



**Senior School (S4 – S6)**

**Course Information Booklet**

**2025-2026**

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# **The Senior School Curriculum in Forrester High School**

In S4, S5 and S6, students are able to take a mix of subjects at different levels. The courses offered for session 2025-26 are described in this booklet, and summarised in the various Infographics we send out to parents via email. Students and parents should however note, only courses which have sufficient take-up will eventually run in any given year.

## **Qualifications**

Students will be able to choose from a wide range of subjects on offer and these are detailed as a list in the course choice page towards the end of this booklet. Courses are listed within SCQF levels (Scottish Credit & Qualifications Framework); there is the more traditional route of National Qualifications (Nat 4/5/Higher/Advanced Higher) and an increasing number of NPA (National Progression Awards) and Skills for Work courses, also at the various levels.



It's important to remember that a National 5 course and an NPA level 5 course (including Skills for Work level 5 course) are at the same level and are recognised as such by colleges in particular, and increasingly by a number of universities. This is also true with regards Higher and Level 6 courses, and Advanced Higher and Level 7 courses.

Teaching staff will assist students by advising them of the appropriate levels of study for next session. It is vital that every student consults her/his subject teachers before making their provisional choices. Final choices should then be decided in consultation with parents and Pupil Support Leaders.

# S4-6 at Forrester High School

## School Leaving Dates

The statutory school leaving dates in Scotland are as follows:

-  If you are 16 between 1 March and 30 September, you may leave school at the end of May.
-  If you are 16 between 1 October and the last day of February, you may leave at Christmas.

The school provides courses for all ability levels. Whilst we support students to stay on at school where possible, in a few cases, some students may wish, with guidance, to consider whether it might be better to leave and go into employment or some other form of education or training, such as a college place.

## The Options Available In School

### Fourth and Fifth Years

*Every Fourth year student* must choose 7 subjects from the menu of courses listed in the course choice sheet at the end of this booklet. *Every Fifth year student* must choose 5 subjects and then select from some *Short Course* options depending on their number of National 4/5/Higher exams or equivalent (these choices will be made later in June).

Highers are the main entrance qualifications for courses at University and also for entry to many professions. The Higher Grade course is a demanding and intensive course normally taken over little more than 2 terms. In most cases, an A or B pass at National 5 and real application are necessary if a student is to have a realistic chance of success at Higher Grade.

National Qualifications (levels 4 & 5) and NPAs/Skills for Work courses (levels 4-6) provide students with the opportunity of studying at a less demanding level than Higher Grade. Successful completion of these at level 5 may allow a student to attempt the level 6 course during the following session.

National 4 and most NPAs/Skills for Work courses at levels 4 & 5 allow students to study a subject without having to sit a final external examination. Assessment takes place throughout the year, and credit for units passed is recorded on a student's SQA National Certificate.








### Sixth Year

If you decide to return for a Sixth Year, you will be expected to study at least five subjects from the menu of courses listed at the end of this booklet. In exceptional cases – for example, when a student wishes to take a particularly demanding group of courses such as an Advanced Higher and three Highers – Pupil Support staff may agree that a student should take only four subjects.

# S4 Social Education







The aim of Social Education in S4 is to help you improve the skills you need to make the most of yourself and to build upon existing knowledge to help you make informed choices with respect to a number of different topics.

It could help you to:

-  **Build upon existing knowledge which you already have in particular areas**
-  **Be able to make informed choices with regards to a number of different issues**
-  **Decide which job/course to apply for**
-  **Work as a member of a team**
-  **Improve your study skills**
-  **Be more confident in your own abilities**
-  **Develop your self awareness and self esteem**

Initially, you will be asked to review your school life to date and identify what experiences you have undergone, what skills you have developed and what knowledge you have gained about yourself. This will help you identify your own strengths and weaknesses.

You will meet with your Pupil Support teacher once a week to participate in a number of topics. You will be learning new skills and building upon existing knowledge in the following areas

-  **Career/job education**
-  **Relationship, Sexual Health and Parenting**
-  **Drug Education**
-  **Alcohol Education**
-  **Physical and mental wellbeing**
-  **Study skills**

These topics will be covered in small groups and in whole year talks where appropriate.

In addition to one period Social Education per week, all S4 pupils will have two periods Core PE and one period of Core Social Subjects (RME/Scottish Studies/People in Society).

# **S5 Personal Development Time**

You will continue to have one period each week of Personal Development.

## **Terms 1 & 2**

The focus is very much on Health and Well-being. We cover a wide range of topics including thinking about good mental health, sexual health, respecting others, issues around alcohol and other drugs, careers advice, managing your money and thinking about moving on to live independently.

There is an extensive block relating to Equality where we discuss issues such as misogyny racism and homophobia. We also look at all the protected characteristics and how social media influencers impact on gender inequality

## **Term 3**

The focus changes to concentrate more on job seeking skills and re-enforcing the skills for effective revision. An invaluable session on personal safety will be led by our Police community liaison officer.

In addition to Personal Development all S5 students will have one period of PE or Private Study if you are already studying certificated PE.

# S6 Personal Development Time




You will continue to have one period of Personal Development each week.

The aim of personal development time in S6 is to help you improve the skills you need to make the most of yourself. It could help you to:

-  **become more involved in the life of the school**
-  **be more confident in your abilities**
-  **record and become aware of your achievement**
-  **improve your study skill**
-  **take more responsibility for organising yourself**
-  **decide which job or course to apply for**
-  **be successful in your application**
-  **work as a member of a team**
-  **improve your academic performance**

Initially, you will be asked to review your school life to date and identify what experiences you have undergone, what skills you have developed and what knowledge you have gained about yourself. This will help you identify your own strengths and weaknesses.

You will then try to set yourself a range of realistic targets relating to:

-  **career aspirations**
-  **academic performance**
-  **personal ambitions**

Thereafter you will cover various topics such as: citizenship, preparation for University, College and Employment, issues related to alcohol and drug abuse, sexual health etc. These topics will be covered in small groups and in whole year talks as appropriate. Outside speakers and specialists will lead these topics wherever possible.

Personal Development time is more tailored to meet your individual needs and interests this year.

