are certificated by the Scottish Qualifications Authority. National 3 and National 4 qualifications are internally assessed (no final exam) and the standards are checked by the SQA to ensure consistency across Scotland. This is carried out through a process known as ‘external verification’, where selected pupil assessments will be submitted to central location to have the standard verified. Pupils will receive a ‘Pass’ or a ‘Fail’ for these qualifications.

National 5, Higher and Advanced Higher qualifications will also have internally assessed elements which must be passed in order for pupils to gain an overall course award. However, these qualifications will be graded by a national assessment in the subject. The outcome of this exam will determine the level of attainment (A, B, C, D or No Award) for that particular subject.
Do all courses at National 5 lead on to a Higher and Advanced Higher Qualification?
No. Not all courses found in the course choice booklet progress to Higher level and beyond. This is important to note when choosing your courses and considering your progression options as the following subjects cannot be taken to Higher level study:

✓ Hospitality
✓ Practical Craft Skills
✓ SFW (Skills for Work, Angus College based courses)

You must carefully consider your choices and possible progression routes before completing your option sheet.

School/College Links
It may be possible for some pupils to study a course provided by Dundee & Angus College in their Arbroath Campus (formerly Angus College). This will involve pupils travelling to Arbroath on Wednesday mornings at 9am and returning to school in time for Period 5 classes. Transport will be provided.

What Skills for Work courses are offered by the school in conjunction with the college?
The courses noted below are all available but are subject to change based on demand. If the uptake for the course is too low the course will not commence this session however could lead to further progression in full-time college courses (see D&A website for more info). Please note these vocational courses do not lead on to Higher level study in school. As these courses are run in conjunction with other Angus schools there may be an element of competitive entry; therefore entry to preferred courses cannot be guaranteed. Pupils choosing the Skills for Work option will be expected to work with pupils from other Angus schools. Further information on specific course content can be found in the Dundee & Angus College prospectus; alternatively please contact the school for further details.

This is in addition to Higher Psychology which is only available to S6 students who have achieved at least one good pass at Higher. This course takes place on Tuesday or Thursday nights at Dundee & Angus College – Arbroath Campus. Travel to and from Arbroath for this course would be the student/parents’ own responsibility.

Planned Skills for Work (SFW) provision for 2015-16
✓ Construction and Engineering (National 3)
✓ Construction Crafts (National 4 and 5)
✓ Rural Skills (National 4)
✓ Engineering Skills (National 4 and 5)
✓ Hairdressing (National 4)
✓ Health Care (National 4 and 5)
✓ Early Education and Childcare (National 4 and 5)
✓ Sport and Recreation (National 4 and 5)
✓ Hospitality (National 4)

What other sources of advice and information are there to help make these choices?
Special Assemblies on Course Choice procedures
S3 Parent Contact Evening - Thursday 21 January
S4 Parent Contact Evening - Tuesday 23 February
S5 Parent Contact Evening - Wednesday 2 March
Pupil Care and Support staff and members of the SLT
Careers Adviser – appointment request cards in library
To all Parents/Carers

Please remember that while choosing the right course is important, it is only the start of the process. No matter which subjects pupils choose, they will not succeed unless their attitude to their studies is mature and committed. This means regular independent study at home as well as class work. Successful pupils continue to develop their ability to work independently as they progress through Broad General Education and into the Senior Phase of their education.

Parents are invited to support the school by encouraging pupils to develop the skills and attitudes needed for success by:

- ensuring regular attendance at school, including good timekeeping
- overseeing the completion of all homework
- ensuring that deadlines for assignments, folio pieces, project work, etc, are met
- supporting pupils in self-study of coursework
- ensuring adequate preparation for assessment/examination (on-going class tests, Unit Assessments, Enhanced Assessments and SQA examinations)

Homework/Independent Study

Homework is seen as an important, formal part of any course of study as it can allow pupils to develop the practice of learning on their own without the constant presence of the teacher or other pupils on the one hand or the external discipline of things such as the timetable or the bells on the other. As such each course has a set number of formal homework exercises which will help contribute to the learning progress for that subject. In addition to these formal homework exercises there is also a constant requirement for ‘home work’, ie working on the learning at home, going over that day’s learning or preparing for classes the following day.

The actual time spent on homework will depend on factors such as level of study, time of year and the particular courses being followed. However, regular revision and learning of coursework is essential.

It is recognised that the amount of work issued may vary throughout each session and course of study. Compulsory Unit Assessments which help to identify the learners’ level of attainment and achievement in a particular unit/topic will be held throughout the year as appropriate and Enhanced Exam Practice and Final Exams will take place in 2016.

Levels of Study

All National Qualification Courses studied by pupils in S4 form part of the Scottish Credit and Qualification Framework (SCQF). All courses offered in the Option Choice Sheet will be open to study at only one of the following levels (except those previously identified):

- National 3 (equivalent to what you might have known as Foundation or Access 3)
- National 4 (equivalent to what you might have known as General or Intermediate 1)
- National 5 (equivalent to what you might have known as Credit or Intermediate 2)
- National 6 (Higher)
- National 7 (Advanced Higher)
As stated previously in this document, each course of study provides a hierarchical progression to the next level, e.g. a pupil passing National 4 in S4 would have the option to progress to National 5 the following year. In the case of National 5 the progression would be to Higher (National 6) level. This means that a pupil who has intentions of sitting Highers in S5 needs to be attempting National 5 levels of study in S4.

Courses of Study

During the Broad General Education phase of Curriculum for Excellence, pupils have been following courses of study and learning in 8 curriculum areas covering 3rd and (in some cases) 4th level experiences and outcomes. The table below shows how learning in each curriculum area may lead to specific progress into National 3-5 qualifications in S4 at Carnoustie High School.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>SENIOR PHASE PROGRESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Arts</td>
<td>- Art &amp; Design&lt;br&gt; - Music</td>
</tr>
<tr>
<td>Health &amp; Wellbeing</td>
<td>- Health &amp; Food Technology&lt;br&gt; - Hospitality&lt;br&gt; - Fashion &amp; Textile Technology&lt;br&gt; - Physical Education</td>
</tr>
<tr>
<td>Languages</td>
<td>- English (compulsory)&lt;br&gt; - French&lt;br&gt; - Spanish</td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Mathematics (Nat 4/5)&lt;br&gt; Lifeskills Maths (Nat 3)</td>
</tr>
<tr>
<td>Sciences</td>
<td>- Biology&lt;br&gt; - Chemistry&lt;br&gt; - Physics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>- Geography&lt;br&gt; - History</td>
</tr>
<tr>
<td>Technologies</td>
<td>- Administration &amp; IT&lt;br&gt; - Business &amp; Business Management&lt;br&gt; - Computing Science&lt;br&gt; - Design &amp; Manufacture&lt;br&gt; - Graphic Communication&lt;br&gt; - Practical Woodworking</td>
</tr>
<tr>
<td>Core Subjects</td>
<td>- RME (compulsory 1 period/week)&lt;br&gt; - PSE (compulsory 1 period/week)&lt;br&gt; - PE (compulsory 2 periods/week)</td>
</tr>
</tbody>
</table>

Detailed descriptions of each subject/level offered can be found on our school website [www.carnoustiehigh.angus.sch.uk](http://www.carnoustiehigh.angus.sch.uk) (paper copies can be supplied on request)
### NQ courses provisionally available in Session 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>Nat 3/4</th>
<th>Nat 5</th>
<th>Higher</th>
<th>Advanced Higher*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (S5/6 only)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Business Management</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Computer Games Design</td>
<td>✓</td>
<td></td>
<td></td>
<td>Units only at Level 4,5,6 (S5/6 only)</td>
</tr>
<tr>
<td>Dance (S6 only)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Manufacture</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion &amp; Textile Technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Food Technology</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<tr>
<td>Physics</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMPS (S5/6 only)</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
</tbody>
</table>

*All Advanced Higher courses will be dependent on student numbers*
For Pupils

How do I choose my courses?

During the next few weeks 3rd, 4th, and 5th year pupils will have extensive support from their PCS teachers during PSE class time as well as individual interviews to assist them in indicating which subjects they would like to study in greater depth in their Senior Phase.

In S4, all students will study English and Maths and select **ONE** subject (except English and Maths) from each of the first four columns (A-D).

Do not worry if there are more than four subjects you want to take. You may be able to pick up those subjects when you make your course choice at the end of S4 for your S5 courses or alternatively at the end of S5 for your S6 courses.

In S5, all students are encouraged to continue their study of English and Maths to at least National 5 level. Pupils going into S5 will select **ONE** subject from each column (A-E) excluding Advanced Higher.

In S6, all students are still encouraged to continue their study of English and Maths to at least National 5 level. Pupils going into S6 should select **ONE** subject from each column including Advanced Higher as appropriate. However, pupils who expect to achieve at least 2 good Higher passes from their S5 studies may choose one column of Private Study. (NB, failure to achieve the appropriate number of Higher passes in S5 may result in Private Study being removed and replaced by a certificate class!)

University and college admission requirements are constantly changing and their admission requirements are altering to take account of the new qualifications. It is therefore very important that you look carefully at the entrance requirements needed for your chosen vocation throughout your time at school.

As a general guide, students are advised to choose subjects based on the following advice:

**NB** Please be advised that some of the options offered on the Senior Phase Option Choice Sheet (see draft copy at the end of this document) may not run if there are not sufficient numbers choosing the option.

<table>
<thead>
<tr>
<th>Hints on selecting a range of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students should choose subjects they are good at (e.g. developing, secure or consolidating at Level 4 or good passes at NQ)</td>
</tr>
<tr>
<td>✓ Students should choose subjects they enjoy</td>
</tr>
<tr>
<td>✓ Specialise in subjects you would like to progress in further up the school e.g. Higher or Advanced Higher</td>
</tr>
<tr>
<td>✓ Students should choose a wide variety of subjects which will maintain their interest and offer variety</td>
</tr>
<tr>
<td>✓ Students should consider carefully what subjects they will need most for any career they would like to pursue</td>
</tr>
<tr>
<td>✓ Students should not choose a subject because they like their current teacher or because their friend is choosing that subject.</td>
</tr>
</tbody>
</table>
Carnoustie High School aims to offer a broad subject choice for our students to ensure as much personalisation and choice as possible within our curriculum. Our school aims to offer all students an experience which is greater than just achieving examination passes. We believe it is important for students to engage in a wide range of broader experiences beyond their work in the classroom. For example, we encourage participation in Outdoor Education, Eco Group, Pupil Council, Sports, Music, Leadership, Work Experience, Community Work, Citizenship and Enterprise. There is a wealth of opportunities within Carnoustie High School.

Employers, colleges and universities are increasingly looking for good qualifications at different levels but they are also seeking candidates with ‘soft skills’ such as team working, empathy, courtesy and manners. These are skills we believe are embedded in our school values of Compassion, Honesty, Justice and Respect and should develop through our pupils as they progress through Carnoustie High School.

Where can I find additional information or support to help me make my choices?

Further information and advice is available from:

- Careers Library (in school)
- Other careers websites – see notices in library
- Skills Development Scotland (Careers Officer)
- Computer Packages – Planitplus
- www.sqa.org.uk
- www.careers-scotland.org.uk
- www.parentszonescotland.gov.uk
- www.myworldofwork.co.uk

Detailed descriptions of each subject/level offered can be found on our school website www.carnoustiehigh.angus.sch.uk (paper copies can be supplied on request)
Course Content

All courses will cover to a greater more in-depth extent as they progress from Nat 3, Nat 4 and Nat 5.

Production of a body of work both 2D and 3D where there is evidence of research and investigation, critical responses and opinions on the work of others, which has been further developed by pupils through to outcomes produced in appropriate use and experimentation of a wide variety of media, skills and techniques, use of technology (scanner and computer software), etc.

Communicate thoughts and ideas, develop basic knowledge and understanding of artists and designers practice (understanding of the use of Design Brief and Design Process) and be able to identify areas for improving when reflecting on their own work.

Nat 3  
A body of evidence /work that consists of outcomes in Expressive, Design and Art Studies (more discretely).  
Expressive and Design units internally assessed Pass /Fail

Nat 4  
As above 2 ‘folios’ but more advanced and in depth study and development defining progress and achievement through challenge and application. Folios in Expressive, Design and Art Studies (more discretely).  
Added value which consists of one piece of Expressive outcome and one piece of Design outcome internally assessed and regionally externally moderated.

Nat 5  
As above 2 ‘folios’ but more advanced and in depth study and development defining progress and achievement through challenge and application.  
Folios in Expressive, Design and Art Studies.  
Added value which consists of one piece of Expressive outcome and one piece of Design outcome internally assessed and externally marked by SQA and written Art Studies paper.  
All Nat 5 work must be completed by mid April – preferably before Easter holidays to allow time to make appropriate choices in selection, cut out, mount/stick down, annotate, assemble and evaluate in plenty of time for labelling and packaging for the end of April by courier for SQA.
### Assessment

<table>
<thead>
<tr>
<th>Nat 3 Unit</th>
<th>Internal assessment supported by evidence of outcomes/work to Standards expected or set by External moderation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat 4 Unit</td>
<td>as above Value Added unit internally assessed and moderated both Regionally and Nationally</td>
</tr>
<tr>
<td>Nat 5 Unit</td>
<td>as above Value Added unit internally assessed and externally marked by SQA both Regionally and Nationally</td>
</tr>
<tr>
<td>Assessments + exam</td>
<td>+Written Exam 1 Hour 10 mins. Art Studies set and marked by SQA end of May/early June.</td>
</tr>
<tr>
<td>structure/duration</td>
<td></td>
</tr>
</tbody>
</table>

### Other Notes

Progression - There are opportunities to continue further study of Art & Design in the senior school at both Higher and Advanced Higher level.
CURRICULUM GROUP: EXPRESSIVE ARTS
Art & Design - Higher

Recommended Entry Level
For the Higher Course you would usually have NAT 5 (Grade C or above - preferably a Grade B or above)
There is ample opportunity to change levels depending on how you manage.

