

# **BANCHORY ACADEMY**



## **S4 CURRICULUM GUIDE**

**SESSION 2021 – 2022**

## Curriculum for Excellence

In the last decade, Scottish education has gone through a period of significant and important change to its curriculum, learning and teaching, to the assessment processes that underpin them and to the qualifications that they may lead to.

Curriculum for Excellence (CfE) aims to ensure that all young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The purpose of the curriculum is to help pupils develop their abilities in the four capacities as successful learners, confident individuals, responsible citizens and effective contributors. This is achieved through the delivery of learning outcomes and experiences which are designed to enable pupils to progress in their knowledge and achievements, to be challenged and involved, to select a broad range of learning contexts and to be engaged in learning which is and will be relevant to their life and to achieve and attain to their full potential.

The Curriculum covers 3-18 years of age and the CfE levels or stages are set out in the table below.

### CfE Levels or Stages

<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3 (Broad General Education). Many pupils will be accessing Fourth level work in S3
<b>Senior Phase</b>	S4 to S6 (Senior Phase), in school and college or other means of study.

The Senior Phase of the curriculum relates to the period S4 to S6 in schools (or the equivalent in terms of college or other means of study). It is the stage of learning at which the relationship between the curriculum and qualifications becomes of key significance. At this stage of the curriculum pupils will engage with the qualifications framework and more formal assessment and certification takes place. Your child is about to move from the Broad General Education phase into the Senior Phase and it is important that they choose the most appropriate pathways to support their learning and future plans. Our aim at Banchory Academy is to provide all pupils with high quality learning experiences within a broad and balanced framework. This is supported by our commitment to provide an effective and appropriate curriculum for every pupil.

### Qualifications Structure

The National Courses, Units and Awards have been developed to promote the enriched approach to learning of Curriculum for Excellence, and the wider range of qualifications is intended to suit the needs of all learners.

The new qualifications are designed to validate the knowledge, understanding and skills young people have learned in S1-3 in the Broad General Phase of CfE and which they will need for further study, employment or training. They also provide opportunities for young

people to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, life and work.

The table below relates the National qualifications to the old Standard Grade, Intermediate and Higher qualifications structure.

<b>New National Qualification</b>	<b>Introduced</b>	<b>Previous National Qualification</b>
National 3	2014	Access 3 + Standard Grade Foundation level
National 4	2014	Standard Grade General level/Intermediate 1
National 5	2014	Standard Grade Credit level/Intermediate 2
Higher (revised) – National 6	2015	Higher
Advanced Higher (revised) – National 7	2016	Advanced Higher

At Banchory Academy, most S4 pupils will be working at National 4 or National 5 level although for some pupils National 3 courses will be more appropriate.

Courses may contain work which is assessed and marked throughout the year by teachers. For example, teachers will continue to mark assessments such as PE or Drama performances. In addition National 5 courses will be externally assessed by the Scottish Qualifications Authority, SQA, in May. There are no external assessments for National 3 or National 4.

It is worth noting that the SQA is currently implementing changes to the way assessments are carried out in senior courses. **National 5 and Higher courses no longer contain individual Units and Advanced Higher courses will follow suit this coming session.** Units will still exist as standalone awards but will not be part of the National 5 or Higher awards. As always, we will keep the pupils and yourselves informed as things change.

There will be a continued emphasis on providing pupils with opportunities to develop skills for learning, skills for work and skills for life. For those pupils who do not wish to continue beyond S4 and are eligible to leave school, the curriculum in S4 will also provide appropriate experiences to increase the likelihood of pupils moving to positive and sustained destinations beyond school. In addition, for some pupils in S4, we hope to have the opportunity to widen the school curriculum by offering Skills for Work courses which will be taken at the North East Scotland College (NESCOL), Aberdeen. These courses are designed to develop practical vocational skills and widen pupils' opportunities for progression and prepare them for further learning and employment. Skills for Work courses lead to certification in National Qualifications.

Pupils returning to S5 will be able to choose from a range of courses leading to National 5 and Higher (National 6) level qualifications.

Pupils returning to S6 will be able to access Nat 5, Higher and Advanced Higher options.

**Should you require any further details about any aspect of subject choice or examinations, please contact your child's Guidance Teacher, in the first instance.**

## Possible S4 Courses for Session 2021 -22

<b>CURRICULAR AREA</b>	<b>SUBJECT</b>	<b>LEVELS OF STUDY</b>
Languages	English French Spanish German	National 3/4/5 National 4/5 National 4/5 National 4/5
Mathematics	Mathematics Applications of Mathematics	National 4/5 National 3/4/5
Sciences	Biology Chemistry Physics Science	National 5 National 5 National 5 National 3/4
Social Studies	Geography History Modern Studies Business Management Scottish Studies	National 4/5 National 4/5 National 4/5 National 4/5 SCQF Level 4
Technologies	Computing Science Design & Manufacture Practical Woodworking Graphic Communication Administration and IT Practical Cookery	National 4/5 National 4/5 National 5 National 4/5 National 4/5 National 4/5
Expressive Arts	Art & Design Drama Music	National 4/5 National 4/5 National 4/5
Health & Wellbeing  Skills for Work	Achieve Award Horticulture Award Physical Education RMPS Skills for Work Sports & Recreation   Physical Education Religious, Moral & Philosophical Studies Personal, Social & Health Education	SCQF 4 SCQF 4 National 4/5 National 4/5 National 4/5   Core Core  Core

## What will the S4 curriculum at Banchory Academy consist of?

All pupils will be required to undertake a programme in S4 which includes:

1. National 3, 4 or National 5 Courses in **English & Mathematics**.
2. School courses in **PE** and **Personal, Social & Health Education** which promote Health and Wellbeing.
3. A School Course in **Religious, Moral and Philosophical Studies (RMPS)**, with the option to gain an SQA unit qualification in Investigating Religion and Belief.
4. All pupils will also select up to 4\* courses at National 3, 4 or 5 level from the choices detailed in this booklet.

## Summary of S4 curriculum structure and period allocation

Curriculum for All	Option 1	Option 2	Option 3	Option 4
English (3) Mathematics (3) PE (2) RMPS (1) PSHE (1)	5 periods	5 periods	5 periods	5 periods

### Additional Notes

- **In S4 pupils should select their 4 options from subjects already studied as an option in S3.** The exceptions to this are the Skills for Work: Sports & Recreation, Achieve Prince's Trust, Horticulture Award and any College Course.
- While every attempt will be made to satisfy individual choice **not all subject combinations may be possible and where there is insufficient uptake a course may not run. In addition, where there is a particularly high uptake of any subject we may not have the subject staff, or in some cases sufficient specialist rooms to create classes to accommodate every pupils choice.** All pupils will be seen by Guidance Staff to discuss curricular options and where necessary they will advise on alternative choices should any of the above circumstances arise.
- Subsequent progression to National 5 or Higher cannot be guaranteed every year for all subjects in S5. Where uptake for a subject in S4 is low we will try, if possible, to provide a progression route in either S5 or S6.
- \*For some pupils a full curriculum may be too demanding and on an individual basis this may be modified as appropriate. This is important to ensure that we include all pupils' educational needs in accessing and benefiting from an appropriate curriculum.
- Further advice is always available from the school. Please do not hesitate to contact us. Information is also available on the following websites

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.education.gov.scot/parentzone](http://www.education.gov.scot/parentzone)

## **Choosing a Curriculum for S4 & the Senior Phase**

This Course Options Guide has been compiled to assist you and your child in considering the courses you wish to select for S4. Information about each course, learning and teaching approaches, assessment, homework and possible progression routes is included to help you to make an informed choice.

### **S3 → S4 Transition**

An online presentation for subject choice will be available on the school website. Pupils are encouraged to use the Skills Development Scotland Website [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) where there are tools and information for subject choices, progression and career management skills.

Prior to the completion of the S4 curricular options Microsoft teams form, pupils have been supported in their PSHE class to ensure they are able to make well-considered curricular options. Guidance staff will be available throughout the process to discuss options and support the choice process. Class teachers and Principal Teachers can also offer useful information regarding further study in their curricular area.

This booklet guides you through the curricular structure for S4. It can be used for reference to guide pupils to the course content and assessment criteria.

Pupils should access the choice form through their glow launchpad, it can be added to their launchpad, it contains links to helpful websites as well as space to input choices. The form can be submitted more than once, we will assume that the latest response is the correct one. There is no benefit to an early decision, but a timely response is appreciated. If you need help accessing the online choice form, please contact your Guidance teacher or Mrs Bruce DHT.

### **College Courses**

In addition to the S4 courses listed in this choice guide, there are college courses available for Banchory Academy pupils to access. It is worth noting that these courses run “outside of the timetable” in that the pupils would visit the college at a certain time during the week and likely miss one period of some of their other chosen subjects. Pupils would be required to manage their time to ensure that they keep up with their other subjects.

**Please speak to your Guidance Teacher if you are keen to study a college course.**

More detail on courses available and the selection process can be accessed on the college website (<http://www.nescol.ac.uk/>) and by speaking to your guidance teacher.