## Term 1

You will choose between working in a group

- a) Preparing for applying for University
- b) Sexual Health and Relationship Education (SHARE)

## Term 2

This is your opportunity to be involved in working for the school and its community. You can choose to join a variety of different committees. In addition to this, time is spent on bringing in external speakers to deliver a variety of topics.

## Term 3

UCAS students will get receive their SHARE sessions. The rest of the cohort will work on College applications and career development.

In addition to Personal Development, one period is allocated to all S6 students to enable you to carry out prefect duties as well as one period of optional Core PE. S6 students are also encouraged to become involved in wider achievement schemes.

## S6 Prefecting

You will opt to be a **DEPARTMENTAL PREFECT** within a subject area of your choice.

This will involve working with younger pupils within a subject including Learning Support and Social Education or assisting teaching staff in other ways in the work of the departments. This is seen as an important way of becoming involved in the wider life of the school, acting as role models and gaining invaluable personal experience.



## **Planning Ahead**

If you decide to stay on for S4, S5 and/or S6, you should view this experience very much as a preparation for your life beyond school and you should bear this in mind when choosing your courses. Most senior school leaver's move on to one of three areas:

### **Employment**

There will be many opportunities to learn about possible careers through your personal development programme. In addition, the Careers Adviser is available for individual interviews on request. You are strongly encouraged to take up this opportunity.

The Careers Library section of the Library Resource Centre holds a vast array of information, and you will be shown how best to use this facility early in the year. There will also be 'work shadowing' and 'work experience' programmes which you can join, enabling you to gain experience of particular jobs.

### **Further Education - Edinburgh College**

The Further Education Colleges (Edinburgh College) offer a range of full-time programmes for people preparing for a career, together with day-release courses for those already in employment.

A wide range of courses are offered on the basis of full-time, block-release, day-release or evening attendance. Each full module takes approximately 40 hours to complete. A full-time student normally takes up to 24 modules in a session, while a day-release student normally completes up to 4 modules.

To apply for a course in Further Education, you should complete an application form which may be obtained from the College to which you wish to apply.

## **Higher Education**

This is the general term used for Universities, Colleges and Institutes of Higher Education and Colleges of Education. A variety of courses is offered, including Higher Certificates (1-2 years), Higher Diplomas (2-3 years) and Degrees (3-5 years).

Prospectuses and course leaflets, which are published separately by each institution, are held in the Library Resource Centre. If you are interested in applying to any of these institutions, you should spend time studying the information available. For most up to date information go online to the website for each individual institution.

Applications for Universities and Colleges (including Teacher Training and Art) are made on an application form known as a UCAS form. This form, along with accompanying notes, is available from the school. Further advice and guidance is given to interested students during the autumn term.

## **Higher Education Open Days**

The open day programme is designed primarily for those who intend to apply in October 2025 or January 2026 for entry to University in September or October 2026. Generally, an open day includes displays, demonstrations and information sessions. When the school receives details of dates, they are published in the newssheet and on the Higher Education notice board. A note from parents giving permission for their child to attend should be handed in to school.

We would encourage all pupils to go on-line to the University web site for full details of the open days and a planner of events. Preparation prior to the open day means that pupils can make the most of their visit.

## The Careers Adviser

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

Working with school staff Skills Development Scotland (SDS) can help young people get ready for this exciting stage in their lives and prepare for their future.

SDS provides a range of support to help students to develop career management skills and to make well-informed decisions about their career pathways.

Schools are now building career management skills into the curriculum. In addition, group sessions, face-to-face coaching where appropriate, are supported by My World of Work web service -

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

My World of Work provides information on different careers, how to build and customize CVs, searching for jobs, how to source funding for learning, applying for further or higher education and many other tools. This service is now the first point of reference for all students. It is essential that students register on this site prior to meeting with Career Adviser.

Careers Advisers will help students who need some tailored support to explore the training and skills necessary for the job or career which is right for them and identify the next steps they need to take to achieve their career goals.

Students can speak to Kirsty Dickson, Careers Advisers, by making an appointment through their Pupil Support Leader or emailing them directly [kirsty.dickson@sds.co.uk](mailto:kirsty.dickson@sds.co.uk). Parents are very welcome to attend these interviews.

Careers Advisers also attend Parents Evenings for S2 to S6 and offer a drop in clinic to all pupils on Monday lunchtimes.

## **The Library**

Forrester High School Library is a whole school resource which caters for both the study and recreational needs of students and staff. It holds a wide variety of books to enhance curriculum learning and for reading pleasure. Students can request book purchases and any resources we do not have in school could be ordered from other libraries. Students can borrow 2 items for up to 4 weeks at a time.

### **ICT**

The library is Wi-Fi accessible, with laptops and iPads available for all users and Apple TV. Devices can be individually booked in advance or used as and when required but may be already booked by a class. Access to free ebooks, magazines and audiobooks are available online via the public library's website and apps. The Librarian can help you access these on your school iPad or personal device.

### **Senior Study**

One to one help with research, personal study and reading for pleasure is available whenever the Library is open. The requirement for individual research and independent learning has increased due to the number of projects and tasks being built into senior courses. In order to fulfil this need, the library provides ample facilities which are available to senior school students for self planned study periods throughout the day. Private study carrels assist seniors with research by helping them focus in an individual space. Seniors are asked to sign in upon arriving at the library during study periods and out when leaving.

The librarian is here to help you with any enquiries!


## ART & DESIGN DEPARTMENT

**The Art and Design Department is offering senior students the following courses this session:**

 **ADVANCED HIGHER ART AND DESIGN**

 **HIGHER ART AND DESIGN**

 **HIGHER PHOTOGRAPHY**

 **NPA LEVEL 4/5 PHOTOGRAPHY**

 **NATIONAL 5 ART AND DESIGN**

 **NATIONAL 4 ART AND DESIGN**

 **NPA DRAWING AND PAINTING**

***Curricular Leader - Mr D Clark***



# ART AND DESIGN

## careers in art and design

body art  
industrial design  
picture framing  
fine art  
interior design  
printing  
animation  
landscape design  
product design  
architecture  
make-up artistry

production design  
art therapy  
photography  
signmaking  
advertising  
floristry  
textile design  
digital design  
graphic design  
teaching  
exhibition design

hairdressing  
web design  
fashion design  
illustration  
set design  
modelmaking  
furniture design  
craft work and design  
costume design  
multimedia design  
visual merchandising



## **ADVANCED HIGHER ART & DESIGN**

### **ENTRY REQUIREMENTS**

Students ordinarily should have gained an A or B pass at Higher. They should also be enthusiastic, motivated and be able to work independently. The exact entry requirements will be discussed with the Curricular Leader.