Course Content
This course will be similar in nature to NAT 5 but will explore the subject in more depth.

Pupils will be expected to produce a body of work both 2D and 3D in both Expressive and Design. There should be evidence of in-depth research and development of ideas which have been influenced by the work of Artists and Designers of their choice. This work will be further developed by pupils using a wide variety of media, skills, techniques and technology.

Art Studies - pupils will develop an in-depth knowledge and understanding of the work Artists and Designers. They will be expected to be able to communicate their own thoughts and ideas when analysing both their own work and the work of others; evaluating and reflecting on their own practice/work -identifying where there may be any areas of improvement, etc.

Two ‘folios’ (Expressive and Design) increased depth of study expected - quantity and quality than NAT 5 –They will also have opportunity for greater personalisation of choice; in particular in their design unit.

Expressive - observational skills in drawing / painting e.g. still life/ portrait/ landscape, presented on the equivalent to max. of 3 x A2 sheets externally marked by the SQA.

Design - understand and solve design problems following the design process e.g. poster / packaging / illustration / graphic design, presented on the equivalent to max. of 3 x A2 sheets externally marked by the SQA

Art Studies - bank of evidence of knowledge and understanding regarding Artists and Designers and their work/working styles/ influences/preferred media and areas of Expressive or Design fields to support them in their response to set question in exam paper.

Added value unit which consists of one piece of Expressive outcome and one piece of Design outcome internally assessed and externally marked by SQA and written Art Studies paper, externally marked.
Assessment & Exam Structure
As above Value Added outcomes in 2 folios /units in both Design and Expressive, internally assessed and externally marked by SQA to be completed and packaged by end of April and Art Studies Written Exam: 2 hours set and marked by SQA late May early June.

Homework
You are expected to enhance your practical work with ‘extras’. Also you will be given regular ‘essay’ type questions to help with revision to support with actual written paper. (Can also make good use of Study Support and availability of Art and Design rooms lunchtimes Mon –Thurs)

Other Important Notes including Progression Routes
Progression - There are opportunities to continue further study of Art & Design in the senior school at Advanced Higher level. Folio Class – for progress to Further Education. If considering applying to Art and Design College ‘life drawing’ evening classes are advised. Information regarding these form Art and Design dept.
Recommended Entry Level
Usually Higher Art & Design preferably Grade B or above but not excluding pupils who may have only achieved Grade C. We can accommodate senior pupils who have ‘missed’ Art & Design due to choice limitations previously in their education, who may need support in the production of folios required in the application for further education courses, say for Architecture College, where time and rooms available.

Course Content
Again we try to build on personal interest and individual response – this quality being highly desirable to Further Education establishments.
The Advanced Higher course is familiar to students as it mirrors the Higher course – but obviously to a more mature, in-depth study. Pupils have to choose to either produce Expressive or Design practical presentation and this is supported by a written Dissertation.
It is expected that pupils will be further developing a body of work they have been unable to undertake due to limitations of scale/media/space/etc. encountered in their previous experiences within Art & Design.
Written ‘dissertation’ element consists of essay, 1500-2000 words in length, on the work of Artists they are interested in and have influenced their work.
Practical work presented to SQA is minimum to the equivalent of 10 – A1 sheets and maximum of 18 – A1 sheets.
Statement of Intent – which includes an outline of what they are further developing, where and how the evidence of their ‘influencing’ artists/designers has been developed and an evaluation of their work.

Assessment
Advanced Higher work – Folio, Statement of intent and Dissertation is sent to SQA in late May/June. Folio work is used to gain entry to Further Education establishments at appropriate time – usually late Feb-April (an e-folio can be requested from Further Education establishments’ earlier – end of Jan)

Homework
Prescribed work given as appropriate – but expect pupils who choose this option to be highly motivated and pester us with sketchbook/photos and ideas!
(ideally if candidate wishes to pursue a career in Art & Design and plan to apply for Art College or Further Education, we would expect them to take up the ‘opportunity’ of Life Drawing classes – Dundee/Angus College or Duncan of Jordanstone College of Art/Dundee University)

Other Important Notes including Progression Routes
Folio is demanded from all Art Further Education Establishments and is therefore essential to any pupil wishing to follow this route.
If considering applying to Art & Design College ‘life drawing’, evening classes are strongly advised as evidence of life drawing will be expected within folios.
Information regarding these are available from the Art & Design department (often these can be subsidised).
Photography – Higher

**Recommended Entry Level**
This course will prove suitable for pupils who wish to combine their creative abilities with an interest in technology and art & design. **Because of the high academic content, it is recommended that pupils choosing Photography have achieved a pass in English at N5 standard and be studying at least one other Higher course in the school.**
It would be an advantage, although not essential, for pupils to have their own camera.

**Course Content**
The Higher Photography course is comprised of two mandatory units:

1. **Image Making**
   - learn and use a range of camera techniques and photographic processes creatively for specific effect
   - analyse the factors influencing photographers and their work
   - manage and produce a folio of imaginative and effectively composed/exposed photographic images

2. **Contextual Imagery**
   - devise, research, plan and execute a personal response to creative photography projects
   - analyse and evaluate their own work using accurate photographic terminology

On completion of these units students complete a **final extended project** which determines the course assessment. This final project practical folio is sent to the SQA for external assessment.

**Topics covered in the units:**
- the properties and effects of light
- history of Photography and the evolution of the camera
- composition and the visual elements in creative image making
- the exposure triangle and its effects on image quality
- creative photography effects (depth of field, freezing/blurring motion)
- the effects of lighting and poses in portraiture
- editing shoots and file management
- post production and image manipulation (Photoshop)
- effective project management

**Assessment**
- Image Making Practical Folio and associated assessment
- Contextual Imagery Practical Folio and associated assessment
- Course Assessment Final Project practical folio, including extended evaluation

**Other Important Notes including Progression Routes**
If you are interested in following a career in the creative industries (e.g. Architecture, Interior Design, Fine Art, Graphic Design, Fashion Industry) Photography will be essential in broadening your portfolio.
CURRICULUM GROUP: EXPRESSIVE ARTS
Music at National 3, 4 & 5

Course Content

| Nat 3 | Performing | 2 Instruments – Learn the skills & pieces of music at Associated Board Grade 1 standard. |
| Nat 4 | Performing | 2 Instruments – Learn the skills & pieces of music at Associated Board Grade 2 standard. |
| Nat 5 | Performing | 2 Instruments – Learn the skills & pieces of music at Associated Board Grade 3 standard. |
|       | Composition | Folio of composition exercises – learning skills relating to melody, harmony, structure and style. |
|       | Composition | As NAT 3 – NAT 4 standard |
|       | Composition | As NAT 4 – NAT 5 standard |
|       | Listening | Learn about and be able to identify music concepts at NAT3 standard (from concepts table). |
|       | Listening | As NAT 3 – NAT 4 standard concepts |
|       | Listening | As NAT 4 – NAT 5 standard concepts |

Assessment

| Nat 3 Unit | Assessments | Internal assessment supported by evidence of outcomes/work to Standards expected or set by External moderation |
| Nat 4 Unit | Assessments | as above internally assessed and moderated both Regionally and Nationally |
| Nat 5 Unit | Assessments+ exam structure/duration | Practical performance exam to SQA external examiner 45 minutes Listening exam set and marked by SQA Total of 8 minutes playing |

Other Notes

Homework – It is essential for pupils to undertake instrumental practice out-with class time on both instruments. Pupils will be expected to make good use of Music department and specific practice rooms at arranged times: lunchtimes, before and after school, using booking arrangements where appropriate.

Progression - There are opportunities to continue further study of Music in the senior school at both Higher and Advanced Higher level.
CURRICULUM GROUP: EXPRESSIVE ARTS
Music – Higher

Recommended Entry Level
You would usually have NAT 5 (Grade C or above-preferably a Grade B or above)

Course Content
Create original music by: analysing, experimenting, developing and critically reflecting on music by other composers and their own music.
Perform music in a range of music styles by: developing musical, interpretive and technical skills and self-reflecting on quality and accuracy of their performing.
Identify and analyse the use of music concepts and styles by: identifying level-specific music concepts, analysing social and cultural influences and identifying and understanding music signs, symbols and terms.

| Performing | 2 instruments or 1 instrument and voice – learn the skills & pieces of music at Associated Board Grade 5 standard. |
| Composition Skills | Folio of composition exercises/tasks – learning skills relating to melody, harmony, structure and style. |
| Understanding | Learn about and be able to identify music concepts at Higher Standard (from concepts table) |
| Music | Listening Commentary comparing 2 pieces of music. |

Assessment
Internal assessment supported by evidence of outcomes/work to standards expected or set by External Moderation
Practical performance exam to SQA external examiner
Total playing time to be decided.
1 hour listening exam set and marked SQA

Homework
The majority of the homework for music is instrumental practice. Revision of music concepts as they are covered is preferable. Any composition tasks not completed in class time may need to be completed in pupil’s own time.
It is essential for pupils to undertake instrumental practice out-with class time on both instruments.

Other Important Notes including Progression Routes
Progression - There are opportunities to continue further study of Music in the senior school at Advanced Higher level.
Pupils will be expected to make good use of Music dept. and specific practice rooms at arranged times: lunchtimes, before and after school, using the booking arrangements where appropriate.
Recommended Entry Level
Pass at Higher at Grade C or above preferably Grade B or above

Course Content
Create original music by: analysing, experimenting, developing and critically reflecting on music by other composers and their own music.
Perform music in a range of music styles by: developing musical, interpretive and technical skills and self-reflecting on quality and accuracy of their performing.
Identify and analyse the use of music concepts and styles by: identifying level-specific music concepts, analysing social and cultural influences and identifying and understanding music signs, symbols and terms.

You will study 3 Units – Performing on 2 instruments, Composing and Listening.

All units run concurrently

Performing
A programme lasting 15 minutes at Grade 5 on an instrument or voice.
A programme lasting 10 minutes at Grade 5 on a different instrument.

Inventing
A folio of 2 pieces each lasting 1 ½ minutes

Listening
Commentary comparing 2 pieces of music

Assessment
Performing - Practical performance on both instruments assessed by an external examiner
Listening - Commentary – internal assessment with external verification
- Audio examination lasting 1 hour. Questions include multiple choice, literacy and comparison questions
Composition - Internal assessment of folio open to external verification

Homework
It is essential for pupils to undertake instrumental practice out-with class time on both instruments
The majority of the homework for music is instrumental practice. Revision of music concepts as they are covered is preferable. Any composition tasks not completed in class time may need to be completed in pupil's own time.

Other Important Notes including Progression Routes
Progression – There are opportunities to continue study Music at Further Education Establishments /Music College
Pupils will be expected to make good use of Music dept. and specific practice rooms at arranged times: lunchtimes, before and after school, using the booking arrangements where appropriate.
## CURRICULUM GROUP: HEALTH & WELLBEING

### Health & Food Technology at National 3, 4 & 5

### Course Content

**Nat 3**  
Experiential learning activities will enable learners to prepare food using safe and hygienic practices in the storage, preparation and cooking of food. These skills give learners the opportunity to make informed food and consumer choices to contribute to a healthy lifestyle.

**Nat 4**
- **Food for Health** – This unit develops learners’ knowledge and understanding of the relationship between food, health & nutrition through practical activities.
- **Food Product Development** - This unit develops learners’ knowledge and understanding of functional properties of ingredients in food and their use in developing food products through problems solving approaches.
- **Contemporary Food Issues** - This unit develops learners’ knowledge in consumer food choices and contemporary food issues and food labelling through practical activities.

**Nat 5**
- **Food for Health** – This unit develops learners’ knowledge and understanding of dietary needs of individuals at various stages of life, and explains current dietary advice, through practical activities.
- **Food Product Development** - This unit develops learners’ knowledge of functional properties of ingredients in food and their use in developing food products through problems solving approaches.
- **Contemporary Food Issues** - This unit develops learners’ knowledge in consumer food choices and contemporary food issues, food labelling through practical activities.

### Assessment

**Nat 3 Unit Assessments**  
All Units are internally assessed against the requirements shown in the Unit Specification. They can be assessed on a Unit-by-Unit basis or by combined assessment.

**Nat 4 Unit Assessments**  
Candidates must pass all units including the Added Value Unit. These units are internally assessed against requirements.

**Nat 5 Unit Assessments**  
Candidates will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course.

### Other Notes

**Progression**  
These courses all provide progression to: Higher Health and Food Technology Course or related areas of further study, employment or training. There is regular homework issued which is set to fit in with units of work so that candidates can track their progress and be prepared for exams.
Recommended Entry Level
Pass at National 5 Health and Food Technology at Grade C or above

Course Content
The course will provide the opportunity to study the relationships between health, nutrition, the functional properties of food, lifestyle choices and consumer issues. The course aims to develop 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 a range of skills and applications of food preparation techniques.

Unit 1  Food for Health
This unit develops learners’ knowledge and understanding of the relationship between food, health & nutrition through practical activities.

Unit 2  Food Product Development
This unit develops learners’ knowledge and understanding of functional properties of ingredients in food and their use in developing food products through problems solving approaches.

Unit 3  Contemporary Food Issues
This unit develops learners’ knowledge in consumer food choices and contemporary food issues and food labelling through practical activities.

Assessment
The learner will be assessed by an assignment and a question paper.

Assignment
The assignment will require application of skills, knowledge and understanding from across the Units. Learners will develop a product(s) to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Question paper
The question paper will require integration of knowledge and understanding from across the Units.

Other Important Notes including Progression Routes
Progression
This course provides progression to: Advanced Higher Health and Food Technology Course or related areas of further study, employment or training. Higher Health & Food Technology is accepted as a science subject in many universities.
CURRICULUM GROUP: HEALTH & WELLBEING
Hospitality at National 3, 4 & 5

Course Content

All Courses have 3 units

Nat 3 It builds on any cookery skills that learners might already have, and develops their life skills, enhances personal effectiveness and lays foundations for lifelong learning.