# **LANGUAGES**

## ENGLISH - NATIONAL 4 and 5

### AIMS OF THE COURSE

Pupils will follow the National 4 or National 5 course which provides pupils with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language. Some pupils may be given the option of following the National 3 course which will be better suited to their individual needs.

### COURSE CONTENT

Building on literacy skills, the course develops understanding of the complexities of language, including the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. Within the Literacy Unit, learners will be developing their language skills relevant for learning, life and work.

### LEARNING AND TEACHING

Learners develop these skills at different rates and will thus be divided into classes according to their ability and learning needs. A variety of teaching styles will be used: whole class teaching, paired, group work and individual tasks.

### ASSESSMENT PATTERN

Learners will be required to provide evidence for 4 units for National 4:

Creation and Production

Analysis and Evaluation

Literacy

Added Value

All four units are assessed internally by the teacher at National 4 level. The Added Value Unit is assessed internally at National 4 and evidence for this Unit will be generated through an investigative assignment. At National 5, learners are assessed through a spoken language unit, a Portfolio and an end of course examination.

**Paper 1 – Reading for Understanding Analysis, Evaluation – 30 marks (%)** will be awarded for applying reading skills, understanding, analysis and evaluation to two non-fiction texts. Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts, and summarise key information.

**Paper 2 – Critical Reading –** will have 40 marks (%). This paper has two parts:

**Section 1 Scottish Texts (20%)** – Pupils will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose, and poetry. These texts will be both contemporary and pre-20<sup>th</sup> century.

**Section 2 Critical Essay (20%)** - Pupils will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose or poetry by writing one critical essay.

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

**The writing portfolio** – will be prepared independently in class and home then externally assessed. Learners are given the opportunity to develop their skills in writing in different genres and for a range of purposes and audiences.



Two pieces of writing must be submitted:

- One piece of a broadly creative nature
- One piece of a broadly discursive nature

The portfolio is worth 30% of the total mark

### **HOMEWORK REQUIREMENTS**

Homework is set every week. It may take the form of reading or watching the class text; planning or completing a written task started in class; preparing for an individual talk, presentation or assignment; researching a context for learning. On a weekly basis, pupils are also expected to go over work completed in class and broaden their personal reading to a range of texts including quality journalism. It should therefore never be possible for a pupil to say he or she has no English homework.

### **POSSIBLE PROGRESSION ROUTES**

Pupils completing National 4 by the end of S4 can progress onto National 5 in S5. Those completing National 5 in S4 can progress on to Higher in S5.

## **MODERN LANGUAGES**

- **FRENCH NATIONAL 4 and 5**
- **SPANISH NATIONAL 4 and 5**
- **GERMAN NATIONAL 4 and 5**

### **AIMS OF THE COURSE**

Curriculum for Excellence recognises that the ability to use language lies at the centre of learning. Learners reflect, communicate and develop confidence through language, offering them a unique advantage when entering further learning and the world of work. Through their foreign language experiences at Banchory Academy, pupils will have the opportunity to deepen their understanding of their own language whilst appreciating the differences between languages at the same time. Our courses aim to raise awareness of other cultures and encourage pupils to widen their horizons, reflect on their own culture and think about other perspectives, understanding their important role as global citizens in an international, multi-lingual world.

Through a variety of positive learning experiences, pupils will have the opportunity to build on their prior language learning to develop the high level of skills in listening and talking, reading and writing, which are essential for learning, work and life. In addition, we aim to enhance pupils' understanding of how language works.

There are courses in French and Spanish available, open to the whole ability range, encouraging all pupils to achieve their full potential. Pupils will also have the opportunity to choose both Spanish and French, as a second foreign language.

### **COURSE CONTENT**

Our courses enable pupils to develop the skills necessary to use language successfully in order to express their ideas and opinions on issues of interest to them. We continue to equip pupils with the language and skills to cope in practical situations as confident individuals in the foreign country. They will be encouraged to reflect on how their foreign language learning links to their own first language and develop their skills whilst listening, talking, reading and writing in a modern language. Pupils will study a variety of topics relating, for example, to the society they live in, other cultures and citizenship. The course material will enable pupils to see a purpose to their learning and enhance their enjoyment and understanding of their own and other cultures. Building on the four capacities of Curriculum for Excellence, the course enables learners to be critical thinkers, develop cultural awareness, and be creative.

### **LEARNING AND TEACHING**

The courses are delivered using a variety of learning and teaching approaches in order to maximise progress in all four skills by engaging our pupils to be active participants in enjoyable, motivating learning environments. They will encounter a wide range of different types of texts in different media including reading authentic texts, newspaper articles, magazines and various websites and software. Their experiences will allow them to deepen their understanding of grammar and vocabulary on a range of topics. Pupils will prepare and deliver presentations, practise speaking and listening using digital audio, work together in groups and be encouraged to take responsibility for their own learning. Formative assessment and active learning continue to be integral to classroom teaching.

### **ASSESSMENT PATTERN**

#### **NATIONAL 4 - FRENCH and SPANISH**

Skills of reading, writing, listening and talking are assessed at National 4 level.

**Unit 1: Understanding Language (Reading and Listening)** Pupils will be required to demonstrate their understanding of straightforward, but detailed spoken and written language in one of the following familiar contexts; citizenship, society, learning, employability or culture

**Unit 2: Using Language (Talking and Writing)** Pupils will be required to demonstrate their use of straightforward, but detailed spoken and written language in one of the familiar contexts aforementioned

**Unit 3: Assignment (Added Value Unit)** Pupils will demonstrate their reading and writing skills by planning and researching a chosen topic in a familiar context studied in class, in order to investigate connections between the topic and the modern language. They will then present their findings in a short presentation providing evidence of their listening and talking skills in their chosen language.

National 4 is achieved when learners pass all three units which are all internally assessed. There is no external assessment for National 4.

### **NATIONAL 5 – FRENCH and SPANISH**

The course assessment has five components at National 5

Component 1: Reading This is undertaken in Exam Paper 1

Component 2: Writing This is undertaken in Exam Paper 1

Component 3: Listening This is undertaken in Exam Paper 2

Component 4: Assignment-writing. This is drafted and written during class contact time and forwarded to SQA to be marked externally.

Component 5: Performance-talking. 6-8 minutes. This is undertaken during the course and recorded under exam conditions.

National 5 is achieved when learners complete the course requirements and achieve a grade A-D in the external assessment.

### **HOMEWORK REQUIREMENTS**

Regular homework will be set including the learning and revising of new vocabulary and phrases as well as a variety of tasks to practise pupils' language skills to consolidate classroom learning. Pupils may be required to undertake research tasks, create posters/leaflets and should be encouraged to use recommended websites to practise their language skills further at home.

### **POSSIBLE PROGRESSION ROUTES**

- Pupils gaining National 4 could progress to National 5, or study for a N4 qualification in another language.
- Pupils gaining National 5 could progress to Higher, or study for a N5 qualification in another language.

# **MATHEMATICS**

## MATHEMATICS – NATIONAL 4 and 5

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions.

### AIMS OF THE COURSE

National 4 and 5 Maths courses are designed to develop the pupil's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

Some pupils may be given the option of following the National 3 Lifeskills course which will be better suited to their individual needs.

### COURSE CONTENT

#### National 4:

##### **Mathematics: Expressions and Formulae**

This Unit covers simplification of expressions and evaluation of formulae covering aspects of algebra and geometry.

##### **Mathematics: Relationships**

This Unit covers straightforward relationships in algebra, geometry, trigonometry and statistics. Pupils will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions.

##### **Numeracy**

This Unit will allow learners to develop numerical skills in number processes and information handling in order to solve problems and to make informed decisions.

##### **Mathematics: Added Value Unit**

This Unit develops mathematical skills acquired from across the other three Units of the Course for use in more challenging problems, to enable the learner to apply them in unfamiliar situations and sometimes integrated ways.

#### National 5:

**Units have been removed from the course award. Despite this, the topics covered remain the same – and in some circumstances, units can be gained where a pupil is not completing the entire course.**

**The course covers:** expressions and evaluation of formula covering aspects of algebra and geometry. In addition, relationships in algebra, geometry, trigonometry and statistics. Pupils will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions. Finally, the course further develop knowledge and skills in

geometry, trigonometry and statistics which can readily be applied to solving real-life problems.

### **LEARNING AND TEACHING**

Learners develop these skills at different rates and will thus be divided into classes according to their ability and learning needs. A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The main resource will be textbooks; pupils will also use worksheets and ICT resources.

### **ASSESSMENT PATTERN**

National 4 pupils are required to produce evidence for each unit; this will mostly be in the form of progress tests which will be set to assess skills and marked internally. In addition there will be regular summative assessment at the appropriate level for the course.

National 4: The Added Value Unit will include a test that covers the whole course. This is internally assessed on a pass/fail basis.

National 5: There will be an external course assessment that covers the whole course.