Students are also required to have a minimum of 3 designated free periods in their timetable to enable time in the department for personal study.

### **COURSE OUTLINE**

Students will produce an extended folio investigating a personal theme in either Design or Expressive. This will require extensive investigation and development work resulting in several final outcomes. 80 hours.

Students will produce a related written dissertation / project of between 2000 and 3000 words investigating their chosen area of design or expressive and relating it to their own work throughout the year. 40 hours.

### **COURSE ASSESSMENT**

The final folio, including the dissertation, will be presented to the SQA for external assessment. There is no examination.

## **HIGHER ART & DESIGN**

### **ENTRY REQUIREMENTS**

Students should have gained an 'A' or 'B' pass at Nat 5 Art and Design. Students with a 'B' pass at Nat 5 must satisfy the department as to their ability to cope with the written element and exam at Higher. All students must be enthusiastic and willing to work independently and conscientiously. They must also possess the technical ability required to produce practical folios of a Higher standard.

### **COURSE OUTLINE**

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may, in consultation with staff, choose from Expressive Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design, Architecture or Textile/Fashion Design.

Both units will form a folio of work.

Students will follow a course studying the work of artists and designers and produce essay work that will be used in the written exam.

### **COURSE ASSESSMENT**

Course work will be internally assessed for a unit pass and the final folio will be submitted to the SQA for external assessment for a graded award.

In addition, students will sit a written examination of 2 hours. It will be externally assessed by the SQA.



## HIGHER PHOTOGRAPHY

### ENTRY REQUIREMENTS

This course is only for S5 and S6 students. All students must be enthusiastic and willing to work independently and conscientiously. A great deal of the photography will take place out of school in your own time, to be brought back into school and worked on in the computer suite/Art and Design dept using Photoshop. They must also possess the technical ability and literacy skills required to produce practical and written folios of a Higher standard.

You **MUST** have National 5 or Higher English.



National 5 Art and Design is preferable but not essential. If you can satisfy the CL that you have the necessary skills/aptitude to take part in this Higher then you may be offered a place.

### COURSE OVERVIEW

The Higher Photography Course enables learners to communicate personal thoughts, feelings and ideas using photography, and to develop technical and creative skills in using photographic media, techniques and processes.

Learners develop knowledge and understanding of a range of photography practice, and analyse the impact of social and cultural influences on photographers and their work.



There are two components.

 Question Paper	30 marks	1 hour written exam.
 Project	100 marks	Course assessment, external.

### UNIT WORK

#### ***Skills, Knowledge and Understanding***

The general aim of this Unit is to develop learners' ability to use a range of camera techniques and photographic processes to produce technically proficient and imaginative photographic images. In this Unit, learners will also develop analytical skills and a critical understanding of the historical, scientific, social and cultural factors influencing photographers and their work.

-  Analyse factors that influence photographers and their work
-  Produce photographic images using a range of camera techniques and photographic processes



#### ***Project***

The general aim of this Unit is to develop learners' ability to apply a range of photographic processes and techniques in a range of contexts.

In this Unit, learners will develop their own personal and creative approaches to photography.

On completion of the Unit, learners will be able to produce creative photographic imagery, analyse their use of imaging techniques and evaluate their photographic work.

Learners who complete this Unit will be able to:

-  Produce personal and creative photographic imagery
-  Evaluate their own use of imaging techniques




## **COURSE ASSESSMENT**

This project is worth 100 marks. The marks contribute 100% of the overall marks for the Course assessment. The Course will be graded A - D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

The assessment task will be set by centres within SQA guidelines, externally marked by SQA and conducted in centres under the conditions specified by SQA.

This project has three Sections.

-  Section 1, titled '**Research and Investigation**', will have 25 marks.
-  Section 2, titled '**Development and Production**', will have 60 marks.
-  Section 3, titled '**Evaluation**', will have 15 marks.

## **POSSIBLE PROFESSIONS**

Medical illustrator, photographic stylist, photographic technician, photographer, scenes of crime officer, TV or film camera operator, Teacher (Art and Design), Community Arts Worker, Private Investigator, Advertising Account Planner, Fine Artist, FE Lecturer, Graphic Designer, Land Surveyor, TV / Film Director, Video Editor, Animator.

## **NPA PHOTOGRAPHY AT SCQF LEVELS 4 AND 5**

### **ENTRY REQUIREMENTS**

This course is for S4/5/6 students. All students must be enthusiastic and willing to work independently and conscientiously. A great deal of the photography will take place out of school in your own time, to be brought back into school and worked on in the computer suite/Art and Design dept using Photoshop. They must also possess the technical ability and literacy skills required to produce practical and written folios.

Some experience in Art and Design is preferable but not essential. If you can satisfy the CL that you have the necessary skills/aptitude to take part in this course then you may be offered a place.

### **COURSE OUTLINE**

The NPAs at SCQF level 4 and 5 offer realistic opportunities for holistic assessment across outcomes and units. The content and contexts will promote learner confidence in photography skills for everyday use — eg gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), and identifying a selection of diverse images taken indoors and outdoors. The learning content will increase the learner's ability to create a portfolio of work and develop individual confidence to evaluate and critique their own work.