Nat 4

- **Cookery Skills, Techniques and Processes** – This unit develops learners’ cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes with minimal guidance.
- **Understanding and Using Ingredients** - This unit develops learners’ knowledge and understanding of ingredients from a variety of sources and their uses.
- **Organisational Skills for Cooking** - This unit develops learners’ organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes and follow safe and hygienic practices.

Nat 5

- **Cookery Skills, Techniques and Processes** – The aim of this unit is to enhance learners’ cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes.
- **Understanding and Using Ingredients** – The aim of this unit is to enhance learners’ knowledge and understanding of ingredients and their characteristics.
- **Organisational Skills for Cookery** – The aim of this unit is to extend learners’ planning, organisational and time management skills. They will also evaluate products.

Assessment

<table>
<thead>
<tr>
<th>Nat 3 Unit Assessments</th>
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<tbody>
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<td>Candidates must pass all units including the Added Value Unit. These units are internally assessed against requirements.</td>
</tr>
<tr>
<td>Nat 5 Unit Assessments</td>
<td>Candidates must pass all units and will be assessed by a practical activity set by the SQA.</td>
</tr>
</tbody>
</table>

Other Notes

**Progression** These courses all provide progression to other qualifications in Hospitality or related areas, employment or training.
All Courses have 3 units

Nat 3  This Course will provide an opportunity for learners to develop their ideas and follow plans to make basic fashion/textile items. Learners will work with given briefs to develop and apply practical skills and textile construction techniques to produce basic fashion/textile items for themselves and others. Learners will begin to develop their evaluative skills by reviewing completed items.

Nat 4  - Textile Technology - This Unit provides learners with the opportunity to develop knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses.
- Textile Item Development - This Unit provides learners with the opportunity to work to given briefs to develop straightforward fashion/textile items, such as garments, fashion accessories, soft furnishings and soft toys.
- Fashion and Textile Choices - This Unit provides learners with the opportunity to develop their knowledge of factors affecting fashion choice for individuals and society. Learners will apply this knowledge by working to given briefs to plan, make and review straightforward fashion/textile items, with a focus on factors that affect fashion choice.

Nat 5  - Textile Technology - This Unit provides learners with the opportunity to develop understanding and skills related to textile technologies. Learners will have the opportunity to make fashion/textile items, to an appropriate level of accuracy, using a range of textile construction techniques.
- Textile Item Development - This Unit provides learners with the opportunity to explore the fashion/textile items, to an appropriate degree of accuracy, using commercial paper patterns and a range of textile constructions, tools and equipment.
- Fashion and Textile Choices - This Unit provides learners with the opportunity to apply their knowledge and understanding of a range of factors affecting fashion and textile choices. Learners will work to given briefs to make and evaluate fashion/textile items, with a particular focus on a range of factors that affect fashion and textile choices.
### Assessment

<table>
<thead>
<tr>
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<tr>
<td>Nat 5 Unit</td>
<td>Candidates must pass all units and will be assessed by a practical activity to produce a fashion/textile item set by the SQA.</td>
</tr>
</tbody>
</table>

### Other Notes

**Progression**

These courses all provide progression in fashion and textile technology at Higher level or related areas, e.g. health and wellbeing, creative arts or technologies further education and employment or training.
Fashion & Textile Technology
Course Content

This course will provide an opportunity for learners to develop an understanding of how the fashion industry operates and of the effects of, and influences on, consumer fashion/textile choices. This course aims to provide learners with opportunities to develop and communicate their own ideas for fashion/textile items, explore the technological process of developing fashion/textile items, and consider a range of design and construction techniques.

Unit 1  Fashion and Textile Technology: Fashion and Textile Choices
Outcome 1
Investigate issues influencing the fashion/textile industry and consumers by:
- Selecting an issue influencing the fashion/textile industry or consumers
- Using investigative techniques to obtain information about the issue
- Explaining the influence of the issue on the fashion/textile industry or consumers
- Evaluating how fashion/textile items address the issue
- Communicating findings in an appropriate way

Unit 2  Fashion and Textile Technology: Fashion/Textile Item Development
Outcome 1
Explain the item development process in the fashion/textile industry by:
- Explaining how a fashion/textile trend originates
- Explaining how industry applies these trends when developing fashion/textile item

Outcome 2
Make a complex fashion/textile item developed to meet a brief, taking into account fashion/textile trends by:
- Explaining the key issues of a brief
- Developing a comprehensive solution for a fashion/textile item, based on a fashion/textile trend, to address the key issues
- Producing a work plan with a timed and logical work sequence and an accurate requisition for appropriate materials, equipment and tools
- Making the complex fashion/textile item, according to the solution and the work plan, to an appropriate standard of quality
- Carrying out an investigation to evaluate how well the fashion/textile item addresses the key issues of the brief
## Course Content (cont)

**Unit 3  Fashion and Textile Technology: Textile Technologies**

**Outcome 1**
Analyse the properties and characteristics of a range of textiles and construction techniques and their uses by:

- Describing the properties or characteristics of a range of textiles
- Describing a range of textile construction techniques and explaining when they would be used
- Analysing how these properties or characteristics of textiles and construction techniques are applied to produce fashion/textile items for specified purposes

**Outcome 2**
Make a complex fashion/textile item which is fit for a specified purpose by:

- Justifying the choice of appropriate textile(s) for a fashion/textile item with a specified purpose
- Selecting appropriate textile construction techniques to make the fashion/textile item
- Making the complex fashion/textile item, to an appropriate degree of accuracy, which is fit for a specified purpose

## Assessment
Candidates must pass all Units which are internally assessed against requirements. Candidates must pass a final practical activity to produce a Fashion/Textile Item set by the SQA.

## Other Important Notes including Progression Routes

**Homework:** You are expected to enhance your practical skills and knowledge of understanding pattern layouts by coming along during lunch-times to work 1:1 with the Teacher.

**Progression:** This course provides progression in fashion and textile technology or related areas, e.g. health and wellbeing, creative arts or technologies further education and employment or training.
## Course Content

### Nat 3

The main purpose of this Course is to develop and demonstrate movement and performance skills and encourage reflection on performance. The Course will enable learners to think about their strengths and areas for development, and to develop their awareness of factors that impact on performance.

### Nat 4

**Physical Education: Performance Skills**

- The aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts.
- Learners will develop some consistency in their control, fluency of movement and body and spatial awareness.
- They will also learn how to respond to and meet the physical demands of performance in a safe and effective way.
- The Unit offers opportunities for personalisation and choice in the selection of physical activities.

**Physical Education: Factors Impacting on Performance**

- The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities.
- Learners will record, monitor and reflect on their own performance.
- There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

### Nat 5

**Physical Education: Performance Skills**

- The general aim of this Unit is to develop learners’ ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills.
- They will learn how to select, use, demonstrate and adapt these skills.
- Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.
- The Unit offers opportunities for personalisation and choice in the selection of physical activities.

**Physical Education: Factors Impacting on Performance**

- The general aim of this Unit is to develop learners’ knowledge and understanding of the factors that impact on performance in physical activities.
- 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.
Assessment

| Nat 3 Unit | All Units are internally assessed against the requirements shown in the Unit Specifications. |
| Nat 4 Unit | Candidates must pass all units including the Added Value Unit. These units are internally assessed against requirements. |
| Nat 5 Unit | Candidates must pass all units and will be assessed by performance and portfolio evidence. The portfolio will be externally assessed. Candidates must also pass an Added Value Unit. |

Other Notes

Progression
National 5 passes provide progression to the Higher Physical Education Course. All qualifications can lead to further study in Physical Education, further education courses, areas of employment and/or training.
CURRICULUM GROUP: HEALTH & WELLBEING
Physical Education - Higher

Recommended Entry Level
- National 5 pass in Physical Education
- Candidates should also note that a National 5 pass in English is desirable due to the emphasis on written analysis work.

Course Content

Course assessment structure
Component 1 — performance 60 marks
Component 2 — question paper 40 marks
Total marks 100 marks

Please see below the list of activities on offer:
Swimming, Badminton, Basketball, Gymnastics
Athletics, Football, Table Tennis, Dance

The physical activities undertaken will arise from a process of consultation between staff and students.

Component 1 - Performance

The purpose of this performance is to assess the learner’s ability to plan, prepare for, perform and evaluate their own personal performance in one physical activity. This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:
* planning, developing, implementing and evaluating performance
* selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
* decision-making and problem-solving in challenging contexts

The performance consists of three stages: Planning and preparation, Single performance and Evaluation. The context of the single performance must be challenging, competitive and/or demanding.

For the Planning and preparation stage, learners must be able to explain the relevance of two challenges they will face in their single performance and explain how they will prepare to meet these challenges. During the Single performance stage, learners must demonstrate complex movement and performance skills, related to their chosen physical activity. They must show that they understand and can respond to the different nature and demands presented by the single performance and follow the rules, regulations and etiquette that apply to their chosen physical activity. The Single performance has to be of sufficient duration to allow learners to demonstrate the required skills. ‘Sufficient duration’ will be whatever the norm is for the chosen physical activity. For the Evaluation stage, learners will carry out an evaluation in relation to the challenges they identified in the Planning and preparation stage.

The performance will have 60 marks. This is 60% of the overall marks for the Course assessment.
**Component 2 — question paper**

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units. It will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

* analysing factors that impact on performance
* explaining a range of approaches for developing performance
* analysing the recording, monitoring and evaluation of performance development

The question paper will have two Sections and all questions must be attempted. Section 1 will have three questions, each worth 8 marks. The questions will sample from three broad areas, related to the skills, knowledge and understanding. One different factor impacting on performance (from mental, emotional, social and physical) will be specified within each question in Section 1. Section 2 will have one question worth 16 marks, based upon a scenario. The scenario can be any size and may include text, images, graphs or other information. This question will draw from one or more of the three broad areas of skills, knowledge and understanding. Two factors impacting on performance (from mental, emotional, social and physical) will be sampled in Section 2. The factor not assessed in Section 1 will be assessed in Section 2, along with a second factor (from mental, emotional, social and physical) chosen by the learner. Therefore, all four factors impacting on performance (mental, emotional, social and physical) will be sampled every year. The question paper will have 40 marks. This is 40% of the overall marks for the Course assessment.

**Physical Education: Performance Skills Unit**

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

**Physical Education: Factors Impacting on Performance (FIP)**

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to the factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs. The candidate must pass all units in the FIP booklet to sit the Higher Physical Education examination.
### Assessment
Candidates must pass all units and will be assessed by performance and an external exam. Candidates must also pass an Added Value Unit.

### Other Important Notes including Progression Routes

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<td>Advanced Higher Physical Education Course</td>
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<td>Higher National Certificates</td>
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<tr>
<td>Higher Education degrees</td>
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<tr>
<td>Further study, employment and/or training</td>
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</tbody>
</table>
Recommended Entry Level

- An A/B pass at Higher Grade Physical Education
- Candidates should also note that a pass at Higher English level is recommended due to the emphasis on written analysis work.

Course Content

This Course is designed as a natural progression from Higher Physical Education. The Advanced Higher Course is performance-led. The physical activity the candidate pursues in the Advanced Higher Course should arise from a process of negotiation between staff and candidate, which will take into account of how the individual candidate’s performance interests and talents can be accommodated and supported. Account must be taken of the management of the assessment.

Course assessment structure

- Component 1 — performance 30 marks
- Component 2 — project 70 marks
- Total marks 100 marks

The Course assessment will consist of two Components: a performance and a project.

Component 1 — performance

The purpose of the performance is to assess the learner’s ability to carry out a single, high-level performance in one physical activity in a challenging, competitive or demanding context.

It will be worth 30 marks (30% of the total marks available).

The performance will give learners the opportunity to demonstrate the following:

- select and apply a range of movement and performance skills by making informed decisions during high-level performance
- carry out high-level performance in selected physical activities

The performance will take the form of a single, challenging, extended performance requiring the learner to demonstrate consistently complex movement and performance skills with a high level of fluency and control.

Learners must show that they understand and can appropriately respond to the varied demands presented by high-level performance, with respect for rules, regulations and etiquette which apply to the chosen physical activity. This performance must be of a sufficient length to allow learners to demonstrate the required skills.

Component 2 — project

The purpose of this project is to assess the learner’s ability to integrate and apply skills, knowledge and understanding from across the Units.

The project will have 70 marks (70% of the total marks available).

The project is designed to assess learners’ research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development.
The project will give learners the opportunity to demonstrate the following:

- investigate and critically evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- analyse and evaluate the process of performance development

The project will have four sections:
1. Producing a project proposal
2. Undertaking primary and secondary research into performance development
3. Applying skills, knowledge and understanding to performance development
4. Interpreting information obtained, coming to evidenced and justified conclusions about the process of performance development.

The Project Report should normally be between 4,000 and 5,000 words in length, excluding references, footnotes and appendices. Please note that candidates will be penalised for going over the 5,000 words.

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

Physical Education: Factors Impacting on Performance (FIP)
In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to the factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs. The candidate must pass all units in the FIP booklet to sit the Advanced Higher Physical Education examination.

Other Important Notes including Progression Routes

- Higher National Certificates
- Higher Education degrees
- Further study, employment and/or training
Course Content

The English course at all levels will assess a range of skills in two units:

- **Creation and Production Unit**: you will be expected to develop your skills in imaginative, reflective, discursive and persuasive writing, as well as developing your talk and presentation skills in group and whole class contexts.

- **Analysis and Evaluation Unit**: you will be expected to develop your quality of understanding of the way in which writers of fiction and non-fiction create their work. This will be done through the study of a range of texts, including newspapers, shorts stories, novels, poetry, drama and film. Close Reading is also a crucial part of this Unit. You will also develop your critical listening skills by taking notes and responding to questions on a variety of video and audio short texts.

At **National 3 and 4**, you will complete a Literacy Unit which as far as possible will be conducted using a combined approach with English outcomes.

At **National 4** you will have to produce and **Added Value Unit** in which you conduct research and make a detailed comparison of at least two texts on a topic of your choosing.