### **HOMEWORK REQUIREMENTS**

Pupils will be expected to spend at least 1 hour each week on homework. Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class in order to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

### **POSSIBLE PROGRESSION ROUTES**

National 4:

A secure understanding of the experiences and outcomes at level 3 is required to progress to National 4 and a pass in National 4 Mathematics allows the pupil to progress on to National 5 Mathematics or National 5 Lifeskills Mathematics

National 5:

A secure understanding of the experiences and outcomes at level 4 or a pass at National 4 is required to progress to National 5 and a pass in National 5 Mathematics allows the pupil to progress on to Higher Mathematics.

## **(MATHS) APPLICATIONS OF MATHEMATICS – NATIONAL 4/5**

### **AIMS OF THE COURSE**

The purpose of the National 4/5 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

### **COURSE CONTENT**

The content is covered in 3 units.

#### **Managing Finance and Statistics**

The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

#### **Geometry and Measures**

The Outcomes cover aspects of geometry and measurement in real-life situations requiring problem solving skills.

#### **Numeracy**

Many of the skills in this unit are transferrable across all aspects of mathematics courses. Learners will be required to decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to solve real-life problems involving money, time and measurement.

### **LEARNING AND TEACHING**

A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The main resource will be worksheets and Internet resources.

### **ASSESSMENT PATTERN**

Pupils will be required to pass assessments on an ongoing basis. These are tests of basic competency so occasionally an extension test may also be set, giving students the opportunity to assess their progress across a wider range of skills. Pupils are required to pass core assessments. In the event of failure there will be one opportunity for retest. Any remediation work must be done in pupil's own time.

A prelim exam will cover the work done up to that point. A second prelim exam may be set on completion of the course this will cover the whole course but concentrate on the final block of work.

### **HOMEWORK REQUIREMENTS**

Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class in order to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

### **RECOMMENDED ENTRY LEVEL**

A pass at National 3 Applications of Mathematics, National 4 Applications of Mathematics or National 4 Mathematics.

### **POSSIBLE PROGRESSION ROUTES**

A pass in National 4 Applications of Mathematics may allow pupils to progress on to National 4 Mathematics or National 5 Applications of Mathematics.

A pass in National 5 Applications of Mathematics may allow pupils to progress on to National 5 Mathematics.

**SCIENCES**



## **Science Courses at Banchory Academy**

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required by society. It is also important that everyone has an informed view of science.

Science courses offer learners opportunities to develop and extend a range of skills. Skills pertaining to different areas, common to all science subjects, are required. The skills specific to this curricular area are also skills for learning, life and work. The science skills areas are:

- Knowledge and understanding skills
- Problem solving skills
- Inquiry and investigative skills
- Analytical thinking skills

The courses will build upon the skills and knowledge and provide seamless progression from the science experiences and outcomes covered in the broad general phase. In addition, numeracy and literacy will be developed alongside skills which are more specific to sciences. These skills are developed in specific contexts; at the same time learners will develop a growing scientific knowledge, understanding and awareness. The courses enable pupils to acquire skills and develop confidence to embrace and understand and use science now and in the future, at home and in the wider community.

### **Science Courses:**

Biology – National 5

Chemistry – National 5

Physics – National 5

Science – National 3 and National 4

The discrete Science Courses will all be delivered predominantly as National 5 courses with pupils working at National 4 level taking the general Science course.

Pupils may progress from National 5 to Higher then Advanced Higher in Biology, Chemistry and Physics. Progression from the National 4 Science qualification is to the National 5 Skills for Work: Laboratory Science course.

The National 3/4 science course is a great option for pupils who have enjoyed science in S1-S3 but have found some aspects of the discrete courses challenging.

## **BIOLOGY - NATIONAL 5**

### **AIMS OF THE COURSE**

The course develops scientific understanding of biological issues and aims to generate enthusiasm for biology by developing pupils' interests with an emphasis on practical activities.

### **COURSE CONTENT**

- **Cell Biology**

This topic covers cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

- **Multicellular Organisms**

This topic includes a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

- **Life on Earth**

This topic will include the topics on world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling, microorganisms, and ethical issues.

### **LEARNING AND TEACHING**

A variety of methods is used, including class teaching, project work, various practical activities, problem solving exercises, tutorials in small groups, videos and discussion.

### **ASSESSMENT PATTERN**

Each topic will be assessed through an end of unit test. There will be an external examination at the end of the course covering all 3 topics and lasts 2.5hrs. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

### **ASSIGNMENT**

Pupils choose from a selection of experiments, which they then carry out under supervision. The underlying biology relating to the experiment is researched and a report is written under controlled conditions.

### **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

### **POSSIBLE PROGRESSION ROUTES**

Biology courses lead to many careers where biology is applied: medicine, dentistry, physiotherapy, nursing, speech and occupational therapy, psychology, veterinary sciences, agriculture, plant and animal breeding, food science, dietetics, microbiology, ecology, conservation, pharmacology, biochemistry and biophysics.

## CHEMISTRY – NATIONAL 5

### AIMS OF THE COURSE

We aim to show how Chemistry contributes to the quality of everyday life. Food, clothes and the environment are the results of Chemistry in action. Chemists search for better fuels, fight corrosion and develop and improve substances to help crops grow, produce plastics and other useful materials. Chemistry is about what things are made of and how we can change them.

### COURSE CONTENT

- **Atoms, Acids and Alkalis**

In this topic, pupils will build on detailed chemical concepts such as atomic structure, chemical bonding, acids and alkalis. The topic develops skills and raises awareness of ethical and environmental issues in a local and international context, with pupils gaining an understanding of how chemistry is involved in the cause, effect and resolution of these issues.

- **Nature's Chemistry**

In this topic, pupils will build on the understanding of a variety of natural resources and associated products such as fossil fuels, hydrocarbons and carbohydrates. Pupils will consider the ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

- **Chemistry in Society**

In this topic, pupils will be introduced to fundamental chemical concepts and apply skills in a variety of areas from metal chemistry to the chemistry of fertilisers.

### LEARNING AND TEACHING

A variety of methods is used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion. Pupils work in pairs when doing practical activities. A range of skills is developed in the Chemistry course, with particular emphasis on practical work.

### ASSESSMENT PATTERN

Each topic will be assessed through an end of unit assessment with an external examination at the end of the course covering all 3 topics and lasting 2.5hrs. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

### HOMEWORK REQUIREMENTS

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

### ASSIGNMENT

Pupils choose from a selection of experiments, which they then carry out under supervision. The underlying chemistry relating to the experiment is researched and a report is written under controlled conditions.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in Chemistry can lead to careers in the oil industry, food production and processing, forestry, medicine, dentistry, veterinary medicine, environmental work and even law!

To progress to the Higher Chemistry course pupils will be required to have gained a minimum of a grade C at National 5.

## PHYSICS – NATIONAL 5

### AIMS OF THE COURSE

Physics provides pupils with an insight into the underlying nature of our world and its place in the universe. From the study of the electrical and heat energy used in our society, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

Advances in physics mean that our view of what is possible is continually being updated. This course enables learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

### COURSE CONTENT

The topics studied are:

#### **Wave characteristics and EM Spectrum**

This topic concentrates on refraction of light and its applications in modern life (e.g. lenses and optic fibres)

#### **Electricity and Power**

The concept of power is a measure of energy transfer and its calculations in the context of electrical circuits is covered.

#### **Nuclear Radiation**

This topic considers the properties of nuclear radiation in more detail, introducing absorption and half-life. Nuclear power, radiation safety and radiation dosimetry are also studied.

#### **Space and Cosmology**

In this topic pupils learn about light years, celestial bodies and the study of the universe using different types of telescopes. The idea of Black Holes is discussed.

#### **Electrical Circuits and Electronics**

In depth study of electrical circuits and components is covered.

#### **Energy**

Conservation of energy is studied in more depth. Specific heat capacity and specific latent heat are included.

#### **Gas Laws**

The concept of kinetic theory is developed and extended to explain the gas laws. Equations relating pressure, temperature and volume are introduced.

#### **Vectors, Scalars and Newtons Laws**

Revision of Newton's First and Second Laws leads to Newtons Third Law. The concepts of vectors and scalars are introduced and applied to projectile motion.

### LEARNING AND TEACHING

A variety of methods will be used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs and groups when doing practical activities. A range of skills is developed in the Physics course, with particular emphasis on practical work.

## **ASSESSMENT PATTERN**

Each topic will involve an end of topic assessment to monitor progress. However, these tests do not contribute to the final grade. The course involves an external examination, lasting 2.5 hours, covering all the course content and the assignment which contributes to 20% of the final grade.

## **ASSIGNMENT**

Pupils choose from a selection of experiments, which they then carry out under supervision. The underlying physics relating to the experiment is researched and a report is written under controlled conditions

## **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in Physics can lead to careers in the oil industry, engineering, food production and processing, medical, veterinary work and the environment. The problem solving skills gained through a Physics qualification are regarded highly by employers in all sectors.

To progress into the Higher Physics course pupils will be required to have gained a minimum of grade C at National 5.