Each Unit is individually assessed, and learners will be expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

The focus will be mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

#### ***During delivery there will be opportunities to develop:***

Co-operative working  
Communication skills  
Research skills  
Planning  
Organising

Decision making  
Problem Solving  
ICT  
Creative Digital Technology

#### ***The main content will include:***

Camera operations  
Camera care  
Camera handling  
Tutorials and practical demonstrations  
Simple concepts — lighting, composition and framing  
Reviewing the work of prominent photographers  
Making simple adjustments and enhancements to images

Editing and presentation  
Storing photographs  
Outputs: print online, mobile applications  
Folio work  
Exhibition work  
Capturing good images

The context and the content of the NPAs put the learner at the centre of the learning process. The aim is to provide a short, flexible course in photography to develop an understanding of what photography has to offer.

At level 4 this includes: photographing places; understanding of what makes a good image; and managing photographs.

At level 5 the aim is to develop and broaden the learners' skills and experience. They will be expected to select a range of images (indoors and outdoors) taken by contemporary photographers describing the style, viewpoint and technical approaches used. They will plan five photograph sessions in a variety of locations using natural and artificial lighting and present their findings. They will be expected to identify the strengths and weaknesses of their chosen images, suggest improvements and how these can be achieved. Enhancing and resizing images will be undertaken and the finished result will involve peer discussion. They will learn how to present images in print, as a CD (including the original images and the edited version) and as an electronic presentation.

## **NATIONAL 5 ART & DESIGN**

### **ENTRY REQUIREMENTS**

Students should have gained a pass at National 4 Art and Design OR be able to satisfy the department that their S3/4 work can attain N5 level and be able to cope with the practical folio practical work and the written exam at National 5. S5 and S6 students who have not previously studied Art and Design at certificate level may be accepted onto the course at the discretion of the Curriculum Leader/Art staff after proving their ability in the form of a series of artworks produced by themselves in a range of media.

### **COURSE OUTLINE**

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may in consultation with staff choose from, Expressive Portraiture, Figure Comp, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. Both units will form a folio of work.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design or Textile/Fashion Design.

Students will follow a course studying the work of artists and designers related to their own area of artistic study.

### **COURSE ASSESSMENT**

Course work will be internally assessed for a unit pass and the final folio will be submitted to the SQA for external assessment for a graded award.

In addition, students will sit a written examination of 1 hour and 30 minutes. It will be externally assessed by the SQA.

## NATIONAL 4 ART AND DESIGN

### ENTRY REQUIREMENTS

Students must be able to satisfy the department as to their ability to cope with the practical folio practical work and the written unit at National 4. S5 and S6 students do not necessarily have to previously studied Art and Design at certificate level and may be accepted onto the course at the discretion of the Curriculum Leader/ Art staff after proving their ability in the form of a series of artworks produced by themselves in a range of media.

### COURSE OUTLINE

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may in consultation with staff choose from, Expressive Portraiture, Figure Comp, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. Both units will form a folio of work.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design or Textile/Fashion Design.

Students will follow a course studying the work of artists and designers related to their own area of artistic study.

### COURSE ASSESSMENT

Course work will be internally assessed for a unit pass and the final folio will be submitted to the Art and Design Department for final assessment and award. There is no written exam but students will have to relate the work of artists and designers to their own thematic area of study two written elements.

Career/Employment Opportunities

A qualification in this subject could lead to further study or employment in the following areas

[Animator](#)  
[Ceramics designer](#)  
[Community arts worker](#)  
[Exhibition designer](#)  
[Fashion designer](#)  
[Fine artist – Painter, Sculptor...](#)  
[Furniture conservator/restorer](#)  
[Furniture designer](#)  
[Glass blower/designer](#)  
[Graphic designer](#)  
[Illustrator](#)  
[Industrial/product designer](#)

[Jewellery designer](#)  
[Interior and spatial designer](#)  
[Make-up artist](#)  
[Medical illustrator](#)  
[Museum/gallery conservator](#)  
[Photographer](#)  
[Press photographer](#)  
[Printmaker](#)  
[Production designer, theatre/television/film](#)  
[Textile designer](#)  
[Web designer](#)  
***Plus many others***

## ALTERNATIVE COURSE

### **NPA SCQF L5 Drawing skills**

#### **COURSE OUTLINE**

Students will complete an Expressive unit investigating and developing a range of drawing skills and techniques for art and design applications. The course covers areas such as drawing media, analytical drawing skills, and location drawing.

#### **COURSE ASSESSMENT**

Course work will be internally assessed for a unit pass and the final folio will be submitted to the Art and Design Department for final assessment and award. There is no final exam, but students will have to present all completed work as evidence.

# **BIOLOGY**

## **SCIENCE DEPARTMENT**

**The Science Department is offering senior students the following biology courses this session:**

 CfE ADVANCED HIGHER BIOLOGY

 CfE HIGHER BIOLOGY

 NATIONAL 5 BIOLOGY

 NATIONAL 4 BIOLOGY

***Curricular Leader - Mrs L McIntosh***



# BIOLOGY

## careers in biology

ecology  
brewing  
dietetics  
forensics  
horticulture  
biochemistry  
sports science  
fisheries work  
occupational therapy  
ophthalmics and orthoptics

nursing  
medicine  
audiology  
agriculture  
food science  
marine biology  
speech therapy  
laboratory work  
environmental health  
prosthetics and orthotics

teaching  
dentistry  
psychiatry  
radiography  
pharmacology  
physiotherapy  
biotechnology  
veterinary work  
paramedical work  
environmental science



planit 

gateway

 SQA

mappit 



## ADVANCED HIGHER BIOLOGY

### ENTRY REQUIREMENTS




Higher Biology (or Human Biology) - with at least grade B.

### COURSE OUTLINE

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject. Advances in technologies have made this varied subject more exciting and relevant than ever.

Learners will engage in a wide range of investigative tasks, which allows them to develop important skills to become inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

The course is organised into 3 units:

-  Cells and Proteins
-  Organisms and Evolution
-  Investigative Biology

### COURSE ASSESSMENT (Advanced Higher)

In order to gain an award in the course a student must pass each of the Units plus the external assessments.

### EXTERNAL ASSESSMENTS

#### **Component 1 - question paper (75% of final mark)**

The question paper will have 100 marks – Section 1 (multiple choice) + Section 2 (extended response questions). Three hours are allowed for this exam.