At **National 5**, there is a stronger expectation regarding literacy levels and the complexity of work expected. You will cover the following in the course.

- Analysis of literature: you will study and be able to write essays on unseen questions based on texts studied in class.
- You will produce a folio comprising two pieces of extended writing, one functional and one expressive.
- You will prepare skills in analysis of non-fiction for the Reading for Understanding Analysis and Evaluation assessment.
- You will study a set Scottish text or texts for the purposes of responding to a series of previously unseen questions in an exam.
### Assessment

<table>
<thead>
<tr>
<th>Nat 3 Unit Assessments</th>
<th>Internal Assessment of core units in English and Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat 4 Unit Assessments</td>
<td>Internal Assessment of core units</td>
</tr>
<tr>
<td>Nat 5 Unit Assessments + Exam Structure/Duration</td>
<td>Folio of Writing (30% of final grade) Literature paper Exam (40% from one critical essay and responses to Scottish Set Text) Close Reading exam (30%)</td>
</tr>
</tbody>
</table>

### Other Notes

Progression – there are opportunities to continue to study English in the senior school at both Higher and Advanced Higher level. This course equips learners with core skills transferable to further study and employment.

There will be differences in the literature studied at National 5 between S4 and S5, but the skills assessed remain the same.
**CURRICULUM GROUP: LANGUAGES**

**English – Higher**

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**Recommended Entry Level**

National 5 pass (A-C)

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**Course Content**

There are 2 Units:

**Analysis and Evaluation:**
Outcome 1: Reading of complex texts to show awareness of the use and application complex language
Outcome 2: Listening to complex texts to show awareness of the use and application complex language.

**Creation and Production:**
Outcome 1: Production of detail written pieces which show the ability to apply complex language skills
Outcome 2: Delivery of detailed talk which shows the ability to apply complex language and non-verbal communication skills

**Literary Study:**
At Higher, there is a strong expectation regarding literacy levels and the complexity of work expected. You will cover the following in the course.

- Analysis of literature: you will study and be able to write detailed and insightful essays on unseen questions based on texts studied in class.
- You will produce a folio comprising two pieces of extended writing, one functional and one expressive.
- You will prepare skills in analysis of non-fiction for the Reading for Understanding Analysis and Evaluation assessment.
- You will study a set Scottish text or texts for the purposes of responding to a series of previously unseen questions in an exam.

---

**Assessment**

| INTERNAL | All of the above Units must be passed by successfully completing Unit Assessments in class |
| EXTERNAL | Reading for Understanding, Analysis and Evaluation Paper (30 marks) |
|          | Critical Reading paper: Response to Scottish Set Texts and Critical Essay (40 marks) |
|          | Folio of Writing: two pieces from different genres (30 marks) |

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**Homework**

The demands of the course are intensive and will challenge the student. Completion of homework, regular revision and personal reading is crucial.

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**Other Important Notes including Progression Routes**

Higher English is a demanding course with a strong emphasis on writing skills and intense literary study. It requires enthusiasm and ability on the part of the student. In particular, personal reading of fiction and non-fiction is essential to improve pupils’ ability to deal with the complex texts which form the basis of all parts of Higher English.
Recommended Entry Level
Higher pass (A-C), combined with a genuine enthusiasm for reading and creative writing.

Course Content

Purpose and Aims of the Course
The main purpose of the course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The Course aims to provide opportunities for learners to develop the ability to:

♦ critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
♦ apply critical, investigative and analytical skills to a literary topic of personal interest
♦ create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

There are 4 Elements to the course:

<table>
<thead>
<tr>
<th>Element</th>
<th>Details</th>
</tr>
</thead>
</table>
| Literary Study     | - A variety of genres will be studied for the purpose of preparing Critical Responses.  
                    | - Requirement to pass on an unseen question for Unit 1 Assessment       |
| Creative Writing   | - Two pieces of writing are required to be completed for a folio.        
                    | - A piece of writing must meet the standards for Unit Assessment pass.   |
| Dissertation       | - 3,500-4,500 word essay on a literary topic chosen in consultation with teacher 
                    | - Also part of requirement to pass internal Unit 1 Assessment.          |
| Textual Analysis   | - Analysing unseen literary texts using knowledge of a range of literary techniques. |
### Assessment

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>Three elements required to be completed to pass internal units.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTERNAL</td>
<td>An examination must be passed, involving a substantial critical essay on literary texts as well as a Textual Analysis response. A folio containing your most successful pieces of creative writing is sent for external assessment. A dissertation is completed and sent to SQA.</td>
</tr>
</tbody>
</table>

### Homework

The course involves extensive reading, particularly for the Literary Study Unit and the Dissertation. Writing and redrafting is on-going for the Creative Writing Unit.

### Other Important Notes including Progression Routes

The ability to work independently and to display initiative and responsibility is crucial. The ability to plan and take responsibility for meeting challenging deadlines is an important requirement.
CURRICULUM GROUP: LANGUAGES
French, Spanish & Mandarin at National 3, 4 & 5

Course Content

PLEASE NOTE THAT THE COURSE CONTENT AND TOPICS ARE THE SAME FOR FRENCH, SPANISH & MANDARIN. THEY ARE INDIVIDUAL SUBJECTS. YOU CAN CHOOSE TO STUDY ONE LANGUAGE OR TWO IN S4.

We offer these courses in French, Spanish and Mandarin. The courses leading to all three qualifications will allow you to develop language skills in speaking, writing, reading and listening around the same topic areas.

- You will learn language and skills which will be useful for your future studies, travel and career. These communication skills will also help you develop your learning in other school subjects.
- You will learn about the countries and cultures where the languages are spoken. We will link with other departments to enrich your learning. You might learn how to cook typical regional food in Health Improvement, for example.
- You will use ICT, the Internet, video cameras and voice recorders in your learning.
- We will read real texts, from books, magazines, websites and brochures for examples, and view video material and films to help us learn more about the language and life in the countries.
- You will be expected to use the language you are learning as much as possible and to take part in role plays, activities and presentations and in real communication with people your age in Europe.

We hope most pupils who choose to study French and/or Spanish will achieve a National 4 or 5 award. If you choose Mandarin, as you have no previous learning in this language, you should expect to be aiming for National 3 or 4.

Assessment

Nat 3 has 2 units
- Understanding the language.
- Using the language.
You will be expected to have knowledge of basic language. You will do short assessments with your teachers as you go along. The assessments are pass or fail and are not graded.

Nat 4 has 3 units
- Understanding the language.
- Using the language.
- Added Value Assignment.
You will be expected to have knowledge of straightforward language. You will do assessments with your teachers throughout the year. You might have to understand an article, or a webpage, write a short note, do a role play with a partner or give a short presentation, for example. The Added Value Assignment must be completed. You choose a topic, find out about it and talk about it in the language. Your teacher will help you prepare this. The assessments are all pass or fail and are not graded.
Assessment (continued)

Nat 5 has 3 units
Unit Assessments + Exam
Structure/Duration

- Understanding the language
- Using the language
- Course Assessment.

The first two units are the same as in National 4 (see above) but you will be expected to have knowledge of more advanced language. Just as in National 4, assessments are done by your teachers. They are all pass or fail and are not graded.

The Course Assessment is done at the end of the course. It is marked externally. This will include a reading and writing exam (90 minutes) and a listening exam (20 minutes). Speaking tasks will be done with your teachers and recorded for assessment. The Course Assessment is graded from A-D.

Other Notes

Progression – there are opportunities to continue to study French or Spanish in the senior school at Nat 5, Higher and Advanced Higher level. This course equips learners with core skills transferable to further study and employment.
Recommended Entry Level

You can do a Higher Modern Language course in Spanish, French or Mandarin. A Higher Modern Language course provides you with the opportunity to develop your reading, listening, talking and writing skills in order to understand and use the language at a more advanced level.

To join the course, you normally need to have a NAT 5 course award (A-C).

It may also be possible to do a Higher course as a ‘crash course’ without previous awards in that language. You will normally only be considered for a Higher crash course if you have a NAT 5 course award (A-C), in another language. If you do not have a previous award, you could possibly aim for Nat 5 in the language of your choice. If you are considering a crash course it is best to discuss your options with the Modern Languages teachers, who will be able to advise you.

Course Content

The Higher course is made up of two Units which are taught together and integrate the four language skills of reading, listening, talking and writing. The contexts covered in the course are: society, learning, employability and culture. Relevant and interesting topics will be chosen from these main areas.

Assessment for this course consists of two unit assessments and one course assessment.

These Units are:

1. Modern Languages: Understanding Language - The purpose of this Unit is to provide you with the opportunity to develop and extend reading and listening skills and to develop your knowledge and understanding of detailed and complex language in the topic areas.
2. Modern Languages: Using Language - The purpose of this Unit is to provide you with the opportunity to develop and extend talking and writing skills in the modern language and to develop your knowledge and understanding of detailed and complex language in the topic areas.

Assessment

INTERNAL

1. Modern Languages: Understanding Language
   The purpose of this Unit is to provide you with the opportunity to develop and extend reading and listening skills and to develop your knowledge and understanding of detailed and complex language in the topic areas.
2. Modern Languages: Using Language
   The purpose of this Unit is to provide you with the opportunity to develop and extend talking and writing skills in the modern language and to develop your knowledge and understanding of detailed and complex language in the topic areas.
### The Examination
There are two question papers, each consisting of two sections. The examination is also based on the four main topic areas. There is also a speaking test.

#### Paper 1
- **Section 1: Reading (30 marks)** You will read one written text in the modern language and answer questions about it in English. You will translate part of the text into English. Learners may use a dictionary and/or glossary (if appropriate).
- **Section 2: Writing (10 marks)** You will produce one written text using detailed and complex language. The written text will be in response to a stimulus supported by four bullet points. A choice will be made from four questions which will be based on one of the four topic areas. You will have a dictionary.

#### Paper 2
- **Section 1: Listening (20 marks)** There will be two listening passages: one is a short monologue, one is a conversation between two people in the modern language. You will answer in English.
- **Section 2: Writing (10 marks)** You will produce one written text using detailed and complex language in the modern language in response to a series of questions relating to the topic of the Listening Section. A dictionary may be used.

### The Speaking Test
This is called ‘The Performance’. It is worth 30 marks. There are two sections.
- **Section one is titled ‘Presentation’** - You will deliver a presentation in the modern language.
- **Section two is titled ‘Conversation’** - You will take part in a conversation arising from the presentation with the assessor in the modern language.

### Homework
This is regularly set and must be completed on time.

### Other Important Notes including Progression Routes
Advanced Higher in the language or Further/ Higher Education courses in language studies.
Recommended Entry Level
Higher Spanish (A-C)

Course Content
A Language Unit which contains three themes.

- Personal, Social and Cultural Issues
  The language topics are Pattern of Family Life and Media and the Arts.

- Topical and Cultural Issues
  The language topics are European Issues, Issues relating to the countries where
  the language is spoken e.g. immigration, education, (un)employment.

- Environmental Issues
  The language topics are Pollution and Conservation, Source of Energy, Urban
  Expansion and Transport.

An Extended Reading / Viewing Unit
In this unit you will study a work of Spanish literature.

Assessment
You will need to pass NAB tests in Reading, Listening and Speaking for the Language
Unit

You will need to pass a NAB test in Writing for the Extended Reading/Viewing Unit.

There is speaking assessment in February/March which is conducted by an external
examiner. This mark forms part of your final Grade for Advance Higher Spanish.

You must complete a writing folio of two essays in English on Literature/Background
themes.

In May you sit exams in Reading, Listening and Writing.

Homework
This is regularly set and must be completed on time

Other Important Notes including Progression Routes
Further/Higher Education in Spanish Studies
### Course Content

The Modern Languages for Life and Work awards could help you improve your skills for many types of jobs or courses.

The main purpose of this award is to study one language or two languages in practical and relevant contexts for life and work. You will also develop and demonstrate employability skills (in English). The aim is to improve your communication skills, self-awareness, confidence and independent learning. You will learn more about your own and other cultures by comparing aspects of life in different countries.

The Modern Languages for Life and Work Award can be completed at SCQF level 3 or level 4. You can continue with a language you have already studied and start a new one. At SCQF level 3, the focus is on talking and listening. If you have studied a language up to S3, you already have many of the skills you will need.

The languages you can learn will depend on the rest of the class and the teacher. In our school it might be possible to choose from Spanish, French, Italian, German or Mandarin.

### Assessment

The Modern Languages for Life and Work Award can be completed at SCQF level 3 or level 4.

To complete the full award, you need to complete three units.

1. Modern Languages for Work Purposes
2. Building Own Employability Skills (done in English)
3. Modern Languages for Life

There is no final external exam. The assessments are all done by your teacher. Your teacher will assess your skills in listening, talking, and understanding as your work through the units.

If you wish to continue your study of languages after gaining this award, you could aim for a National 4 or National 5 certificate.
Course Content

Nat 3  The National 3 Lifeskills Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics and Numeracy. Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our everyday lives.

Using Mathematics equips us with the skills we need to interpret and use information, to model real-life situations, to simplify and solve problems, to assess risk and to make informed decisions.

This course allows the learners to acquire skills for learning, skills for life and skills for work.

The course is split into three units of work:

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

In order to pass the course, learners must pass all of the Units. The units are not graded.

Nat 4  The National 4 Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics and Numeracy. Mathematics is rich and stimulating. It engages learners of all ages, interests and abilities.

Learning Mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in an abstract way. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The course is split into three units:

- Expressions and Formulae
- Relationships
- Numeracy.

The added value element of the course is a test.
**Course Content (continued)**

**Nat 5**  The National 5 Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics and Numeracy. Mathematics equips us with many of the skills required for life, learning and work.

Understanding the part that Mathematics plays in almost all aspects of life is crucial. This reinforces the need for Mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

The course is split into the three units:
- Expressions and Formulae
- Relationships
- Applications

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**Assessment**

**Nat 3**  There will be three internal assessments that the learners must pass. The assessments will be split into the three units of Manage Money and Data, Shape, Space and Measures and also Numeracy.