## SCIENCE – NATIONAL 3 and 4

### AIMS OF THE COURSE

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, it is important that everyone has an informed view of science and that more trained scientists will be required.

This excellent course offers a broad general approach to science and how it relates to the important issues of society.

### COURSE CONTENT

- **Fragile Earth**

In this unit, pupils will focus on energy, food, metals and water resources. Pupils will gain an understanding of how science is involved in the cause, effect and resolution of environmental issues.

- **Human Health**

In this unit, pupils will focus on how science helps us to maintain a healthy body. They will investigate what health is, including social, physical and mental health, threats to health, and health issues such as cancer, diabetes, obesity, alcoholism and allergies. They will also carry out scientific analysis of health claims and consider moral and ethical issues.

- **Science at Work**

In this unit, pupils will investigate the principles and applications of telecommunications technology, and the source, production, use and issues of materials technologies, such as plastics, fibres, smart materials, alloys and cosmetics. Learners will also investigate risk and safety.

- **Added Value Unit**

In this unit, pupils will draw on and extend the skills they have learned across the curriculum, especially the units in science to demonstrate their breadth of knowledge and skills acquired, in unfamiliar contexts or through integrated study.

### LEARNING AND TEACHING

A variety of methods is used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs when doing practical activities. A range of skills are developed in the science course, with particular emphasis on practical work.

### ASSESSMENT PATTERN

Each unit will be assessed through an end of unit test or other appropriate means. There is no external examination at the end of the course. The course will be internally assessed and a pass in all four units is required.

## **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments. They should not be spending less than an hour a week on Science.

## **POSSIBLE PROGRESSION ROUTES**

National 5 Skills for Work: Laboratory Science



**SOCIAL  
STUDIES**

# GEOGRAPHY - NATIONAL 4 and 5

## AIMS OF THE COURSE

The Geography Course will encourage pupils to develop an increased understanding of the environment, sustainability and the impact of global issues. Through such studies, pupil's horizons are extended and they are challenged to look at the world in new ways. Geography opens up for learners the physical environment around them and highlights the ways in which people interact with this environment.

## COURSE CONTENT

This Course is made up of 3 Units; Physical Environments, Human Environments and Global Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## LEARNING AND TEACHING

A wide range of teaching strategies will be employed including whole class teaching, group work, individual research as well as investigative and critical thinking activities. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

## ASSESSMENT

### National 4

All Units for National 4 will be internally assessed on a pass or fail basis. Assessments will be taken on a Unit-by-Unit basis or through combined assessment. Learners at National 4 are also required to pass an added value assessment/assignment to gain a full course award.

### National 5

The course assessment has two components:

Component 1: - question paper

Component 2:- assignment

The **question paper** allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding from across the course:

- using a limited range of mapping skills
- using a limited range of numerical and graphical information
- giving detailed descriptions and explanations with some interpretation

The **question paper** has 80 marks out of a total of 100 marks. The question paper is therefore worth 80% of the overall marks for the course assessment.

The **assignment** allows candidates to demonstrate the following skills, knowledge and understanding within the context of a geographical topic or issue:

- choosing with minimum support, an appropriate geographical topic or issue
- collecting information from a limited range of sources of information
- processing the information gathered, using geographical skills/techniques
- drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- reaching a well-supported conclusion, supported by evidence, about the topic or issue studied

The **assignment** has 20 marks out of a total 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

### **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, numeracy and employability, enterprise and citizenship skills will be developed to a level appropriate with the level of course undertaken.

This course or its components may provide progression to: other SQA qualifications in the Social Studies suite of Courses, further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve an award at National 5 at Level C or above can progress on to Higher Grade.

# HISTORY - NATIONAL 4 and 5

## AIMS OF THE COURSE

History uniquely provides opportunities for pupils to study past societies. Through such studies, learners gain a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries. Through studying History it is hoped that learners will develop skills to debate issues and, on the basis of evidence, form views and respect those of others. The course also aims to foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society.

## COURSE CONTENT

This Course has three mandatory Units; Scottish History, British History and European and World History. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## LEARNING AND TEACHING

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Learning experiences including document work, active learning, historical research and debates will encourage learners to understand past societies.

## ASSESSMENT PATTERN

### National 4

All Units for courses at National 4 Level will be internally assessed on a pass or fail basis. Assessments will be taken on a Unit-by-Unit basis or through combined assessment. Learners at National 4 are also required to pass an added value assessment/assignment to gain a full course award.

### National 5

This course assessment has two components:

Component 1: Question paper (2hr 20mins)

Component 2: Assignment

The question paper contains three sections. Candidates must answer one part from each section. The question paper allows candidates to demonstrate a depth of factual knowledge and understanding as well as source analysis and evaluation skills:

- **The Era of the Great War 1910-1928 (Scotland)**
- **Changing Britain, 1760-1900 (Britain)**
- **Free at Last? Civil Rights in the USA, 1918-1968 (European and World)**

The **question paper** has 80 marks out of total of 100. The question paper is therefore worth 80% of the overall marks for the course assessment.

The **assignment** allows candidates to have an open choice of any historical issue. Their choice is not constrained by the content of the question paper. The assignment involves research leading to an extended piece of writing which assesses the following skills, knowledge and understanding:

- choosing, with minimum support, an appropriate historical question or issue
- collecting relevant evidence from at least two sources of information
- organising and using the information collected to address the historical question or issue
- drawing on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue
- referring to at least two relevant historical sources
- identifying different perspectives and/or points of view
- structuring information and presenting a reasoned conclusion supported by evidence

The **assignment** has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

### **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy and employability, enterprise and citizenship skills will be developed to a level appropriate with the level of Course undertaken.

This course or its components may provide progression to: other SQA qualifications in the Social Studies suite of Courses, further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve an award at National 5 at Level C or above can progress on to Higher Grade.

# MODERN STUDIES - NATIONAL 4 and 5

## **AIMS OF THE COURSE**

Modern Studies opens up the world of contemporary society for pupils. The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. Through such studies pupils will form an appreciation of the changing nature of modern society, rights and responsibilities, while developing the skills to interpret and participate in the social and political processes they will encounter now and in the future.

## **COURSE CONTENT**

This Course has three mandatory Units; Democracy in Scotland and the United Kingdom, Social Issues in the United Kingdom and International Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Opportunities for active learning will encourage the process of developing an understanding of contemporary society.

## **ASSESSMENT PATTERN**

### **National 4**

All Units for courses at National 4 Level will be internally assessed on a pass or fail basis. Assessments will be taken on a Unit-by-Unit basis or through combined assessment. Learners at National 4 are also required to pass an Added Value assessment to gain a full course award. At National 4 Level added value will be assessed internally.

### **National 5**

This course assessment has two components:

- Component 1: question paper
- Component 2: assignment

The question paper has three sections. Each section has two optional parts and in each option, candidates must answer four questions: three questions assess knowledge and understanding; the fourth question assesses evaluating skills using sources.

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom
- International Issues

The question paper component has 80 marks out of a total of 100 marks for course assessment. The question paper is therefore worth 80% of the overall marks for the course assessment.

The assignment allows candidates to demonstrate challenge and application by demonstrating the following skills, knowledge and understanding:

- ◆ choosing, with minimum support, an appropriate Modern Studies topic or issue
- ◆ finding at least two sources, of different types, as independently as possible, and collecting relevant evidence from them
- ◆ evaluating the effectiveness of the two sources used, commenting on their specific strengths and weaknesses
- ◆ applying Modern Studies skills to the evidence collected
- ◆ drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ reaching a well-supported conclusion, supported by evidence, about the topic or issue

The assignment component has 20 marks out of a total of 100 marks for course assessment. The assignment is therefore worth 20% of the overall marks for the course assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

### **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, numeracy and employability, enterprise and citizenship skills will be developed to a level appropriate with the level of Course undertaken.

This course or its components may provide progression to: other SQA qualifications in the Social Studies suite of Courses, further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve a pass at National 4 can progress on to National 5.

## SCOTTISH STUDIES AWARD – SCQF LEVEL 2-6

### AIMS OF THE COURSE

Scottish Studies offers a flexible learning pathway for pupils and allows for regular and progressive achievement at SCQF levels 2-6. The course involves the study of various elements of Scottish culture, history, geography and language to create a rich and interesting course that allows for greater personalisation and choice from learners.

### LEARNING AND TEACHING

A wide range of learning and teaching strategies will be employed to support and encourage young people in the Scottish Studies Award. This will include class teaching, small group activities and the use of new technology to support achievement. Opportunities will be made for pupils to take ownership of their learning and this will be supported by class teachers.

### COURSE CONTENT AND ASSESSMENT

The Award **does not have a final exam** in the exam diet in May/June 2021 and is not a National 4 qualification. The Award however is made up of units worth SCQF points at level 3, 4 and 5 which can make up the value of National Qualifications. These units are very flexible and will allow pupils to achieve at level 3, 4 or 5 depending on their ability. The Award is made up of **one compulsory unit** – Scotland in Focus in which pupils will research an issue of interest to them with a Scottish connection. This project is very open to pupil choice and can be related to Scottish sport, culture, landmarks, history, famous people etc. This will be assessed by class teachers in the Academy. Pupils will then have the opportunity to study **optional units** such as Scottish Media, Scottish History and Scottish Geography.