#### **Component 2 - project (25% of final mark)**

Project: The project will have 30 marks. The project will assess the application of skills of scientific inquiry and related biology knowledge and understanding.

Both assessment elements are externally marked by SQA.

## HIGHER BIOLOGY

### ENTRY REQUIREMENTS

Grade A pass at National 5

Pupils with no previous Biology experience will also be considered if they have grade A passes in other relevant qualifications.




### COURSE OUTLINE

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.

The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other science subjects, as this may enhance their skills, knowledge and understanding.

The Course is organised into 3 units:

-  DNA and the Genome
-  Metabolism and Survival
-  Sustainability and Interdependence

### COURSE ASSESSMENT

The Course assessment will consist of two Components: a question paper and an assignment.

1. Question Paper: The question paper will have 120 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions) 95 marks. Three hours are allowed for this exam.
2. Controlled Assignment: The controlled assignment will have 20 marks. Consists of a research stage followed by a communication stage where the report is written under exam conditions.

Both assessment elements are externally marked by SQA.

## **NATIONAL 5 BIOLOGY**




### **ENTRY REQUIREMENTS**

- Completion of Curriculum for Excellence Science level 4 Biology
- National 4 Biology.
- There may also be progression from National 4 Chemistry, National 4 Environmental Science, National 4 Physics or National 4 Science Courses.

### **COURSE OUTLINE**

The National 5 Biology course covers major areas of biology including cellular, whole organism and ecosystems. It aims to develop students' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. This will enable students to become scientifically literate citizens, able to review the science-based claims they will meet.

The course is organised into three content areas:

-  Cell Biology
-  Life on Earth
-  Multicellular Organisms

### **COURSE ASSESSMENT**

In order to gain an award at National 5 level, the student must:

- Complete an investigative research assignment (20% of final mark)
- Complete a graded (A-D) Question Paper (80% of final mark)

## NATIONAL 4 BIOLOGY









### ENTRY REQUIREMENTS

Learners would normally be expected to have attained the skills and knowledge required through the study of Biology in S3, to continue into the National 4 award.




### COURSE OUTLINE

The Course equips learners with an understanding of the impact of biology on everyday life, and with the knowledge and skills to be able to evaluate media reports. This will also equip learners to make their own decisions on issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The main aims of this course are to:

-  develop and apply knowledge and understanding of biology
-  develop an understanding of biology's role in scientific issues and relevant applications of biology in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a biology context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop problem solving skills in a biology context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
-  develop the knowledge and skills for more advanced learning in biology

The course is organised into three units:

-  Cell Biology
-  Life on Earth
-  Multicellular Organisms










### COURSE ASSESSMENT

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.

# **BUSINESS EDUCATION DEPARTMENT**

**The Business Education Department is offering senior students the following courses this session:**

-  HIGHER/L6 ACCOUNTING
-  NATIONAL 5 ACCOUNTING
-  HIGHER ADMINISTRATION AND IT
-  NATIONAL 3/4/5 ADMINISTRATION AND IT
-  HIGHER BUSINESS MANAGEMENT
-  NATIONAL 4/5 BUSINESS MANAGEMENT
-  NPA CUSTOMER SERVICE LEVEL 6
-  NPA LEVEL 5 BUSINESS WITH IT
-  NPA LEVEL 6 BUSINESS SKILLS

***Curricular Leader - Mrs S Carnegie***



# BUSINESS

## careers in business

marketing  
buying  
insurance  
accounting  
manufacturing  
importing/exporting  
local government  
civil service  
procurement  
clerical work

advertising  
economics  
banking  
entrepreneurship  
systems analysis  
office management  
transport and logistics  
hospitality management  
credit control  
administration

public relations  
human resources  
retail and sales  
call centre work  
business development  
industrial relations  
property management  
quantity surveying  
health service management  
bookkeeping



## HIGHER/L6 ACCOUNTING

### ENTRY REQUIREMENTS

Any S5/6 student with an interest in Business Education but not necessarily with any previous knowledge. Interested students should have, however, a proven record of academic achievement.





Students must have passed Maths or Accounting at National 5 level or above.

### COURSE OUTLINE

The study of Accounting at L6/Higher helps students to develop financial life skills.

Throughout the course, you will be encouraged to use spreadsheets when preparing financial and management statements.

The course is divided into the following units:

-  preparing financial accounting information
-  preparing management accounting information
-  analysing accounting information
-  business ethics

### COURSE ASSESSMENT

Students will sit an externally assessed assignment worth 60 marks. This will involve the use of ICT (Excel) and will be sat in class time in March.

Students then sit a written question paper worth 120 marks during the SQA exam diet.



## **NATIONAL 5 ACCOUNTING**

### **ENTRY REQUIREMENTS**

For beginners who have an interest in this area of study

Students must be either studying National 5 Maths or have previously passed National 5 Maths

### **COURSE OUTLINE**

This new and exciting course is aimed to give you the most up-to-date information in preparation for entering into the financial world of work. Edinburgh has a large financial sector which is still looking to employ young people and this course gives you an opportunity to consider this as a career.

### **PREPARING FINANCIAL ACCOUNTING**

Business Documents

Double-entry bookkeeping

Statement of Accounts

Trial Balance

Using the Trial Balance to see if you have recorded the information properly

Preparing Final Accounts of a business to see if they have made a profit or loss

### **PREPARING MANAGEMENT ACCOUNTING**

Break-even analysis

Cash Budgets of a business

Job costing

Inventory valuation

### **ANALYSING ACCOUNTING INFORMATION**

Calculating Ratios

Calculating Break Even Analysis – this is when a business is making no profits or losses, they are just breaking even.

### **COURSE ASSESSMENT**

Students will sit an externally assessed assignment worth 50 marks. This will involve the use of ICT (Excel) and will be sat in class time in March.

Students then sit a written question paper worth 130 marks during the SQA exam diet.

## **HIGHER ADMINISTRATION & IT**

### **ENTRY REQUIREMENTS**

This course is ideally suited for students who have already achieved a pass at National 5 Administration and IT OR some other Business Education subject.

It is also suitable for S5/6 students who have ICT skills or those looking to do a 'crash course' to improve and extend existing PC Skills.