**Nat 4**  There will be an assessment at the end of each of the 3 units. Passes in these will be necessary to successfully complete the course. There will be no final external exam but for those who cope comfortably with the Unit Assessments there will be the opportunity to sit an “Added Value” assessment at the end of the course. There will also be short class tests following the completion of each learning outcome.

**Nat 5**  There will be an assessment at the end of each of the 3 units. Passes in these will be necessary to successfully complete the course. There **will be** a final external exam. There will also be short class tests following the completion of each learning outcome.

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**Other Notes**

Progression – there are opportunities to continue to study Maths in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
### CURRICULUM GROUP: MATHEMATICS
Mathematics – Higher

#### Recommended Entry Level
Nat 5 Maths preferably A or B but attempting it from a C is not out of the question

#### Course Content
The course consists of:

1. **Applications** - Extends work covered in Standard Grade on straight line, trigonometry, sets and functions. Introduces the new topics and recurrence relations and differential calculus.
2. **Expressions and Functions** - Extends work covered in Standard Grade on quadratic functions and polynomials. Introduces integral calculus, trigonometric formulae and equations of circles.
3. **Relationships and Calculus** - Covers the new topics of vectors, exponential and logarithmic functions and wave functions. Extends work on calculus.

#### Assessment
Each Unit has a NAB test with 4 or 5 learning outcomes
- Extension tests
- Enhanced Assessments

#### Homework
Regular homework will be issued and marked by the teacher. Finishing questions / exercises based on class work.

#### Other Important Notes including Progression Routes
- Advanced Higher Mathematics
- Statistics in S6 (to be confirmed)
- Further Education
- Employment
Recommended Entry Level
Higher Mathematics Grade A/B

Course Content
This is a course which:
- Reinforces the learning from Higher Maths
- Extends knowledge of calculus

and introduces
- Elementary number theory
- Complex numbers
- Sequences and series
- Matrices
- Methods of proof

It consists of 3 units which are called:
- Methods in Algebra & Calculus
- Applications of Algebra & Calculus
- Geometry – proof and systems of equations

Although a challenging course it gives a very good opportunity to experience the fun and enjoyment of mathematics through the diversity of topics. It offers an insight into the mathematicians of ‘old’ and looks forward to the mathematics of university.

Assessment
Each unit has a Unit Assessment with 4 or 5 learning outcomes
- Extension tests for Units 1 and 3

Homework
Pupils are expected to be self-motivated and undertake a high level of private study. This is an essential part of this course.

Other Important Notes including Progression Routes
- Further Education
- Employment
- Any degree with a mathematical content eg Engineering, Science, Accountancy, etc.
Course Content

Biology courses at all levels aim to allow individuals to enjoy learning about biology in an enjoyable way that allows them to make informed decisions based on knowledge of an increasingly relevant subject. The course(s) consists of 3 units: Cell Biology, Multicellular Organisms and Life on Earth.

Nat 3
- **Cell Biology** covers the structure of the cell and its functions.
- **Multicellular Organisms** is a study of organs and systems, defences against disease and the role of technology in monitoring health.
- **Life on Earth** covering biodiversity and issues of global food production.

Nat 4
- **Cell Biology** investigates the major cellular processes and modern controversial procedures such as gene therapy.
- **Multicellular Organisms** is an exploration of the processes essential to living organisms such as reproduction and temperature control.
- **Life on Earth** covers the interdependence of all organisms on the plants.

Nat 5
- **Cell Biology** covers cellular processes in depth e.g. genetic engineering, photosynthesis and respiration.
- **Multicellular Organisms** is an investigation of organisation in organisms including nervous and circulatory systems.
- **Life on Earth** investigates the consequences of human impact on the environment and biodiversity.

Assessment

Nat 3
- Units are internally assessed on a pass/fail basis.

Nat 4
- Units are internally assessed on a pass/fail basis. An investigative assignment will also be internally assessed.

Nat 5
- Units are internally assessed on a pass/fail basis. An external exam and assignment will be used to award a grade.

Other Notes

Progression – There are opportunities to continue to study Biology in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
CURRICULUM GROUP: SCIENCES
Biology – Higher

Recommended Entry Level
National 5 Biology (A-C)

Course Content
The course comprises three 40 hour Units and a 20 hour assignment

- DNA and the Genome
  - Cell Structure in Relation to Function
  - Photosynthesis
  - Energy Release
  - Synthesis and Release of Proteins
  - Cellular Response in Defence in Animals and Plants

- Metabolism and Survival
  - Evolution and Adaptation
  - Genotype and niche
  - Selection and Speciation
  - Animal and Plant Adaptations

- Sustainability and Interdependence
  - Control and Regulation
  - Control of Growth and Development
  - Physiological Homeostasis
  - Population Dynamics

Assessment
End of Unit tests
A practical report
An Enhanced Assessment covering Units 1 and 2
A further Unit 3 assessment
Added Value assignment

Homework
Regular homework will be issued.

Other Important Notes including Progression Routes
- Advanced Higher Biology
- Further/Higher Education in Biological Sciences, Medical Sciences and Environmental Sciences
Recommended Entry Level
An award in Higher Biology (A-C)

Course Content
The course consists of the following units:

1. Cell and Proteins
2. Organisms and Evolution
3. Investigative Biology

Unit 1 builds on understanding of the genome from Higher Biology. Learners will develop knowledge of a range of topics such as proteomics, protein structures, communication within multicellular organisms and protein control of cell division.

Unit 2 studies topics such as evolution, variation and sexual reproduction and develops knowledge of techniques used in ecological field studies for sampling and organism identification.

The Investigative Biology unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Assessment
End of Unit key area tests on Units 1 and 2
An Enhanced Assessment mainly assessing mandatory Units 1 and 2
A Biology Investigation

Homework
Regular homework will be issued

Other Important Notes including Progression Routes
Advanced Higher courses are increasingly being recognised at College/University as entrance requirements specifically in Medicine, Dentistry and Science courses.
# Course Content

The course develops skills in a chemistry context. Learners will gain an understanding of chemistry, and develop this through a variety of approaches including practical activities.

**Nat 3**
- **Chemical Changes and Structure**  
  This topic looks at how reaction rates are studied, along with the Periodic Table and how elements react together.

- **Chemistry in Society**  
  In this unit students study the properties of materials and investigate their uses, along with techniques in chemical analysis.

- **Natures Chemistry**  
  This topic looks at the environmental impact of different energy sources, and the study of consumer products such as essential oils and food supplies from plants.

**Nat 4**
- **Chemical Changes and Structure**  
  This course allows students to study topics such as reaction rates, atomic structure, and bonding and energy changes in reactions. Acids and alkalis are also studied and investigated to see how they affect our everyday lives. The concept of chemical equations will also be developed.

- **Chemistry in Society**  
  This course studies the importance of metals and alloys as well as new developments in materials such as plastics, food and alcohol production are also investigated along with nuclear energy, techniques for monitoring radiation are also considered.

- **Natures Chemistry**  
  In this unit students study fuels, hydrocarbons and everyday consumer products such as foods and alcohol production.
CURRICULUM GROUP: SCIENCES
Chemistry (continued)

Course Content (continued)

Nat 5

- **Chemical Changes and Structure**
  This course allows students to study rates of reactions, the structures of atoms and compound, the types of bonding involved and ionic formulae. Relationships between reactants are also studied along with developing balancing equations to show products of reactions. Acids and bases are also investigated and their reactions investigated.

- **Chemistry in Society**
  This course studies the importance of metals and plastics in society, and develops analytical techniques required for analysis of these substances. The importance of fertilisers on crop production and the impact of Nuclear chemistry and energy are also studied.

- **Natures Chemistry**
  At level 5 this topic studies Hydrocarbons and their necessity as a source of fuel in our world. Consumer products such as esters, carboxylic acids and alcohols are also studied and the reactions that they are used in to make a huge range of everyday substances. Calculations on the energy produced on combustion of some of these products are also investigated.

Assessment

| Nat 3 | To achieve this award all of the required units must be passed, and a portfolio of work must be completed on a topics studied within the course. |
| Nat 4 | All the units within this topic are internally assessed on a unit by unit basis; results are given as Pass/fail within school. Additional assessment consists of an Added Value unit which requires completion of an assignment on a Chemistry topic studied within the course |
| Nat 5 | All units are assessed by centres and a final exam is taken and assessed at A-D. An assignment is also required which is a research project of eight hours duration into a relevant topic focussing on society and the environment. |

Other Notes

Progression – there are opportunities to continue to study Chemistry in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
# CURRICULUM GROUP: SCIENCES
## Chemistry – Higher

### Recommended Entry Level
National 5 Chemistry (A-C)

### Course Content
- **3 x 40 hour Units**
- **10 hour assignment**

#### Chemical Changes and Structure
Reaction rates, energy in chemistry, bonding and properties, patterns in the periodic table, the mole

#### Chemistry in Society
Fuels, chemical families, polymers, natural products, reaction yields

#### Natures Chemistry
The chemical industry, acidity, equilibrium, redox, Radioactivity

#### Researching Chemistry
Added Value Unit
Investigation on topics studied within the course material

### Assessment
Key area tests after or within each Unit.
One practical report to be completed satisfactorily.
Added Value Assignment

### Homework
Regular homework is set and must be completed and handed in on time.

### Other Important Notes including Progression Routes
Can lead to Advanced Higher Chemistry
Further/Higher Education in various sciences, including medical, veterinary, dental, environmental
Employment placements/training
**CURRICULUM GROUP: SCIENCES**  
**Chemistry – Advanced Higher**

<table>
<thead>
<tr>
<th>Recommended Entry Level</th>
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</thead>
<tbody>
<tr>
<td>Higher Chemistry (A/B pass)</td>
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</table>

<table>
<thead>
<tr>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course aims to develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment and society.</td>
</tr>
</tbody>
</table>

**Inorganic and Physical Chemistry**  
In this unit the periodic table, types of radiation, spectroscopy, bonding and shapes of molecules, reaction feasibility are studied.

**Organic Chemistry and Instrument Analysis**  
This unit studies the chemistry of carbon and comprises studies of molecular orbitals, stereochemistry and organic synthesis.

**Researching Chemistry**  
Unit consists of studies on gravimetric analysis, volumetric analysis, practical skills and techniques, and stoichiometry.

**Project**  
The purpose of the project is to allow the pupil to carry out an in-depth study of an agreed chemistry topic using the skills and techniques learned within the course structure.

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Key area tests and completion of Research Project</td>
</tr>
<tr>
<td>Internal Unit assessments</td>
</tr>
<tr>
<td>Practical Investigation Unit assessed internally – Written Report assessed externally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular homework is issued and must be completed. Extra work is expected of students in their study periods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Important Notes including Progression Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education in various science courses such as medicine, dentistry, pharmacy, biochemistry, veterinary science, nursing, radiology, physical/organic chemistry</td>
</tr>
<tr>
<td>Employment placements/training</td>
</tr>
</tbody>
</table>
## Course Content

The courses are designed to help learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of Physics. Learners will apply these skills when considering the applications of Physics on our lives, as well as the implications on society/the environment.

Learners will investigate, problem solve and research issues, apply scientific skills and communicate information related to their findings. The National 5 course requires pupils to further develop their skills in terms of planning, making informed choices and working independently. By developing their knowledge and skills learners will be more scientifically literate and be better prepared to help innovate new things and answer the big questions. Each National Qualification has three units; Electricity and Energy, Waves and Radiation and Dynamics and Space.

| Nat 3 | • The Electricity and Energy unit covers energy sources including renewable energy, electricity including electrical circuits and safety in the home and heat transfer.  
      | • The Waves and Radiation unit covers light, optical instruments, electromagnetic radiation, sound and hearing.  
      | • The Dynamics and Space Unit covers the motion of falling objects, friction and the impact of the Sun and the Moon on the Earth. |
| Nat 4 | • The Electricity and Energy unit covers generation and distribution of electricity, electromagnetism, and practical circuits such as those in cars or used for home security systems.  
      | • The Waves and Radiation unit covers wave characteristics, sound including medical ultrasound and marine sonar, uses and risks of the electromagnetic spectrum including Wi-Fi, applications of nuclear radiation including medical (radiotherapy) and industrial (nuclear power).  
      | • The Dynamics and Space Unit covers motion of objects, Newton’s laws, design and use of satellites and cosmology (origin and structure of the Universe). |
| Nat 5 | • The Electricity and Energy Unit covers, conservation of energy, electric fields, the use of charges for laser printing and particle accelerators, and complex practical electrical circuits. Heat including specific heat capacity, the gas laws and kinetic theory.  
      | • The Waves and Radiation Unit covers waves including the electromagnetic spectrum, the risks, applications and benefits of nuclear radiation. |
CURRICULUM GROUP: SCIENCES
Physics (continued)

Course Content (continued)

Nat 5

- The Dynamics and Space unit covers kinematics (the study of the motion of objects) including vectors, velocity, displacement and acceleration. Forces including Newton's laws, projectile motion. Space including the role of physics in space exploration and cosmology and how physics has developed our understanding of the universe.

Assessment

Nat 3
Unit Assessments

Learners must pass an internal assessment for each of the three units. National 3 Courses are not graded.

Nat 4
Unit Assessments

Learners must pass all of the Units, including the Added Value Assignment. National 4 Courses are not graded. The assignment has an investigation stage approximately 8 hours of class time and reporting stage no more than two hours to be carried out under open-book conditions.

Nat 5
Unit Assessments

Learner must pass all of the Units. The course assessment marked by the SQA (question paper and assignment) will provide the basis for grading A-D. The assignment has an investigation stage approximately 7 hours and a two hour open book reporting stage.

Other Notes

Progression – there are opportunities to continue to Physics in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
Recommended Entry Level
You will require
- National 5 physics at levels A-C

Course Content
The course aims to provide an opportunity for reinforcing and extending the knowledge and understanding of the concepts of physics and developing both the ability to solve problems, and to carry out experimental and investigative work. Emphasis is placed on situations where the principles of physics are used and applied, thus promoting awareness that physics involves interaction between theory and practice.