### POSSIBLE PROGRESSION ROUTES

The Scottish Studies Award is a truly progressive one with pupils having the ability to achieve at levels 2-6. It is therefore possible for pupils to continue with their journey in Scottish Studies into the senior phase. There are a rich tapestry of units and so pupils are able to deepen and expand on their knowledge, achieving SCQF units throughout.



# **BUSINESS MANAGEMENT – NATIONAL 4 and 5**

## **AIMS OF THE COURSE**

Business plays a vital role in society and this course will allow learners to gain an introduction to the world of business. It aims to highlight the way in which organisations operate and how they achieve their goals. Learners will understand the way society relies on business to satisfy our needs and gain an insight into the business systems used to meet customer needs. The course also allows learners to develop enterprising skills and attitudes as well as financial awareness using realistic business situations.

## **COURSE CONTENT**

Pupils studying at N5 level will cover the following topics:

**Understanding Business** - Topics include the business environment, enterprise, different types of business organisations, internal and external environments and the role of stakeholders in business.

**Management of Marketing** - Topics include effective market research, maintaining competitiveness through the marketing mix, how marketing can be used to communicate effectively with consumers and maximising customer satisfaction.

**Management of Operations** - Topics include effective operations systems, quality processes and procedures, management of suppliers, inventory, and methods of production in an ethical manner.

**Management of People** - Topics include the issues facing organisations when managing people – recruitment and selection, training, motivation of staff, employment legislation.

**Management of Finance** - Topics include sources of business finance, cash budgeting, break-even and profit statements.

Pupils studying at N4 will cover similar topics to support their learning for 2 units, Business in Action N4 and Influences on Business N4

## **LEARNING AND TEACHING**

A range of learning and teaching approaches will be used to allow pupils to develop a wide variety of skills in a business context. This will include whole class teaching, individual study and group work. Opportunities for active learning will help pupils to develop an understanding of the role of business in contemporary society.

## **ASSESSMENT PATTERN**

**N5** - There will be an external exam worth 90 marks with questions from all 5 areas of study. There will also be an assignment which is done in class time and marked externally. The assignment is worth 70 marks.

**N4** – Pupils have no external exam but will complete SQA units Business in Action N4 and Influences on Business N4 and the Added Value Unit: Business Assignment. This AVU is internally assessed.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to complete regular homework to enhance their study skills and prepare for assessment. Homework could consist of completing course work, revision of classwork or research tasks.

## **POSSIBLE PROGRESSION ROUTES**

- Pupils achieving success at National 4 can progress to National 5 level. Those achieving success at National 5 can progress to Higher level.
- Learners may also consider continuing their studies through a college course or using their skills and knowledge in the world of work.

# **TECHNOLOGIES**

# COMPUTING and INFORMATION SCIENCE – NATIONAL 4/5

## AIMS OF THE COURSE

Computing and Information Science helps to develop a range of computing and computational thinking skills — including skills in analysis and problem-solving, design and modeling, and developing, implementing and testing digital solutions — across a range of contemporary contexts. The skills learners develop go with them outside the classroom and the fields of computer science, learning how to approach any problems from a logical, computational perspective, making them easier to manage and, as a result, easier to solve. Computational Thinkers will shape the future of our economy and society.

## COURSE CONTENT

Pupils will learn how to apply aspects of computational thinking and problem analysis across a range of contexts. Pupils will develop skills in designing, implementing and testing computer programs and information systems, and use these skills to create unique solutions to complex contemporary problems. Pupils will also study the legal, social and economic implications of technology for our society and how it is shaping our collective futures.

## LEARNING AND TEACHING

Much of the course content is investigative in nature; using whole class directed teaching activities to explore a topic before completing group or individual activities comprising research or practical tasks. Learners are asked to develop their knowledge, skills and understanding by investigating a range of real-life and relevant problems and their solutions. Problem based learning is used to support the learner's progress through the course, and is utilised in consolidating and developing knowledge after a period of research and study and allows the pupil to demonstrate their understanding of a topic in new and less familiar contexts.

Computational thinking lies at the heart of the course and is recognised as a key skill set for all 21<sup>st</sup> century learners and every opportunity to develop problem solving skills and their ability to develop technical solutions is taken.

## ASSESSMENT PATTERN

National 4 is assessed on an on-going basis throughout the year with class work forming portfolio evidence of unit assessment; the final unit assessment is an added-value unit made up of linked set of activities testing subject knowledge.

The National 5 course has a two part assessment: the course assignment, a long form practical assignment testing applied knowledge and an exam

## HOMEWORK REQUIREMENTS

Homework exercises will be issued regularly and play an important part in supporting and consolidating understanding of the course.

**POSSIBLE PROGRESSION ROUTES** Computational Thinking is an important skill for any future employment. A Higher course is available for further study in S5/6 for pupils attaining Grade B or better at National 5, with the opportunity for further study with an Advanced Higher in S6

# DESIGN AND MANUFACTURE - NATIONAL 4 and 5

## AIMS OF THE COURSE

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills in both designing and in communicating design proposals. It allows pupils to explore the properties and uses of materials and to make models and prototypes of products.

## COURSE CONTENT

**DESIGN** - Pupils will analyse a brief, generate ideas, develop ideas and plan for manufacture. This will involve freehand sketching, model making, computer aided design and adding written comments to justify design decisions.

**MANUFACTURE** - Pupils will measure and mark out materials using hand tools, cut materials using hand tools and machinery, learn how to assemble materials and apply finishes to materials. Pupils will then evaluate their finished prototype against their specification.

**THEORY** - Pupils will complete worksheets using textbooks in order to prepare them for their metalwork test. There are currently two main projects in S4 i.e. the candle holder and tea light project.

## LEARNING AND TEACHING

Much of the course will be experiential in nature. Design lessons will be taught to the whole class followed by individual help as pupils require it. For each new practical process, demonstrations are used to explain how to carry out the process safely and accurately. These may be to the whole class, small groups or with individual pupils.

## ASSESSMENT PATTERN

Both levels require the pupils to design and manufacture items.

At **National 4**, the designs and manufactured projects are assessed by the class teacher throughout the course. The teacher's judgements are internally verified by school colleagues and sometimes by visiting verifiers from the Scottish Qualifications Authority (SQA).

At **National 5** there is on-going assessment to ensure appropriate progress in designing and manufacturing skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment, pupils design and manufacture an object to suit a given design brief. Design work is sent to SQA for marking. Manufacturing is assessed by the class teacher with the usual internal and external verification. The theory examination is marked by SQA. An overall mark for all three elements will give a Grade A-D for the course.

## HOMEWORK REQUIREMENTS

Theory homework quizzes will be issued regularly throughout the course to support understanding of designing, materials and manufacturing.

## POSSIBLE PROGRESSION ROUTES

This course would be useful for pupils entering employment in design or craft based industries. A Higher course is available for further study in S5/6 for pupils attaining Grade B or better at National 5.

# GRAPHIC COMMUNICATION - NATIONAL 4 and 5

## AIMS OF THE COURSE

In recent years, society has become more dependent on rapid clear transfer of information, a trend that has placed more emphasis on graphics.

This course provides opportunity for pupils to develop their skills in reading, interpreting and creating graphics to enhance communication.

## COURSE CONTENT

### TECHNICAL DRAWING UNITS

Pupils will complete two technical drawing units in S4 i.e. Orthographics 2 and True Shapes/Developments.

### PRELIMINARY GRAPHICS

Pupils will plan the layout of their gizmo, pie chart and sports bottle posters. Pupils will also measure and sketch the component parts and assembly of their sports bottle.

### PRODUCTION DRAWINGS

Pupils will produce orthographic drawings of the component parts and assembly of their sports bottle.

### PROMOTIONAL GRAPHICS

Pupils will produce a rendered image of their gizmo design using marker pens. Pupils will also produce a rendered image of their sports bottle using Computer Aided Design software. They will then produce a promotional label for the sports bottle using Desktop Publishing software.

## LEARNING AND TEACHING

Much of the course will be experiential in nature. Many lessons will be taught to the whole class followed by individual help as pupils require it.

For each new graphic technique, demonstrations are used to explain how to carry out the technique on paper, drawing board or computer. These may be to the whole class, small groups or with individual pupils.

## ASSESSMENT PATTERN

At **National 4**, pupils create Preliminary, Production, and Promotional graphics. These are assessed by the class teacher throughout the course. The teacher's judgements are internally verified by school colleagues and sometimes by visiting verifiers from the Scottish Qualifications Authority (SQA).

At **National 5** there is on-going assessment to ensure appropriate progress in developing graphic skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment, pupils create Preliminary, Production, and Promotional graphics to suit a given task. The assignment is sent to SQA for marking. The theory examination is also marked by SQA. An overall mark for both elements will give a grade A-D for the course.