### **COURSE OUTLINE**

Studying this course will equip students with the level of competence required for using a range of software packages in a dynamic office environment. It will also enable them to carry out various administrative functions that are essential within the organisation and all valuable skills, which employers are looking for from potential employees.

The course consists of three units:

#### **ADMINISTRATIVE THEORY AND PRACTICES**

Factors contributing to the effectiveness of the administrative practices within the organisation  
Customer Care

#### **IT SOLUTIONS FOR ADMINISTRATORS**

Advanced Word, Spreadsheet, Database

#### **COMMUNICATION IN ADMINISTRATION**

Presentations, Desktop Publishing and Methods of Communication

### **COURSE ASSESSMENT**

Students will sit an externally assessed assignment worth 70 marks. This will involve the use of ICT and will be sat in class time in March.

Students then sit a written question paper worth 50 marks during the SQA exam diet.

## **NATIONAL 3/4/5 ADMINISTRATION & IT**

### **ENTRY REQUIREMENTS**

National 3/4 - For beginners who want to improve or learn new ICT skills and those who have completed Administration in S3.

National 5 – For those who have completed National 4 or have been recommended for this after S3 admin.

### **COURSE OUTLINE**

This new and exciting course is aimed to give you the most up-to-date skills in preparation for entering into the world of work. ICT is currently one of the most important skill required at all levels and now is your chance to improve on your existing ones!

### **ADMINISTRATIVE PRACTICES**

Knowledge of the main tasks, skills and qualities of the Administration Assistant

Looking at Customer Care

Health and Safety in the organisation

Security of people, property and information

Organising a small scale events such as Special Birthday parties and meetings

### **COMMUNICATION IN ADMINISTRATION**

Using the internet to research information relevant to the tasks

Using multi-media packages e.g. power point and desktop publishing

Using email as a form of communicating information

### **IT SOLUTIONS FOR ADMINISTRATORS**

Creating, sorting and editing spreadsheets

Present information from spreadsheets in the form of charts

Creating databases and reports

There is a greater emphasis on the developing and updating of ICT skills throughout these new courses.

### **COURSE ASSESSMENT**

For National 3 and 4 internal assessment takes place in the form of projects in each of the 3 units. At National 4 level an Added Value Unit will also be completed. All of these assessments are completed using ICT.

At National 5 level pupils will sit an externally assessed practical assignment worth 70 marks. This will be done before the Easter holidays and will be IT based. They will then sit a question paper worth 50 marks during the SQA exam diet. This will also be completed using IT.

## **HIGHER BUSINESS MANAGEMENT**

### **ENTRY REQUIREMENTS**

A National 5 pass in Business Management

Any student that has proven record of academic ability i.e. achieved/or following 3 Higher courses. This course is often a successful “crash higher” for S6 students.

### **COURSE OUTLINE**

This dynamic new course in Business Management can provide a valuable experience which can help your understanding of the business world and how managers contribute to success. The course focuses on large business organisation e.g. Tesco, Apple, IKEA.

The course is divided into three units:

#### **UNDERSTANDING BUSINESS**

This unit covers the ownership and control of different types of business organisations including; public limited companies, charities and social enterprises. We will look at the objectives of these different types of organisations and their structures. We will also cover internal and external factors that impact on the success of large organisations.

#### **MANAGEMENT OF MARKETING AND OPERATIONS**

In the Marketing unit we will look at how businesses use the 7P's to promote their product portfolios and look at how market research ensures the success of businesses.

In Operations we will look at different production methods and how businesses ensure high quality products are made.

#### **MANAGEMENT OF PEOPLE AND FINANCE**

In the People unit we will look at methods of motivating staff, recruitment and selection procedures, training and employment legislation.

In the Finance unit we look at sources of finance a large organisation can use, preparing financial statements and ratio analysis.

Across all areas of the course we will look at how ICT can be used to improve the business.

### **COURSE ASSESSMENT**

Students will sit an externally assessed assignment worth 30 marks and will be sat in class time in March.

Students then sit a written question paper worth 90 marks during the SQA exam diet.

A qualification in Business Management will also help you in any career you choose as it will give you an understanding of how the business you are working in operates.

## NATIONAL 4/5 BUSINESS MANAGEMENT

### ENTRY REQUIREMENTS

#### **National 5**

For beginners who wish to study Business.




A National 4 award in Business Management

Any student with an interest in Business who is studying or has achieved other National 5 qualifications

### COURSE OUTLINE

This dynamic new course in Business Management can provide a valuable experience which can help your understanding of the business world and how managers contribute to success. Are you a budding entrepreneur, like Lord Alan Sugar or Richard Branson? Are you prepared to go into the Dragon's Den?

The course is divided into three units:

-  understanding business
-  management of marketing and operations
-  management of people and finance

**Understanding Business** - Would you love to start your own business but don't have the knowledge of how to do it? This unit gives you the basic knowledge required to set up a business.

**Marketing** – learn how to market a business successfully! For example, create an advert to show how businesses promote their company.

**Finance** – every business wants to make a profit! In this unit you will learn the importance of how to manage your Finances through planning and budgeting.

**Operations** – you have your product or service idea, but how do you make it? This unit gives you the knowledge of how to make your product using good quality measures and effective inventory control.

**People** – staff are the most important asset a business has. Treat them well and your business will succeed! In this unit you will learn the different stages of the recruitment and selection process and the importance of training!

### COURSE ASSESSMENT

National 4 – internal assessments plus an Added Value Unit

National 5 – Students will sit an externally assessed assignment worth 30 marks and will be sat in class time in March.

Students then sit a written question paper worth 90 marks during the SQA exam diet.

A qualification in Business Management will also help you in any career you choose as it will give you an understanding of how the business you are working in operates.

## NPA CUSTOMER SERVICE LEVEL 6

### ENTRY REQUIREMENTS

*This is only available to S5/6 pupils.*





Passed N5/Higher in Business or Admin.

Any student with an interest in Business who is studying or has achieved other L6 qualifications.

### COURSE OUTLINE

This National Progression Award (NPA) covers the skills and knowledge needed for working in the customer service sector.