You will study 3 units of 40 hours each:

Our Dynamic Universe
Vectors, equations of motion, Newton’s Second Law, energy and power, momentum and impulse cosmology

Electricity
Electric fields and resistors in circuits, alternating current and voltage, capacitance and analogue electronics.

Waves and Particles
Waves, refraction of light, optoelectronics and semiconductors, nuclear reactions and dosimetry and safety.

Research Project
Research assignment requiring a minimum of 20 hours research into an agreed topic
## Assessment
- Each unit has an Internal Unit Assessment with a minimum cut-off score of 60%
- There is also a requirement for one formally assessed Practical Test

## Homework
You should expect one homework per week which must be returned timeously for marking

## Other Important Notes including Progression Routes
You can go on to study:
- Advanced Higher Physics
- Physics, Engineering, Electronics and Medical Physics at Further/Higher Education institutes, Oil and Gas exploration, Renewable Energy, Medicine, Animal Health, Dentistry, Architecture, Geography, IT careers, Finance careers, software.
CURRICULUM GROUP: SCIENCES
Physics – Advanced Higher

Recommended Entry Level
You will require Higher Physics (A-C) and we would also recommend a good pass at Higher Maths

Course Content
The course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. An opportunity for engaging in some independent research is provided through an investigation.

You will study two full units:
Mechanics (40 hours)
Kinematic relationships and relativistic motion, angular motion, rotational dynamics, gravitation, simple harmonic motion and wave-particle duality.

Electrical Phenomena (40 hours)
Electric fields, electromagnetism, motion in a magnetic field, self-inductance and forces of nature.

and two half Units:
Wave Phenomena (20 hours)
Waves, interference and polarization

Physics Investigation (20 hours)
Opportunities to further develop investigative skills through the completion of an investigation. It also provides the opportunity for self-motivation and organisation.

Assessment
You will be assessed internally with:
- Three end of Unit tests
- One experimental write-up
- An end of course exam style assessment

Externally:
- End of course exam
- An investigation report

Homework
You can expect one or two homeworks per week. They must be returned timeously for marking.

Other Important Notes including Progression Routes
You may enter Higher or Further Education in Physics, Electronics, Engineering, Medicine, Dentistry, Veterinary Medicine, Geography, Radiography, Medical Physics, Optometry.
(NB Some institutions allow entry directly into second year.)
Course Content

The main aims of all geography courses (Nat 4 and Nat 5) are to enable learner's to develop:

- a range of geographical skills and techniques, including the opportunity for fieldwork enabling students to interact with their environment.
- an appreciation of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.
- awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way.
- a geographical perspective on environmental and social issues.
- an interest in, and concern for, the environment and sustainable development.

Each of the geography courses available to S4 pupils includes the same 3 mandatory topics listed below:

Physical Environments

Nat 4 and Nat 5 will also include:

- Any two of the following: the formation of landscape features, land use management and sustainability, and weather.
- Only two of the landscape types will be included: glaciated upland, limestone, coastlines of erosion and deposition, and rivers and their valleys.

Human Environments

Nat 4 and Nat 5 will also include:

- Contrasts in development, world population distribution and change, and issues in changing urban and rural landscapes.
- Personalisation and choice is available through the use of case studies.

Global Environments

Nat 4 and Nat 5 will also include

- Global issues will include climate change and sustainability, the impact of world climates, environmental hazards, trade and globalisation, and development and health.
- Learners will study these global issues and the strategies used to manage these.
**CURRICULUM GROUP: SOCIAL STUDIES**

*Geography (continued)*

### Assessment

<table>
<thead>
<tr>
<th>Nat 4 Unit Assessments</th>
<th>This course is internally assessed, with unit assessments for each of the three units. The added value unit will be assessed through an assignment based on geographical research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat 5 Unit Assessments</td>
<td>All units are internally assessed, either individually or as a combined assessment. The external examination will be worth 75% of the overall grade and will assess each of the 3 units equally. This examination will last 1 hour and 30 minutes. The second component of the assessment is the assignment which will be worth 25%. This will comprise a geographical report, including the use of geographical skills and techniques, which will be written up under exam conditions within a time frame of 1 hour.</td>
</tr>
</tbody>
</table>

### Other Notes

As both the Nat 4 and Nat 5 course have a research based element, students will be expected to undertake fieldwork as part of their geography course. The fieldwork data collected will form the basis for the Value Added internal assessment at Nat 4 and the externally assessed Assignment at Nat 5.

Progression – There are opportunities to continue to study Geography in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
CURRICULUM GROUP: SOCIAL SUBJECTS
Geography – Higher

Recommended Entry Level
National 5 Geography (A-C)

Course Content
There are 3 units
1. **Physical Environment**
   - Atmosphere
   - Hydrosphere
   - Lithosphere
   - Biosphere
2. **Human Environment**
   - Population
   - Rural
   - Urban
3. **Global Issues** – there are 5 different topics of which you can study 2:
   - River Basin Management
   - Development and Health
   - Global Climate Change
   - Trade, Aid and geopolitics
   - Energy

You will also be required to complete an **assignment** as part of the **value added unit**. The assignment will be research based and will involve the investigation of a geographical topic or issue.

Assessment
You will sit an external SQA exam in May during the normal examination diet. You will set a **unit assessment** for each of the three units. You must pass all unit assessments as well as the external exam in order to achieve the course award. You will also complete the **Assessment** which is worth 33% of your overall course award. The external exam is worth 67%.

Homework
*It is very important that pupils review their work on a regular basis*
You will be given regular homework, usually once a week. This will be based on previous exam questions and is excellent preparation for the prelim and final exams. You will also be expected to undertake regular background reading.

Other Important Notes including Progression Routes
A pass at Higher Geography allows you to go on to study Advanced Higher Geography. Currently Higher Geography is accepted as a science subject as well as a social science and arts subject at many universities.
CURRICULUM GROUP: SOCIAL SUBJECTS
Geography – Advanced Higher

Recommended Entry Level
You need a good pass in Higher Geography (A/B) and be willing to work much more independently than you have been required to do in the more structured courses of Higher – this is excellent preparation for University work!

Course Content
You will complete 3 units
Unit 1 Geographical Methods and Techniques
• you study a range of statistical techniques for use in fieldwork and in analysis of data
• you learn more advanced map interpretation based on the 1: 25 000 Explorer series maps
• you practise decision making e.g. where to build a new hotel complex or DIY store
Unit 2 The Geographical Study
• here you have the chance to do your own fieldwork and collect data for analysis using your maps and statistical skills
• this is a 3,000 word report which will be due in early May (and is part of your AH Folio)
Unit 3 The Geographical Issue
• this allows you to research a controversial issue and critically evaluate three viewpoints
• the 1500-2000 word essay is submitted with the Geographical Study as part of a Folio by early May

Assessment
Each of the three Units is assessed using Internal Unit Assessments
The course is assessed by
1. An Exam paper which you will sit in the normal exam diet in May. It consists of map interpretation and statistical questions.
2. Folio which will contain your 3,000 word fieldwork report and your geographical issues essay
The Folio is submitted to SQA for marking in early May

Homework
You will be doing regular homework for statistics in the early part of the course and will then spend time doing research for your Geographical Issues in school, at home and in the library. Fieldwork for your Geographical Study also has to be done when the weather is suitable!

Other Important Notes including Progression Routes
The skills you develop in Advanced Higher of doing research, producing outline plans, meeting deadlines and using IT for statistics are transferable and will stand you in good stead for independent work at University and beyond. Advanced Higher Geography is very well respected by a wide range of subject Department in Universities.
Course Content

The main aims of all History courses (Nat 3, Nat 4 and Nat 5) are to enable learner’s to develop:
- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts
- a detailed understanding of the factors contributing to, and the impact of, historical events
- the skills of investigating historical events and on the basis of evidence, forming views
- the skills of explaining and analysing historical events, and drawing reasoned conclusions

Each of the History courses available to S4 pupils includes the same 3 mandatory topics listed below:

**Historical Study: Scottish**

**Nat 3**
- The learner will develop techniques to comment on historical sources.
- Learners will develop knowledge and understanding from an area of historical study.
- Events and themes of Scottish history will be studied from Medieval, Early Modern or Late Modern Period.

**Nat 4 and Nat 5** will follow exactly the same format but learners will be able to evaluate a range of historical sources. The topic studied will be The Era of the Great War, 1910 – 1928 and will include Scots on the Western Front; Domestic Impact of War: society and culture, industry and economy, and, politics.

**Historical Study: British**

**Nat 3**
- The learner will develop techniques to comment on the impact of historical developments.
- Learners will develop knowledge and understanding from an area of historical study.
- Events and themes of British history will be studied from Medieval, Early Modern or Late Modern Period.

**Nat 4 and Nat 5** will follow exactly the same format but they will develop techniques to evaluate the impact of historical developments. The topic to be studied is Changing Britain 1760 – 1900 and will include: Health and housing; Industry; Transport; and Pressure for democratic reform up to 1867.
**Course Content (continued)**

**Historical Study: European and World**

**Nat 3**
- The learner will develop techniques to comment on the factors contributing to historical developments.
- Learners will develop knowledge and understanding from an area of historical study.
- Events and themes of European and World history will be studied from Medieval, Early Modern or Late Modern Period.

**Nat 4 and Nat 5** will follow exactly the same format but they will develop techniques to evaluate the factors contributing to historical developments. The topic to be studied is Hitler and Nazi Germany, 1919 – 1939, including: Weimar Germany 1919-1929; Nazi rise to power 1929-1933; Nazi control of Germany; Nazi social and economic policies.

**Assessment**

**Nat 3**
- Each of the three units described above are assessed internally.

**Nat 4**
- This course is internally assessed, with unit assessments for each of the three units. The added value unit will be assessed through an assignment based on a historical question chosen by the learner.

**Nat 5**
- All units are internally assessed, either individually or as a combined assessment. The external examination will be worth 75% of the overall grade and will assess each of the 3 units equally. This examination will last 1 hour and 30 minutes. The second component of the assessment is the assignment which will be worth 25%. This will comprise a report on a historical question using different sources, which will be written up under exam conditions within a time frame of 1 hour.

**Other Notes**

It is likely that the topic choices will change for pupils who are progressing through the Nat 4 and then the Nat 5 courses in order to avoid repetition of all units.

Progression – There are opportunities to continue to study History in the senior school at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
Recommended Entry Level

Course Content

Britain 1850-1951
How Britain changed socially and politically between 1850-1928. Focus is on the change in people’s lives through increased democratic opportunities e.g. right to vote, Government intervention in people’s lives and the change in attitude of both Government and citizens to the need for social welfare.

USA 1918-68
A study of the growing tensions in American society focusing on: racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

The impact of the Great War 1914-1928 (source based)
A study of the conflict and the effects it had on Scotland. This covers the military contribution of the Scots on the Western front as well as the domestic impact of the war on society, industry and politics. The course looks at a number of topics including the Somme, the home front, agriculture and fishing and the growth of radicalism in Scotland. This unit is enquiry skills based.

Assessment

INTERNAL
3 Unit Assessments. Two are essay based and one is source based. All the internal assessments and the final exam must be passed to achieve an award

EXTERNAL
External assessment – the course assessment will consist of the following:
1 Question paper – 60 marks
1 Assignment – 30 marks

Homework
It is very important that pupils review their work on a regular basis
Source based questions/practise essays and essay plans.
Preparing for class discussion.
Mind maps, spider diagrams on topics covered in course.
Homework is usually weekly and will build on issues studied.

Other Important Notes including Progression Routes
Advanced Higher History or other subjects at Advanced Higher
A Higher National programme in Social Sciences
A University course
Relevant employment
## CURRICULUM GROUP: SOCIAL SUBJECTS
**History – Advanced Higher**

<table>
<thead>
<tr>
<th>Recommend Entry Level</th>
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<tbody>
<tr>
<td>Higher History (A-C)</td>
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</table>

### Course Content
This course examines the political, social and economic upheavals that Germany was subjected to between the wars. It is divided into four district sections.

1. **Creation of the Weimar Republic** – an examination of the difficulties the new government faced in ruling Germany between 1918-23.
2. **A Period of relative Stability** – this looks at the years 1924-29 when the Weimar Republic seemed to prosper, comparing the apparent successes with the more elusive and divisive failings.
3. **The Collapse of Weimar** – Covers the downfall of the Weimar Republic and the rise, in its place, of Hitler’s Nazi Party to control the state.
4. **The Transformation of Post-Weimar Society** – deals with the way the Nazis re-shaped Germany between March 1933 and September 1939.

### Assessment

<table>
<thead>
<tr>
<th>INTERNAL</th>
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<tbody>
<tr>
<td>Essays</td>
</tr>
<tr>
<td>Source based questions</td>
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</table>

<table>
<thead>
<tr>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Question Paper - 90 marks</td>
</tr>
<tr>
<td>Historical issues</td>
</tr>
<tr>
<td>Historical sources</td>
</tr>
<tr>
<td>Dissertation - 50 marks</td>
</tr>
</tbody>
</table>

### Homework
- General reading
- Research for essay/dissertation
- Essays

### Other Important Notes including Progression Routes
Pupils who successfully achieve Advanced Higher History may progress to:
- Further Education
- Employment
Course Content

The main aims of the Modern Studies course is to enable learner’s to develop:

- a range of research and information handling skills
- detailed understanding of the democratic process
- detailed understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of human and legal rights and responsibilities and their application in different societies

Each of the Modern Studies courses available to S4 pupils includes the same 3 mandatory topics listed below:

**Democracy in Scotland and the United Kingdom**

- The learner will develop skills by using sources of information to identify accuracy and bias.
- Learners will develop a basic knowledge and understanding of aspects of democracy and the political system in Scotland and the United Kingdom.
- There will be the choice of studying democracy and the political system in Scotland OR the United Kingdom in greater detail.
- Learners will be able to use sources of information to explain examples of exaggeration, bias and selectivity in the use of facts. They will also develop a more detailed knowledge and understanding of democracy and the political system in Scotland and the UK.
- Learners will study the Scottish unit including the study of MSPS, local councils, voting and voting systems, rights and responsibilities.