## HOMEWORK REQUIREMENTS

Theory homework quizzes will be issued regularly throughout the course to support understanding of design elements and principles, drawing standards, desktop publishing etc.

## POSSIBLE PROGRESSION ROUTES

The ability to communicate clearly is a useful asset in any future employment. A Higher course is available for further study in S5/6 for pupils attaining Grade B or better at National 5.

# ADMINISTRATION AND IT – NATIONAL 4 and 5

## AIMS OF THE COURSE

Administration is a growing sector which cuts across the economy and offers wide-ranging employment opportunities. This course aims to develop learners' administrative and IT skills which will enhance their skills for learning, their life skills and enable them to contribute effectively in the world of work. Successful learners will understand the role of administration and develop IT skills appropriate in business, including organising and supporting events.

## COURSE CONTENT

**N5 course** comprises two areas of study:

**Administration Theory** - Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

**IT applications** - Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

Pupil studying the **N4 course** will cover similar topics to allow them to complete N4 units – Administrative Practices, IT Solutions for Administrators, Communication in Administration.

## LEARNING AND TEACHING

This is a practical course which involves experiential learning and uses real-life contexts. Learning and teaching of the 3 units of the course will be integrated to emphasise the links and relationships between them. A range of teaching approaches will be used including resource-based learning, problem solving and research. The course content will remain focused on current business practices and emerging technologies.

## ASSESSMENT PATTERN

### N5 Level

**External exam (50 marks)** covering use of IT functions in spreadsheet and database applications to produce and process information, problem-solving and administration theory.

**Assignment (70 marks)** completed in class and sent to the SQA for marking. This covers IT functions in word-processing, desktop publishing, and presentations to produce and process information, skills in using technology for investigation, skills in using technology for electronic communication, skills in problem-solving and administration theory.

### N4 Level

Students working at N4 level will be assessed through the completion of the appropriate SQA Units for this level namely Administrative Practices, IT Solutions for Administrators, Communication in Administration. The N4 Added Value unit must also be completed to achieve a course award.

## HOMEWORK REQUIREMENTS

Pupils will be expected to complete regular homework to enhance their classroom work for theory topics and prepare for assessment. Homework could consist of completing course work, revision of classwork or research tasks.

# PRACTICAL COOKERY NATIONAL 4 and 5

## AIMS OF THE COURSE

The hospitality, catering and food industries are major employers in the North East and Scotland as a whole. This course aims to prepare pupils with practical cookery skills, knowledge and understanding of ingredients required to progress into work or professional hospitality courses. It also develops transferable skills including organisational practices, time management and manual dexterity which are valuable for a wide range of careers.

## COURSE CONTENT

The courses taught in National 4 and 5 have similar themes but National 5 requires a wider range of skills and knowledge, ability, and depth of understanding. The course is based on 3 themes:

- Cookery skills, processes, and techniques
- Understanding and using ingredients
- Organisational skills for cookery

## LEARNING AND TEACHING

The course is practical in nature, with a high level of experiential learning supported by related theory. Learning and teaching are linked to business contexts where possible and has an emphasis on organisational skills and time management. The coursework also supports pupil experiences in literacy, numeracy, and health and well being.

## ASSESSMENT PATTERN

**National 4** – the course is assessed internally. There is a minimum of 4 assessment involving both the planning and cooking of given recipes. Each assessment is a mix of theory and practical assessments.

**National 5** – Assessment is carried out in 3 sections

1. Assignment – planning exercise preparing for the Practical Activity.
2. Practical Activity - assessment of practical, organisational and time management skills by making a three-course meal to a given specification.
3. Exam in May diet assessing knowledge and understanding.

## HOMEWORK

Formal homework is to come to class correctly prepare with foods and dishes for each lesson. Pupils have a range of written tasks and revision throughout the year.

Informal homework is always expected to be carried out by pupils - practising skills, research of recipes and ingredients, watching relevant programmes etc.

Revision is required for all assessment.

## POSSIBLE PROGRESSION ROUTES

Employment in the food/hospitality industry, continuing catering qualifications at college level. A National 4/5 in Hospitality is beneficial for pupils thinking of careers in nursery nursing, hairdressing, beauty therapies, nursing, primary teaching and other careers where there is increasing emphasis on personal wellbeing, organisational skills, time management and manual dexterity

**Additional Information** In accordance with Aberdeenshire policy, pupils will be required to pay towards the cost of the course. Information detailing the costs and method of payment will be issued by the department at the beginning of the course.



# PRACTICAL WOODWORKING – NATIONAL 4 AND 5

## AIMS OF THE COURSE

Practical Woodworking provides opportunities for pupils to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They will also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety issues. The course is practical and experiential and engages pupils with technologies.

## COURSE CONTENT

FLAT FRAME CONSTRUCTION – develops skills, knowledge and understanding in the use of woodworking tools and making woodworking joints and assemblies commonly used in flat-frame joinery. Pupils develop their ability to read and use drawings and diagrams of both familiar and unfamiliar woodwork tasks.

CARCASE CONSTRUCTION – develops skills, knowledge and understanding in the use of woodworking tools and making woodworking joints and assemblies commonly used in carcass construction, including working with manufactured board or with frames and panels. Pupils use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

MACHING AND FINISHING – develops skills, knowledge and understanding in using machine and power tools. Pupils also develop skills in a variety of woodworking surface preparations and finishing techniques.

## LEARNING AND TEACHING

Learning in this course should be primarily hands-on and experiential. Activities used within the course will stimulate pupils' interest and develop skills and knowledge to ensure success. Whole class demonstration is an important part of the learning and teaching and will be followed up by sessions with individual pupils or small groups. Group work is a fundamental aspect of working in practical technologies.

## ASSESSMENT

**NATIONAL 4** - pupils will complete 3 Unit assessments based around the 3 areas of study and an Added Value Unit, Making a Finished Product from Wood (N4). This work is assessed by the class teacher and verified by school staff and/or SQA visiting verifiers.

**NATIONAL 5** – pupils will complete assessment tasks throughout the course to ensure they are making appropriate progress. This course is assessed by a Question Paper worth 30% of the course award, is part of the SQA diet of exams and marked externally. The Practical Activity worth 70% of the course assessment is completed in class in an extended period of time under supervision of the class teacher. The Practical Activity is set by the SQA and marked by school staff in line with SQA marking instructions and subject to verification by other staff and/or SQA visiting verifiers.

## PROGRESSION ROUTES

Pupils achieving a pass at N4 level could consider moving on to study for N5 Practical Woodworking. Those achieving a pass at N5 will find it useful for entering employment in craft-based industries or moving on to further studies through a College course.

# **EXPRESSIVE ARTS**

# ART & DESIGN – NATIONAL 4 and 5

## AIMS OF THE COURSE

- To provide opportunities to explore thoughts, feelings and ideas visually
- To develop an appreciation of Art and Design Work
- To create original Expressive and Design ideas
- To develop an understanding of the social and cultural influences on artists and designers and their work.

This Course is suitable for all pupils with an interest in art and design. It is suitable for pupils with a general interest in the subject, and for those wanting to progress onto higher levels of study. This qualification will allow pupils to consolidate and further extend their art and design skills developed through the experiences and outcomes.

## COURSE CONTENT

Using a variety of media pupils will have the opportunity to create art work in 2D and 3D. There may be opportunity to use new technologies.

There are three mandatory units;

### **Expressive with Critical Activity**

Develop thoughts and ideas in visual form

Experiment with media handling skills

Explore how technologies can be used if appropriate

Develop understanding of artists work practices

### **Design with Critical Activity**

Plan research and design creative design proposals

Experiment 2D and 3D media handling skills

May explore use of technology to research and develop ideas

### **Portfolio**

Practical activity – produce finished art and design work

## LEARNING AND TEACHING

A variety of methods is used, including class teaching, teacher demonstration, project work, various practical activities, videos and discussion.

## ASSESSMENT PATTERN

At National 4 all units will be internally assessed on a pass or fail basis.

### **Expressive with Critical Activity**

Knowledge and understanding of expressive artists and art practice will be assessed.

Evidence of creative investigative visual research will be gathered.

Evidence of expressive development work in 2D and 3D work using an expressive theme will be collated.

### **Design with Critical Activity**

Evidence of creative visual investigative research and development ideas for a design brief will be gathered.

Knowledge and understanding of designers and design practices will be assessed

### **Added Value Unit**

Pupils sitting National 4 will produce a finished piece of expressive art and one finished piece of design work.

Pupils sitting National 5 will be assessed through a portfolio and a question paper. The portfolio will include an edited selection of the research and investigative development ideas that inspired the finished work, a final piece of expressive work and a final piece of design work.

### **HOMEWORK REQUIREMENTS**

Pupils will be expected to continue to study artists and art practice through research tasks. Pupils will be expected to work on the Added Value outcomes outside class time either at home or in the Art department as appropriate.