It develops:




-  basic practical communication skills — including how to deal with customer complaints
-  an understanding of roles and structures within organisations
-  knowledge of how to use social media to deliver customer service
-  employability skills

Customer service impacts on all occupational sectors. Employees working in hotels, retail outlets, travel organisations, beauty therapy, hairdressing, sports centres, local authorities or voluntary organisations all require effective customer service skills and knowledge.

***This is an interactive and hands on course where pupils will be asked to work in pairs and teams. They will be challenged to carry out role playing exercises and build their skills to communicate with members of the public in a professional manner.***

### COURSE ASSESSMENT

This National Progression Award consists of three mandatory units:

-  Communication Skills for Customer Service
-  Social Media for Customer Service
-  Customer Service: Product and Service Requirements

Assessment will be a combination of practical and knowledge-based assessments under open-book conditions.

## **NPA LEVEL 5 BUSINESS WITH IT**

### **ENTRY REQUIREMENTS**

SCQF Level 5

Candidates would be expected to have achieved a National 4 in Administration & IT or Business Management.

This course is not suitable for those who are also sitting N5 Business Management or N5 Admin and IT.

### **COURSE OUTLINE**

#### **UNDERSTANDING BUSINESS**

Learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society.

They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

#### **MANAGEMENT OF MARKETING & OPERATIONS**

Learners develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Learners develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

#### **IT SOLUTIONS FOR ADMINISTRATORS/COMMUNICATION IN ADMINISTRATION**

- Word-processing and Desktop publishing
- Spreadsheets
- Databases
- Presentations
- Electronic communication

### **COURSE ASSESSMENT**

There is no exam for this course. Students must pass outcomes or unit assessments which will be undertaken at the end of each unit, or through holistic or combined assessment across two or more units.

Pupils who pass the course at level 5 can progress to level 6. Pupils who pass the course may progress to Higher Business Management or Higher Administration & IT.

## **NPA BUSINESS SKILLS L6**

### **ENTRY REQUIREMENTS**

Candidates would be expected to have achieved a National 5 in Administration & IT or Business Management. They may also have completed L5 Business with IT.

This course is not suitable for pupils who are also sitting Higher Business or Higher Admin.

This course is only available for S5/6 pupils.

This course can also form part of a Foundation Apprenticeship – anyone interested in this must undertake a work experience placement (organised by the school or Career Ready) and must discuss this with their PSL or Mr Ennis.

### **COURSE OUTLINE**

#### **UNDERSTANDING BUSINESS**

Learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society.

They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

#### **MANAGEMENT OF PEOPLE AND FINANCE**

In the People unit we will look at methods of motivating staff, recruitment and selection procedures, training and employment legislation.

In the Finance unit we look at sources of finance a large organisation can use, preparing financial statements and ratio analysis.





#### **CONTEMPORARY BUSINESS ISSUES**

Explain the features and characteristics of Small and Medium Enterprises.

Explain internal and external influences on businesses

The Business Life Cycle

#### **IT**

-  Word-processing
-  Spreadsheets
-  Databases
-  Presentations

### **COURSE ASSESSMENT**

There is no exam for this course. Students must pass outcomes or unit assessments which will be undertaken at the end of each unit, or through holistic or combined assessment across two or more units.



# CHEMISTRY

## SCIENCE DEPARTMENT

The Science Department is offering senior students the following chemistry courses this session:

 ADVANCED HIGHER CHEMISTRY

 HIGHER CHEMISTRY

 NATIONAL 5 CHEMISTRY

 NATIONAL 4 CHEMISTRY

***Curricular Leader - Ms L McIntosh***

# CHEMISTRY

6

1

53 16

39

## careers in chemistry

agriculture  
biochemistry  
brewing  
chemical plant operation  
chemical engineering  
colour technology and dyeing  
dentistry  
dietetics  
engineering

environmental health  
environmental science  
food science  
forensic science  
horticulture  
laboratory work  
materials science  
medicinal chemistry  
medicine

nursing  
oil and gas production  
pharmaceuticals  
plastics and polymer  
technology  
quality control  
research and development  
teaching  
waste management



planit



gateway



mappit



## ADVANCED HIGHER CHEMISTRY

### ENTRY REQUIREMENTS

A or B pass at Higher Grade Chemistry.




This course is particularly suitable for students who wish to proceed to degree courses in chemistry or related subjects. As well as providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all learners with an understanding of the positive impact of chemistry on everyday life.

### COURSE OUTLINE

The course builds on Higher level, developing further the underlying theories of Chemistry and the practical skills used in the lab. It is particularly suitable for students who wish to proceed to degree courses in chemistry or related subjects.

As well as providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all learners with an understanding of the positive impact of chemistry on everyday life

The course consists of 3 units in total:

 Inorganic and Physical Chemistry (Advanced Higher)	8 SCQF points
 Organic Chemistry and Instrumental Analysis (Advanced Higher)	8 SCQF points
 Researching Chemistry (Advanced Higher)	8 SCQF points

### COURSE ASSESSMENT (Advanced Higher)

In order to gain an award in the course a student must pass each of the Units plus the external assessments.

#### **External assessments**

Component 1 — question paper (75% of final mark)

The question paper will have 110 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions) 85 marks. Three hours are allowed for this exam.

Component 2 — project (25% of final mark)

Project: The project will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

Both assessment elements are externally marked by SQA.

## HIGHER CHEMISTRY

### ENTRY REQUIREMENTS

Grade A pass at National 5

Pupils with no previous Chemistry experience will also be considered if they have grade A passes in other relevant National 5 Qualifications (Mathematics, Physics, Geography or Biology).




### COURSE OUTLINE

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of science within our society. It develops the concepts of chemistry.

The Course allows learners to develop a deeper understanding of the underlying themes of chemistry: naming and synthesis of organic compounds; molarity and excess based calculations; atomic theory. Within each of the Units, the scale of topics ranges from atomic structure through to whole industrial manufacture of compounds. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of chemical understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Chemistry along with other science subjects, as this may enhance their skills, knowledge and understanding.