**Social Issues in the United Kingdom**

- The learner will develop skills by using sources of information to make basic decisions.
- They will develop a basic knowledge of aspects of social issues in the United Kingdom.
- Learners will study either social inequality OR crime and the law in the United Kingdom.
- Learners will be able to use sources of information in order to make and give detailed justifications of decisions.
- They will also develop a more detailed knowledge of social issues in the UK. The choice unit will be the same as that for Nat 3; Social Inequality. This will include topics such as evidence, causes, consequences of, and responsibilities to social inequalities.
Curriculum Group: Social Studies
Modern Studies (continued)

Course Content (continued)

International Issues

- The learner will develop skills by using sources of information to draw basic conclusions.
- Learners will develop a basic knowledge of aspects of international issues.
- Learners will study both socio-economic and political aspects of a significant world power or a recent world issue.
- Learners will develop skills by using sources of information to draw and give detailed support for conclusions. They will develop a detailed knowledge and understanding of international issues.
- The contexts for study will be a significant world power such as China and USA. Topics will include the socio-economic issues, political systems within the world power and also its influence on other countries.

Assessment

All units are internally assessed, either individually or as a combined assessment. The external examination will be worth 75% of the overall grade and will assess each of the 3 units equally. This examination will last 1 hour and 30 minutes. The second component of the assessment is the assignment which will be worth 25%. This will comprise a report on a modern studies topic or issue, which will be written up under exam conditions within a time frame of 1 hour.

Other Notes

There may be some change to the choice units in order to avoid repetition for pupils continuing from Nat 4 to Nat 5.
Progression – There are opportunities to continue to study Modern Studies in the senior school at Higher level. This course equips learners with transferable core skills.
**Recommended Entry Level**
Nat 5 Modern Studies (A-C) and/or Nat 5 (A-B) in another social subject

**Course Content**

**Political Issues in the United Kingdom**

- Study Theme 1D: Electoral Systems, Voting and Political Attitudes
- The UK, Scottish, European Parliamentary and Scottish local government electoral systems; effects on the distribution of power within and among parties, in elected bodies and between the electorate and the elected. Voting patterns; explanations of voting behaviour. The shaping of political attitudes through the media; opinion polls; referenda; voter participation.

**Social Issues in the United Kingdom**

- Study Theme 2: Wealth and Health Inequalities in the United Kingdom
- Evidence, causes and consequences of inequalities in wealth and health, with reference to ethnicity and gender; the extent of social and economic inequality and the government responses to deal with these inequalities. The principles of the Welfare State. The debate over the provision of and funding of health care and welfare; individual and collective responsibility.

**International Issues (The people’s republic of China and the United States of America.)**
- Political systems, political issues, social issues of each of the countries studied.

**Assessment**

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>3 Unit Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One for each unit, each consisting of an essay and a source based question.</td>
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</table>

<table>
<thead>
<tr>
<th>EXTERNAL</th>
<th>1 Paper – 2hrs 15 min</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2 x 12 mark essays</td>
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<tr>
<td></td>
<td>1 x 20 mark essay</td>
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<tr>
<td></td>
<td>which equates to 1 essay per unit</td>
</tr>
<tr>
<td></td>
<td>2 x 8 mark source questions</td>
</tr>
</tbody>
</table>

**Homework**

- Essay plans, full written essays
- **It is very important that pupils review their work on a regular basis**
- Source based questions
- Preparing for class discussion
- Mind maps, spider diagrams on topics covered in course.

**Other Important Notes including Progression Routes**

- Advanced Higher Modern Studies or other subjects at Advanced Higher
- A Higher National programme in Social Sciences
- A higher education Course
CURRICULUM GROUP: SOCIAL STUDIES
Religious, Moral & Philosophical Studies – National 5

Course Content
The main aims of the RMPS course is to enable learner’s 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 of religious, moral and philosophical questions and responses to them

The course includes 3 mandatory topics listed below:

World Religion
• The learner will be able to comment on sources relating to the religion being studied.
• The learner will develop a basic knowledge and understanding of the impact and significance of religion today through studying beliefs, practices and sources found within one of six religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution theses make to the lives of followers.
• The learner will develop a more detailed factual and abstract knowledge and understanding. These courses will also allow the learner to explain and comment on the meaning and context of sources relating to the religion being studied. This will be either Buddhism or Judaism.

Morality and Belief
• The learner will develop skills to express views about contemporary moral questions and responses.
• They will develop a basic knowledge and understanding of contemporary moral questions and religious and non-religious responses. Religious view-points will be studied from the six religions as listed previously.
• Learners will be able to explain and express reasoned views about contemporary moral questions and responses. They will also develop a more detailed factual and theoretical knowledge and understanding of the moral questions and responses. The choice topic ‘Religion and Justice’ will explore issues around crime and punishment and capital punishment.
### Course Content (continued)

**Religious and Philosophical Questions**
- The learner will develop skills to outline religious and philosophical questions and responses.
- They will develop a basic knowledge and understanding of these. Religious viewpoints will be studied from the six religions listed previously.
- Learners will develop skills in order to analyse religious and philosophical questions. They will also develop a more factual and theoretical knowledge and understanding of these. The choice topic will be “The Existence of God” or “The Origins of Life”

### Assessment

All units are internally assessed, either individually or as a combined assessment. The external examination will be worth 75% of the overall grade and will assess each of the 3 units equally. This examination will last 1 hour and 30 minutes. The second component of the assessment is the assignment which will be worth 25%. This will comprise a report on a religious, moral or philosophical issue, which will be written up under exam conditions within a time frame of 1 hour.

### Other Notes

Progression – There are opportunities to continue to study RMPS at both Higher and Advanced Higher level. This course equips learners with transferable core skills.
CURRICULUM GROUP: SOCIAL SUBJECTS
Religious, Moral & Philosophical Studies – Higher

Recommended Entry Level
National 5 RMPS (A–C)

Course Content
There are three units.
1. **World Religions** – This will be either Buddhism or Judaism
2. **Morality and Belief – Religion and Justice**
   - Utilitarianism or moral relativism or divine command theory.
   - Causes of crime
   - Perspectives on punishment: revenge, proportionality, forgiveness
   - Approaches to capital punishment
   - Sentencing in the UK.
   - Comparative effectiveness of capital punishment and UK sentencing
3. **Religious and Philosophical Questions**
   - This will be either “The Origins of Life” or “The Existence of God”.

The Assignment
You will also be required to complete an assignment as part of the value added unit. The assignment will be research based and will involve the investigation of a religious/moral/philosophical issue of your choice.

Assessment
- An external exam. This is worth 60 marks.
- An internal assessment for each of the three units. You must pass all unit assessments as well as the external exam to achieve a course award.
- The assignment. This is worth 30 marks.

Homework
It is very important that pupils complete their work on a regular basis

Other Important Notes including Progression Routes
A pass at Higher RMPS level allows you to go on to study Advanced Higher RMPS.
Course Content
The Course at both levels aims to enable learners to:

- understand the function that 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 accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks.

Nat 5  Preparing Financial Accounting Information
Learners will develop the knowledge and understanding relating to the preparation of financial accounting information for external use, and have the ability to apply the accounting concepts and techniques associated with the preparation of such financial accounting information.

Learners who complete this unit will be able to:
- Record straightforward financial accounting transactions to the trial balance stage
- Apply knowledge and understanding of accounting concepts in the preparation of period-end adjustments
- Prepare period-end financial accounting statements that show profit for the year (net profit) and net worth

Preparing Management Accounting Information
Learners will develop the knowledge and understanding of internal accounting information and the ability to prepare such information, using a range of basic accounting techniques. The information produced will be used by management in making decisions about the future planning and control of the business.

Learners who complete this Unit will be able to:
- Describe management accounting concepts (such as classifying different types of costs)
- Prepare management accounting statements (such as job costing, break-even and cash budgets)

Analysing Accounting Information
Learners will develop the skills, knowledge and understanding relating to the interpretation and analysis of accounting information. The information will be used to assess an organisation’s current financial position and performance and assist with decision making and planning.

Learners who complete this Unit will be able to:
- Use accounting information to aid decision making
- Interpret and evaluate business performance to aid planning
Higher Preparing Financial Accounting Information
Learners will develop skills, knowledge and understanding relating to the preparation of routine and complex financial accounting information. They will explore a range of business structures and gain understanding of the application of a range of current financial accounting regulations associated with these structures. This will provide learners with an understanding of accounting standards and practices. The information will be used to establish the historical and current financial position and performance of the organisation.

Learners who complete this Unit will be able to:
- Use knowledge and understanding of financial regulations to explain factors affecting financial accounting procedures of public limited companies
- Prepare extracts of period-end financial accounting statements

Preparing Management Accounting Information
Learners will develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of routine and complex accounting techniques. Learners will carry out learning activities that extend their understanding of the significant impact that management accounting information has on making decisions about the future planning, control and success of the organisation.

Learners who complete this Unit will be able to:
- Use knowledge and understanding of management accounting systems as a means of planning and control
- Evaluate a range of management accounting statements

Analysing Accounting Information
Learners will develop the knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of routine and complex techniques. They will carry out learning activities that allow them to investigate, analyse and report on an organisation’s current financial position and performance, and to offer financial solutions that can assist in future planning and decision making. This will provide learners with an understanding of financial analysis.
Learners who complete this Unit will be able to:
- Describe analysis techniques applied in accounting statements
- Evaluate business performance, based on accounting analysis, to make business recommendations
CURRICULUM GROUP: TECHNOLOGIES  
Administration & IT at National 4 & 5

### Course Content

The main aims of Administration & IT (Nat 4 and Nat 5) are 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

**Nat 4**  
Administrative Practices - provide an overview of administration in the workplace and carry out administrative tasks in the context of organising and supporting small-scale events, according to a simple brief

IT Solutions for Administrators - use functions of spreadsheets, flat databases and word processing in line with a given task

Communication in Administration - use technology to gather information and to use functions of technology to prepare and communicate information in line with a simple brief.

**Nat 5**  
Administrative Practices - provide an account of administration in the workplace as well as interpreting a given brief and carrying out appropriate administrative tasks in the context of organising and supporting events

IT Solutions for Administrators - use spreadsheets, advanced functions of a relational database and word processing to interpret a given brief

Communication in Administration - use technology to extract information, and be able to evaluate sources of information as well as communicating information, by interpreting a given brief, to convey a professional image.

### Assessment

**Nat 4**  
Unit Assessments  
All 3 units are internally assessed either on a unit-by-unit basis or by combined assessment. In addition, an added value unit will be assessed through an assignment where learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

**Nat 5**  
Unit Assessments  
All 3 units are internally assessed either on a unit-by-unit basis or by combined assessment. In addition, there is a Course Assessment which takes the form of an Assignment worth 100 marks which must be completed under supervised conditions and completed within 4 hours. The assignment is marked by the SQA.

All internally marked assignments are on a pass/fail basis and a high degree of accuracy is required.
Other Notes

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units. Completion of these Units provides progression to Higher Administration, further study, employment or training.

Progression – There are opportunities to continue to study Administration and IT in the senior school at higher level. This course equips learners with transferable core skills.
CURRICULUM GROUP: TECHNOLOGIES
Administration – Higher

Recommended Entry Level
Suggested entry requirement would be successfully completing Administration & IT at Nat 5 (A-C).

Course Content
The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

There are 3 units in the Higher course:

Administrative Theory and Practice

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

IT Solutions for Administrators

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

Communication in Administration

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners’ knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience.
### Assessment

All Units are internally assessed either on a unit-by-unit basis or by combined assessment on a pass/fail basis. A high degree of accuracy is required. In addition, there is a Course Assessment which is set by the SQA and takes the form of a question paper (30 marks) and an administration- and IT-based assignment (70 marks). This must be completed within 2 hours. It is graded A-D and will be marked by the SQA.

### Homework

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

### Other Important Notes including Progression Routes

Completion of these units provides progression to other qualifications in Administration and IT or related areas as well as further study, employment and/or training.
Course Content

The main aims of Business (Nat 4) are to enable learners to develop:

- knowledge and understanding of business concepts in a range of contexts
- an 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

There are 2 mandatory units at Nat 4

Nat 4  **Business in Action** - This unit will allow learners to give an overview of how small businesses operate and how they satisfy customer needs. They will also apply an understanding of the key functional activities of small businesses

**Influences on Business** – This unit will allow learners to give an overview of key stakeholders in a small business and their influence on it. Learners will make decisions on the running of a small business, taking account of internal influences and be able to give an overview of external influences that affect a small business.

Assessment

<table>
<thead>
<tr>
<th>Nat 4 Unit Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both units are internally assessed either on a unit-by-unit basis or by combined assessment. In addition, an added value unit will be assessed through an assignment where learners will prepare a simple business proposal for an aspect of a small business, making use of appropriate technology where applicable</td>
</tr>
</tbody>
</table>

Other Notes

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Progression – On completion of these units there is progression to Nat 5 Business Management, further study, employment or training.
Course Content

The main aims of Business Management (Nat 5) are 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

There are 3 mandatory units at Nat 5

Understanding Business – This unit allows learners to give an account of the key objectives and activities of small and medium-sized business organisations and apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations

Management of People and Finance – This unit allows learners to apply knowledge and understanding of how the management of people and finance contributes to the success of small and medium sized organisations

Management of Marketing and Operations – This unit allows learners to apply knowledge and understanding of how the marketing and operations function contributes to the success of small and medium sized organisations

Assessment

Nat 5 Unit Assessments + exam structure/duration - all 3 units are internally assessed either on a unit-by-unit basis or by combined assessment. In addition, there is a Course Assessment which consists of two components: a question paper and an assignment. The question paper takes the form of an external examination worth 70 marks and the assignment is worth 30 marks. Both the examination and the assignment are marked by the SQA and the combined result is graded A-D.