### **POSSIBLE PROGRESSION ROUTES**

Passing at National 4 may lead to entrance to National 5. To progress into the Higher Art course pupils will be required to have gained a grade C at National 5.

# DRAMA – NATIONAL 4 and 5

## AIMS OF THE COURSE

Pupils have opportunities to develop skills creating and presenting drama. This Course focuses on the development and use of a range of drama skills and production skills to present drama. This course allows development of transferrable skills such as teamwork, thinking skills, presentation skills, confidence, and leadership skills.

The aims of the Course are to enable pupils to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

As pupils develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Pupils will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Pupils will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

## COURSE CONTENT

The Course consists of two mandatory Units and the Course assessment.

### Drama Skills (National 4 and 5)

In this Unit, pupils will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Pupils will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other pupils.

### Drama: Production Skills (National 4 and 5)

In this Unit, pupils will develop a range of production skills. They will use these skills to enhance drama when presenting. Pupils will use problem-solving skills in order to generate ideas for presenting drama. National 4 and 5 pupils can choose from acting and an additional area of theatre arts including hair and make-up, costume, props, lighting and sound to develop their skills for presenting drama. National 5 pupils can also choose set design.

## LEARNING AND TEACHING

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As pupils develop their creating skills, they will also learn how to use a range of drama skills for example characterisation techniques, rehearsal techniques and presentation techniques. They will experiment with presenting

through portrayal of character and by using a range of production skills (acting, lighting, sound, hair and make-up, costume, props) and set design for National 5 pupils. Through creating and presenting drama, evaluation skills will also be developed as pupils evaluate their own skills and progress, and that of other pupils. Pupils will also consider cultural values, identities and ideas which influence drama.

## **ASSESSMENT**

All Units are internally assessed against SQA requirements

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

### **Drama Skills (National 5)**

In this Unit, pupils will provide evidence to demonstrate knowledge and understanding of a range of drama skills when they create drama. Using stimuli, including text, pupils will use drama skills when they create and present drama as an actor. Pupils will evaluate their own work and that of other learners.

### **Drama: Production Skills (National 5)**

In this Unit, pupils will provide evidence to demonstrate their knowledge and understanding of a range of production skills. Pupils will use production skills to enhance drama when presenting. Pupils will evaluate their own work and that of other pupils.

### **Course assessment**

In the National 5 Drama Course, added value will focus on:

- challenge
- application

Pupils will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a performance and a question paper. The performance will involve creating and presenting a drama. A report will also be required which focuses on the process which the pupil undertook in order to arrive at the concepts for the performance. The report will be cross marked by the SQA visiting assessor. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

In the National 4 Drama Course, added value will focus on the added value unit, in which pupils will prepare a production to performance level. They will be assessed against SQA standards internally.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to research materials, keep support logs, learn lines and prepare for production team responsibilities. They will also be required to complete essay questions and give time to extra rehearsals.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to widen their horizons regarding a range of vocations and careers through broadening generic skills such as literacy, personal learning, working with others, creating, applying, analysing and evaluating. It also builds skills of confidence, teamwork, creative thinking, self-evaluation, presentation and leadership.

Pupils gaining a pass at National 4 can progress to National 5 level. Pupils gaining an A or B at National 5 can progress to Higher.



# MUSIC – NATIONAL 4 and 5

## AIMS OF THE COURSE

The aims of the Course are to enable pupils to:

- develop skills in creating music, which includes composing, arranging and improvising, by applying a range of basic compositional techniques
- develop skills in musical analysis and to discriminate between a range of styles and genres of music
- develop their musical literacy through an understanding of a range of music concepts and ideas
- perform a variety of music on their 2 chosen instruments with accuracy
- have the opportunity to acquire skills in the use of music technology
- reflect on, and evaluate their own work and that of others

## COURSE CONTENT

The Course consists of three mandatory Units, including the Added Value Unit, and one other Unit.

### Mandatory Units

#### Music: Composing Skills

Pupils will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music. Pupils will also develop understanding of a range of musical styles/genres and an awareness of the social and cultural influences on music.

#### Understanding Music

Pupils will develop knowledge and understanding of music, a range of music concepts and basic musical literacy. Pupils will explore music of a range of styles and genres and consider the social and cultural influences on music.

#### Added Value Unit: Music: Practical Activity

Pupils will prepare a performance of a programme of music

### Optional Units

#### Music: Performing Skills

In this Unit, pupils will develop performing skills appropriate to their chosen instrument(s)/voice. They will develop the ability to play accurately and maintain musical flow. Through regular practice and reflection, pupils will develop technical and musical skills while exploring a range of music.

To achieve an award, pupils must pass all of the required Units, including the Added Value Unit.

#### Music: Technology

We are currently unable to deliver this option but hope to address this in the future.

## LEARNING AND TEACHING

The Course has an integrated approach to learning through practical activity. Through creating, performing and using music technology, pupils will develop and apply their understanding of music and will experience music in a variety of styles.



## **ASSESSMENT PATTERN**

For National 4 pupils units will be assessed pass/fail within centres. For National 5 pupils, assessment will consist of three components: a performance to a visiting examiner, and an externally marked question paper, and one composition submitted to SQA for marking.

### **Music: Composing Skills (National 4)**

In this Unit, evidence will be required that the pupil has developed a range of skills in composing or arranging or improvising, in order to create their own original music.

### **Understanding Music (National 4)**

In this Unit, evidence will be required that the pupil can demonstrate knowledge and understanding of music, a range of music concepts and musical literacy.

### **Music: Performing Skills (National 4)**

In this Unit, evidence will be required that pupils, through regular practice/rehearsal and reflection, have developed simple technical and musical performing skills on their chosen instrument(s)/voice while exploring a range of music.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to practise their instruments on a regular basis. There will be occasional requirements to work on composition outside class time. Musical concepts should be revised regularly.

## **POSSIBLE PROGRESSION ROUTES**

A pass at National 4 may lead to entrance to National 5. To progress on to the Higher Music course pupils will be required to have gained a grade C at National 5.

**HEALTH  
AND  
WELL BEING**

# PHYSICAL EDUCATION – NATIONAL 4

The Course aims to enable pupils to:

- develop and demonstrate understanding of the principles and factors underpinning and impacting on physical performance
- explain factors which impact positively and negatively on engagement and performance in physical activities
- build capacity to enhance effective performance
- examine and analyse performance at National 5 / reflect on and monitor performance at National 4

## COURSE CONTENT

**Performance** - Pupils will focus on enhancing their engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. This will be achieved through participation in a range of physical activities.

**Factors Impacting on Performance** – Pupils will explore factors which impact positively or negatively on their engagement and performance in physical activities. Pupils will examine and analyse the development of personal performance.

## LEARNING AND TEACHING

Pupils will be taught in various different ways. In striving towards personal performance improvements students will often be taught in quite direct ways. At other times pupils will work individually and in small groups when analysing their performances in various forms.

This form of teaching will be more geared towards students discovering, through guidance, the different requirements of various tasks.

## ASSESSMENT PATTERN

### National 4

There are 3 Units which will be internally accessed and graded on a pass/fail basis.

Performance

Factors Impacting on Performance

Added Value Unit - Practical Activity

## HOMEWORK REQUIREMENTS

Homework is an integral and valuable feature of the course and as such all pupils will be expected to complete homework. Homework will centre on completing tasks and studying course notes.

## POSSIBLE PROGRESSION ROUTES

- Pupils gaining National 4 could progress to National 5.

# PHYSICAL EDUCATION – NATIONAL 5

## AIMS OF THE COURSE

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills. By engaging in practical activities, candidates can demonstrate initiative, decision making and problem solving.

The course aims to enable candidates to:

- Develop the ability to safely perform a comprehensive range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Build capacity to perform effectively
- Develop approaches to enhance personal performance
- Monitor, record and evaluate performance development

## COURSE CONTENT

**Performance** – This aims to develop candidate's ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They can learn how to select, use, demonstrate and adapt these skills. Candidates develop the control fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

**Factors Impacting on Performance** – This aims to develop candidates knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

## LEARNING AND TEACHING

Pupils will be taught in various different ways. In striving towards personal performance improvements pupils will often be taught in quite direct ways. At other times pupils will work individually and in small groups when analysing their performances in various forms. This form of teaching will be more geared towards pupils discovering, through guidance, the different requirements of various tasks.

## ASSESSMENT PATTERN

**Portfolio** – 60 marks – Submitted to SQA for marking. The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assess the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

**Performance** – 60 marks – The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context.

The performance assessment is two, one of performances from two different activities.

## POSSIBLE PROGRESSION ROUTES

Pupils gaining National 5 A/B could progress to Higher Physical Education.

# SKILLS for WORK : Sport and Recreation NATIONAL 5

## AIMS OF THE COURSE

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

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

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

## COURSE CONTENT

The course has 4 units:

### **Sport and Recreation: Assist with a Component of Activity Sessions**

Pupils will assist in the planning and delivery of a component within activity sessions for both a group and a single client, using appropriate resources. They will carry out appropriate risk assessments and health and safety procedures. Pupils will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Pupils will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

### **Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry**

Pupils will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

### **Sport and Recreation: Assist with Fitness Programming**

Pupils will be assisted to learn how to develop and organise a physical training plan for a client. Pupils will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will be assisted to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.

### **Sport and Recreation: Assist with Daily Centre Duties**

Pupils will gain experience in setting-up and dismantling and storing equipment. They will learn how to:

- ◆ move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements
- ◆ check for faults in equipment and deal with them

Pupils will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Candidates will learn to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include the ability to communicate appropriately, be responsive and establish and maintain effective relationships.

### **LEARNING & TEACHING**

The pupils will be taught through a variety of different approaches that take account of the activity being taught and the pupils' previous experience. This will involve direct teaching, classroom observation, problem solving and paired learning. Pupils will also be expected to take ownership of their learning and as such will be encouraged to take responsibility for aspects of their own development.

### **ASSESSMENT PATTERN**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **RECOMMEND ENTRY**

The course is open to any pupil with a proven track record of hard work and commitment within the Physical Education department. The course may be of particular relevance to those pupils; who wish to pursue a career in sports coaching or teaching.

# ACHIEVE – PRINCE’S TRUST (Various Qualifications – See Below)

## INTRODUCTION

ACHIEVE is an initiative set up by the Prince’s Trust to provide a unique personal development course for students aged 13 – 19. The Prince’s Trust was set up by The Prince of Wales in 1976. Since then, the Prince’s Trust has worked with over 825,000 young people. The charity runs a range of programmes giving young people practical support to develop their key work skills so they can move into employment, education or training. The programme is a practical approach to learning which supports young people to fulfil their potential.

The Achieve programme provides an additional opportunity to gain qualifications as part of a wider curriculum. The Achieve Award will lead to the Achieve Award (SCQF National 4 or 5). Other qualifications may also be considered depending on time constraints.

## ENTRY REQUIREMENTS

The Achieve Award is targeted at students who will **not** be presented in 5 or more National 5s.

## COURSES

The course offers opportunity for a flexible approach but will cover:

- Enterprise Project: Experience what it takes to run a business and put your entrepreneurial skills to the test.
- Work Experience: Work with local employers and gain insight into the world of work.
- Helping in the Community: Work as part of a team to make a difference to your local community. You can help a local charity or community organisation to achieve their goals.
- Career Planning: Create a CV, practice for future interviews, explore your skills and talents and hear from current employers.
- **Life Skills:** Through fun and interactive sessions, you'll learn how to work as part of a team, be healthy and stay safe.

For more information on the Prince’s Trust ACHIEVE Programme you can visit [www.princes-trust.org.uk/help-for-young-people/unlock-your-potential](http://www.princes-trust.org.uk/help-for-young-people/unlock-your-potential)

# HORTICULTURE AWARD – National Progression Award SCQF 4

## **INTRODUCTION:**

The National Progression Award (NPA) in Horticulture at SCQF level 4 is intended to provide an opportunity to develop some practical skills (and the knowledge that underpins them) and serve as an introduction to horticulture.

The NPA in Horticulture provides an additional opportunity to gain qualifications as part of a wider curriculum and to provide a progression route to other related qualifications. It will also provide an introduction to the knowledge and skills required within the horticultural industry. This award would be ideal for students who wish to apply for landscape gardening or horticulture courses at college. It would also suit those wishing to work in garden centres or who are thinking about pursuing a career outdoors.

## **ENTRY REQUIREMENTS:**

The Horticultural Award is targeted to pupils in the senior school who are not being presented for a full diet of National 5's and Highers.

## **COURSES:**

The qualification offers opportunity for a flexible approach and will cover the following four units:

- Allotment gardening
- Plant propagation
- Horticultural composting
- Plant health
- 

The course is a mixture of practical work and written open book assessments. You will be required to demonstrate that you can safely use gardening tools and equipment and you will learn how to grow fruit and vegetables from seed to plate. There is no final exam as this award is continually assessed. As well as achieving a Level 4 qualification, you will also learn important life skills: working as a team, communicating effectively, giving instructions, problem solving and ICT skills, producing assignments and simple designs.



# RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES – NATIONAL 4 and 5

## **AIMS OF THE COURSE**

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

## **COURSE CONTENT**

Pupils will continue to explore RMPS topics in depth. For the World Religion unit they will study Judaism, for the Morality and Belief unit they will study Religion and Justice, for the Religious and Philosophical Questions unit they will study The Problem of Evil and Suffering, and they will have an individual assignment to research and produce.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, paired work, group presentation and individual study. Resources are also varied. Pupils will have booklets of support notes, the use of textbooks, DVDs, information sheets, library resources, internet provisions and guest speakers.

## **ASSESSMENT PATTERN**

Pupils will be assessed throughout the year. There will be opportunities for personalisation and choice in some of the assessment tasks. Also, contribution to discussions, presentations and written responses will be used to track and monitor progress. Each unit will have assessments which the pupils will be required to pass to be entered for the National 4. National 4 candidates will have a project to complete for the Value Added unit and National 5 candidates will have an assignment to research and produce that is externally marked by SQA. National 5 candidates will also have a course examination that will be externally assessed by SQA at the end of the year.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given homework to enhance their study skills and prepare for assessments. Homework can take a number of different formats, for example finishing class tasks, doing extension work, research tasks, watching documentaries, presentation preparation and revision.

## **POSSIBLE PROGRESSION ROUTES**

Pupils may be able to progress to National 5 and Higher qualifications in Religious, Moral and Philosophical Studies in S5.

The course develops skills that are transferable to other subject areas as well such as History, Modern Studies, Geography and English.

It is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, health and well being, employability, enterprise and citizenship skills will be developed through the coursework.

## **PERSONAL AND SOCIAL DEVELOPMENT COURSES**

Essential to every pupil's development is a number of key elements, which are part of the climate in which learning takes place. They will appear in all subjects and activities in the school but in addition pupils will follow a distinct programme, which will continue and extend the work begun in the first three years. This programme will encompass Physical, Social and Religious, Moral and Philosophical Education **and will be taken by all pupils.**

## **PHYSICAL EDUCATION (CORE)**

### **AIMS OF THE COURSE AND COURSE CONTENT**

S4 Core PE follows a sport education model which is designed to help students become competent, literate and enthusiastic about Physical Education. During the programme pupils are given responsibility for leading, organising and performing in the various activities.

# **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (CORE)**

## **AIMS OF THE COURSE**

RMPS addresses religious, moral and philosophical issues and how these relate to life in the modern world. Learners will have opportunities to critically reflect on these issues and on their own experience and views. Religious and non-religious perspectives will be included. Through such studies pupils will develop skills for investigation, analysis, evaluation, and the ability to express beliefs and views in a reasoned manner.

## **COURSE CONTENT**

Pupils will cover material from the three disciplines of the subject; incorporating study of religious views, issues of morality and contemporary religious debates. Within the units of work there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, paired work, group presentation and individual study. Resources are also varied. Pupils have the opportunity to use textbooks, videos/DVDs, information sheets, library resources and internet provisions.

## **ASSESSMENT PATTERN**

If time allows pupils may be given the opportunity to sit a stand alone unit at National 4 or National 5 Level as appropriate. This Unit will be internally assessed on a pass or fail basis.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will occasionally be given homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

## **POSSIBLE PROGRESSION ROUTES**

Through these Units it is expected that learners will develop broad, generic skills for life, work and learning. Thinking skills, literacy, health and well being, employability, enterprise and citizenship skills will be developed.

# PERSONAL, SOCIAL & HEALTH EDUCATION

## **AIMS OF THE COURSE**

The primary focus of the programme is to promote self-awareness, awareness of effective interpersonal skills in addition to problem-solving and decision-making skills.

## **COURSE CONTENT**

The topics covered fall broadly into four categories.

- Self-awareness and review of progress; this includes regular review of skills and areas where improvement could be made.
- Interpersonal skills and relationships; consideration is given to the range and nature of relationship situations facing young people. Strategies to cope with all aspects of relationships are discussed.
- Health education; a review of the benefits of a healthy lifestyle leads on to discussion of the pressures and health dangers pupils may encounter.
- Career education

Specific topics covered are: Bereavement, World of Work (Health and Safety, application forms, CVs and interviews), sex education including relationships and contraception, study skills and exam survival. Guidance staff monitor progress in all subjects and there is input from Grampian Police. Work experience is offered in S4 and preparation is done to ensure that, where possible, pupils who opt in to this are matched up with suitable placements.

## **LEARNING AND TEACHING**

At each stage themes have been identified which are appropriate to the pupils' stage of development. The methodology and approach used are as varied as possible including group work, discussion and, where appropriate, outside speakers are involved.

## **ASSESSMENT PATTERN**

There is no formal assessment of this course.

## **HOMEWORK REQUIREMENTS**

Homework will occasionally be given to prepare for or evaluate the work done in the Social Education class. Any parent wishing to discuss more sensitive issues being discussed as part of the health education topics should contact their child's Guidance teacher.