Homework

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Other Notes

Progression – On completion of these units there is progression to Higher Business Management, further study, employment or training.
Recommended Entry Level
Suggested entry requirement would be learners completing the National 5 Business Management course (A-C).

Course Content
The Course aims to provide learners with:
- The skills, knowledge and understanding needed to understand contemporary business.
- An understanding of the dynamic, changing, competitive and economic environment of industry and commerce.
- It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.
- Development of skills explicit to the Course will enable learners to succeed in life with determination and the ability to think logically. These skills will support learners in becoming more confident, particularly regarding their own future education and place in the world of work.
- An understanding of the economic and financial environment in which business operates which will help learners to contribute responsibly to society.
- By encouraging working with others the Course will help learners to participate effectively in the ever-changing global business environment.

There are 3 units in the Higher course:

Understanding Business
Learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation’s activity, and to consider the implications of a range of external factors that affect an organisation’s decision making.

Management of People and Finance
Learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation’s success, including leadership, motivation and finance. It also allows learners to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

Management of Marketing and Operations
Learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers’ needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.
Assessment
All Units are internally assessed against the requirements shown in the Unit Specification. They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres.

In addition there is a Course Assessment which is set by the SQA and takes the form of a question paper (70 marks) and an Assignment (30 marks). Both will be marked by the SQA and an overall grade A-D applied.

Homework
Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Other Important Notes including Progression Routes
Completion of these units provides progression to other qualifications in Business Management or related areas as well as further study, employment and/or training.
CURRICULUM GROUP: TECHNOLOGIES
Computer Games Design
Units only at Level 4, 5, 6 (S5/6 only)

Course Content

The Course aims to enable learners to:

- Implement analysis and design strategies using industry standards during the games and software development process.
- Enhance awareness of the complexity when choosing media assets such as sound, illustration design and animation for cross platform game titles.
- Build on communication techniques using writing frames and extended reports.
- Promote creativity and imagination whilst keeping within the boundaries of current and future technologies within the games industry.
- Report on promotion strategies used by industry leaders in order to increase sales.

This course is available at SCQF levels 4, 5 and 6. There are 3 units at each level:

**Computer Games: Design**

In the assessment of this Unit you will demonstrate your ability to:

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify gaming technologies</td>
<td>Compare gaming technologies</td>
<td>Evaluate gaming technologies</td>
</tr>
<tr>
<td>Identify game genres and design elements</td>
<td>Analyse design elements</td>
<td>Evaluate design elements</td>
</tr>
<tr>
<td>Plan and design a computer game</td>
<td>Plan and design a computer game</td>
<td>Plan and design a computer game</td>
</tr>
</tbody>
</table>

**Computer Games: Media Assets**

In the assessment of this Unit you will demonstrate your ability to identify legitimate methods of acquiring media assets and to plan and produce media assets for use in a game development environment.

**Computer Games: Development**

In the assessment of this Unit you will demonstrate your ability to assemble all the elements and produce a working game in your chosen development environment. You will also demonstrate your ability to evaluate a computer game and deliver an activity to promote a computer game such as producing a slide presentation, website or magazine advertisement.
**Assessment**

All units are internally assessed on a unit-by-unit basis on a pass/fail basis. The assessments will be completed under controlled supervised conditions. Pupils are expected to create a portfolio of their work either paper or electronic. This portfolio will be constructed during the school year. There is no final examination in Computer Games Development. However, you must successfully complete all 3 units at the appropriate SCQF level in order to gain the award.

**Other Notes**

**Homework** will be issued on a regular basis which must be completed in order to successfully complete the above units.

**Progression** – each unit of the National Progression Award in Computer Games Development will be available as part of a suite of units available for a NC in Digital Media Computing.

Useful for pupils who wish to undertake the qualification as a broadening of the Computing Science and Digital Media curriculum or just for those pupils who express an interest in computer games development.
Course Content

The main aims of Computing Science are to enable learners to:

- develop computational thinking skills across a range of contemporary contexts
- develop knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

Nat 3 Building Digital Solutions – Computing Systems; Software Development using SCRATCH/KODU to design and create your own computer game

Information Solutions – Internet Security and Safety; Web Design using WebPlus; Database Design

Nat 4 Software Design and Development – This unit will enable learners to use a programming language to design, create and test a variety of Apps using App Inventor software

Information System Design and Development – This unit will enable learners to design and create a variety of information systems including databases, networks and web sites. It will also involve studying the computer hardware and software which are needed to make information systems safe, secure and easy to use

Nat 5 Software Design and Development – This unit will enable learners to use a programming language to design, create and test a variety of programs

Information System Design and Development – This unit will enable learners to design and create a variety of information systems including databases, networks and web sites. It will also involve studying the computer hardware and software which are needed to make information systems safe, secure and easy to use
### Assessment

<table>
<thead>
<tr>
<th>Nat 3 Unit Assessments</th>
<th>All Units are internally assessed against the requirements shown in the Unit Specifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat 4 Unit Assessments</td>
<td>Both units are internally assessed either on a unit-by-unit or portfolio basis. In addition, an added value unit will be assessed by developing, with guidance, a digital solution which will draw on and apply skills and knowledge of software and information systems design and development.</td>
</tr>
<tr>
<td>Nat 5 Unit Assessments</td>
<td>Both units are internally assessed either on a unit-by-unit or portfolio basis. In addition, there is a Course Assessment which consists of two components: a question paper and an assignment. The question paper takes the form of an external examination lasting 1 ½ hours and is worth 60 marks. The assignment is worth 90 marks and is completed over an extended period of time.</td>
</tr>
</tbody>
</table>

### Other Notes

**Progression**

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Progression – Completion of these Units provides progression to Higher Computing Science, further study, employment or training.
Recommended Entry Level
Suggested entry would be National 5 Computing Science (A-C) or to have attained equivalent qualifications or experience.

Course Content
The aims of the Course are to enable learners to:
- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions
- communicate advanced computing concepts and explain computational behaviour
- develop awareness of current trends in computing technologies and their impact on our environment and society

The Course includes two mandatory Units and a Course assessment.

Software Design and Development
The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. Learners will develop programming skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and through investigative work gain an awareness of the impact of contemporary computing technologies.

Information System Design and Development
The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in information system design and development through a range of practical and investigative tasks. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

Assessment
The learner must pass each of the mandatory units, Software Design and Development and Information System Design and Development. These will be assessed on a unit by unit, pass/fail basis. In addition there is the Course assessment, which is set by the SQA and takes the form of a question paper (60%) and an individual assignment (40%).

Homework
Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Other Important Notes including Progression Routes
Completion of the course provides progression to other qualifications in Computing Science or related areas, further study, employment and /or training.
Course Content

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

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

There are 2 mandatory units at Nat 4 and Nat 5

Design - This unit will enable learners to identify factors that influence design and apply these in a simple design task. They will also develop and communicate design concepts for a simple design task and evaluate an existing product.

Materials and Manufacturing – This unit will enable learners to investigate materials and prepare for manufacturing tasks in a workshop context. They will also plan, implement and review a manufacturing sequence for a prototype.

Assessment

Nat 4 Unit Assessments: Both units are internally assessed either on a unit-by-unit basis, by a combined assessment or a portfolio. In addition, an added value unit will be assessed through an assignment where learners will design and manufacture a product in response to a brief.

Nat 5 Unit Assessments: Both units are internally assessed either on a unit-by-unit basis, by a combined assessment or a portfolio. In addition, there is a Course Assessment which consists of two components: a question paper and an assignment. The question paper takes the form of an external examination worth 60 marks and the assignment is worth 90 marks. The assignment will be carried out under open book conditions, but supervised to ensure that the work presented is the candidate’s own work.

Other Notes

Progression

Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Progression – there are opportunities to continue to study Higher Design and Manufacture and other technological Courses at Higher.
### Recommended Entry Level

Suggested entry requirement would be successfully completing Design and Manufacture at Nat 5 (A-C).

### Course Content

The Course aims to enable learners to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

There are 2 units in the Higher course:

#### Design

The general aim of this Unit is to develop the learner’s skills in developing and communicating design proposals for products. Learners will initiate a design brief and develop it to a final concept.

Learners will gain skills and experience in evaluating their own and other’s design proposals in order to refine, improve and solve them. Learners will develop an understanding of design concepts and the various factors that influence the design and manufacture of commercial products.

By undertaking this Unit, learners will develop a variety of skills in communication through the production of design folios, and in evaluation and reporting activities. Learners will develop skills in listening and confidence in talking as they discuss design problems with others.

#### Materials and Manufacture

The general aim of this Unit is to develop the learner’s skills and creativity in manufacturing a model or prototype based on a design proposal. The aim includes developing an understanding and application of the properties and uses of materials.

Learners will manufacture models and prototypes in order to inform and refine design proposals, applying a range of practical skills. The Unit is designed to enable the learner to develop an understanding of the impact of materials and manufacturing processes on design and the environment.

Learners will develop an understanding of manufacturing processes and of the various factors that influence the design and manufacture of products. Learners will have to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
## CURRICULUM GROUP: TECHNOLOGIES
### Design & Manufacture – Higher (continued)

### Assessment
All Units are internally assessed either on a unit-by-unit basis or by combined assessment on a pass/fail basis. A high degree of accuracy is required. The course assessment will consist of two components: an assignment and a question paper. The question paper will have two sections.

- Assignment — 50%
- Question paper — 50%

The Assignment will be completed in class time and then internally marked by centre staff in line with SQA marking instructions.

### Homework
Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

### Other Important Notes including Progression Routes
Completion of these units provides progression to other qualifications in Design and Manufacture or related areas as well as further study, employment and/or training.
CURRICULUM GROUP: TECHNOLOGIES
Graphic Communication at National 4 & 5

Course Content
The main aims of Graphic Communication are to enable learners to:

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

There are 2 mandatory units at Nat 4 and Nat 5

2D Graphic Communication – This unit will enable learners to produce and interpret simple 2D sketches and drawings (manual and/or electronic methods). They will also produce preliminary 2D colour designs and illustrations for single-page promotional displays and create simple 2D promotional graphic layouts.

3D and Pictorial Graphic Communication – This unit will enable learners to produce and interpret (simple – Nat 4) pictorial sketches and drawings (manual and/or electronic) and 3D models, produce (simple – Nat 4) pictorial and 3D colour illustrations as well as create (simple – Nat 4) pictorial or 3D promotional displays.

Assessment

Nat 4 Unit Assessments
Both units are internally assessed either on a unit-by-unit or portfolio basis. In addition, an added value unit will be assessed by developing, with guidance, a digital solution which will draw on and apply skills and knowledge of software and information systems design and development.

Nat 5 Unit Assessments
Both units are internally assessed either on a unit-by-unit or portfolio basis. In addition, there is a Course Assessment which consists of two components: a question paper and an assignment. The question paper takes the form of an external examination lasting 1 ½ hours and is worth 60 marks. The assignment is worth 90 marks and is completed over an extended period of time.

Other Notes
Progression
Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Progression – there are opportunities to continue to study Higher and Advanced Higher Graphic Communication on successful completion of this course.
CURRICULUM GROUP: TECHNOLOGIES
Graphic Communication – Higher

Recommended Entry Level
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: National 5 Graphic Communication (A-C)

Course Content
The Higher Graphic Communication Course aims to enable learners to:
- Develop broad and creative experience in the subject of graphic communication and graphic design. This diverse and multi-faceted Course provides scope for personalisation and choice.
- The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers.
- It provides opportunities to further acquire and develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability.

2D Graphic Communication (Higher)
This Unit will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics whether manual or CAD. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication (Higher)
This Unit helps learners to develop their creativity and presentation skills within a 3D CAD or manual graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both Units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

Assessment
The assessment approach in Higher Graphic Communication is similar to, and progresses from, the new National 5 Graphic Communication Course. The question paper will not include drawing activities. Learners will provide written responses to questions, although these may be supported by sketches and/or diagrams to amplify or provide a response if required. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

Homework
Homework will be issued on a regular basis which must be completed in order to successfully complete the above units.

Other Important Notes including Progression Routes
Completion of these units provides progression to other qualifications in Graphic Communication or related areas as well as further study, employment and/or training.
Course Content
The main aims of the Practical Woodworking course are to enable learners to develop:

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

There are 3 mandatory units at Nat 4 and Nat 5

**Flat-frame Construction** - This unit will enable learners to develop practical skills in the use of woodworking tools and the production of (basic – Nat 4) flat-frame woodworking joints and assemblies. The ability to read and interpret (simple – Nat 4) drawings and diagrams is also developed in this Unit.

**Carcase Construction** – This unit will enable learners to develop practical skills in using woodworking tools and in the production of a range of (basic – Nat 4) woodworking joints and assemblies commonly used in carcase construction.

**Machining and Finishing** – This unit will enable learners to develop practical skills in using a range of common woodworking machine and power tools and in a variety of (simple – Nat 4) surface preparation and finishing techniques.

The course requires that for every model produced, a written log must be produced in order to provide evidence of manufacture. In all units and at both levels learners will also develop their knowledge and understanding of woodworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in the workshop.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Nat 4 Unit Assessments</th>
<th>All 3 units are internally assessed either on a unit-by-unit basis, by a combined assessment or a portfolio. In addition, an added value unit will be assessed through an assignment where learners will make a finished product from wood.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nat 5 Unit Assessments</td>
<td>All 3 units are internally assessed either on a unit-by-unit basis, by a combined assessment or a portfolio. In addition, there is a Course Assessment which consists of learners making a finished product from wood carried out under workshop conditions which is worth 100 marks. The task is to be sufficiently open and flexible to allow for personalisation and choice, as this will allow learners to demonstrate practical creativity.</td>
</tr>
</tbody>
</table>

Other Notes
Progression from this course can lead to a range of other practical technological courses at Nat 5. This course does not progress to Higher level or beyond.
We hope the information provided will help pupils, and their parents/carers, make an informed decision about course options for next session. If you have any further questions or require any further information, please do not hesitate to contact school.