The Course is organised into 3 units:

-  Chemical Changes and Structure (Higher)
-  Nature's Chemistry (Higher)
-  Chemistry in Society (Higher)

### COURSE ASSESSMENT

Question paper 1: multiple choice, 25 marks within a 40-minute period

Question paper 2: short answer questions, 95 marks within 2 hours and 20-minute period

Assignment: Report format (20% of final mark).

Both assessment elements are externally marked by SQA.

## NATIONAL 5 CHEMISTRY











### ENTRY REQUIREMENTS

Completion of Curriculum for Excellence Science at level 4 Chemistry National 4 Chemistry.




There may also be progression from National 4 Environmental Science, National 4 Biology, Physics or National 4 Science Courses.

### COURSE OUTLINE

The main aims of this course are to:

-  develop and apply knowledge and understanding of chemistry
-  develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a chemistry context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop planning skills
-  develop problem solving skills in a chemistry context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
-  develop the knowledge and skills for more advanced learning in chemistry
-  develop skills of independent working

The course is organised into three content areas:

-  Chemical Changes and Structure
-  Nature's Chemistry
-  Chemistry in Society

### COURSE ASSESSMENT

In order to gain an award at National 5 level, the student must:

Complete an investigative research assignment (Added Value Assignment – 20% of final mark)

## **NATIONAL 4 CHEMISTRY**









### **ENTRY REQUIREMENTS**

Learners would normally be expected to have attained the skills and knowledge required through the study of Chemistry in S3, to continue into the National 4 award.




### **COURSE OUTLINE**

The Course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

The main aims of this course are to:

-  develop and apply knowledge and understanding of chemistry
-  develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a chemistry context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop problem solving skills in a chemistry context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
-  develop the knowledge and skills for more advanced learning in chemistry

The course is organised into three units:

-  Chemical Changes and Structure
-  Nature's Chemistry
-  Chemistry in Society







### **COURSE ASSESSMENT**

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.

# COMPUTING DEPARTMENT

**The Computing Department is offering senior students the following courses this session:**

-  HIGHER COMPUTING
-  NATIONAL 5 COMPUTING SCIENCE
-  NATIONAL 4 COMPUTING SCIENCE
-  COMPUTER GAMES DEVELOPMENT
-  ESPORTS L5 and 6
-  NPA COMPUTING TECHNOLOGIES L4, 5 AND 6

***Curricular Leader – Mrs S Carnegie***



# COMPUTING SCIENCE

## careers in computing science

3D modelling and animation  
bioinformatics  
business analysis  
computer aided design  
computer games programming  
computer games testing  
computer hardware engineering

database administration  
games production management  
it consultant  
it help desk support  
it support services  
it project management  
multimedia development

network management  
software engineering  
software programming  
systems analysis and design  
systems development  
teaching  
web development



## HIGHER COMPUTING

### ENTRY REQUIREMENTS

An A or B pass at National 5 Computing Science. If you do not achieve this you should consider the L6 NPA in Computing Technologies instead of Higher Computing.

### COURSE OUTLINE

The Higher Computing course is designed to provide candidates with both the necessary knowledge and understanding and practical skills to enable them to become software developers, systems analysts and database managers and web designers of the future.

The course has four areas of study:

#### ***Software design and development***

Students develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

#### ***Computer systems***

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

#### ***Database design and development***

Students develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using linked tables and implemented in SQL.

#### ***Web design and development***

Students develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They learn a range of practical skills including HTML, Cascading Style Sheets (CSS) and JavaScript.

### COURSE ASSESSMENT

Practical coursework task: 31%

Final exam: 69%

## **NATIONAL 5 COMPUTING SCIENCE**

### **ENTRY REQUIREMENTS**

Ordinarily a pass at National 4 Computing is required, but it is possible for more able students to choose National 5 Computing without any previous Computing experience. This should be discussed with Mrs Carnegie.

### **COURSE OUTLINE**

The National 5 Computing Science course is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become software developers and computer scientists of the future.

The course has four areas of study:

#### ***Software design and development***

Students develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

#### ***Computer systems***

Students develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### ***Database design and development***

Students develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

#### ***Web design and development***

Students develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

### **COURSE ASSESSMENT**

Practical coursework task: 31%

Final Exam 69%

## **NATIONAL 4 COMPUTING SCIENCE**

### **ENTRY REQUIREMENTS**

This course is suitable for any student, and no previous Computing qualification is necessary.

### **COURSE OUTLINE**

The National 4 Computing Science course is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become software developers and computer scientists of the future. The course comprises two units:

#### ***Software Design and Development***

The aim of this unit is for the student to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Students will develop their programming skills by designing and writing a range of engaging computer programs. Students will also explore how different types of computer software applications are used in society.

#### ***Information System Design and Development***

Students will design and produce databases, web pages and other multimedia solutions. They will also develop an understanding of basic computer hardware, software, connectivity and security.

### **COURSE ASSESSMENT**

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

## **COMPUTER GAMES DEVELOPMENT** **NATIONAL PROGRESSION AWARD 4/5/6**

### **ENTRY REQUIREMENTS**

At L4 this course is suitable for any student, with an interest in Computing Science.




For L5 and Higher the previous level must have already been achieved or an equivalent qualification in one of the other Computing Subjects.

### **COURSE OUTLINE**

The computer games industry in the UK is worth an estimated £4 billion per year. As well as offering career opportunities, computer games design also helps to develop problem solving skills, teamwork and creativity.

The Computer Games Development course will offer an introduction to the design and development of computer games. Students will be able to design their own computer games and levels, edit graphics and sound, and then produce, launch and market a final version of their game for others to play.

The course comprises 3 units:

-  Computer Games: Design
-  Computer Games: Media Assets
-  Computer Games: Development

### **COURSE ASSESSMENT**

Each unit is assessed by practical work and a short written assessments. There is no examination at the end of the course.

## ESPORTS

### NATIONAL PROGRESSION AWARD L5 and 6

#### **ENTRY REQUIREMENTS**

For L5, L4 or 5 in another Computing subject should have been achieved.

For L6, L5 should have been achieved in E-Sports or another Computing subject.

#### **COURSE OUTLINE**

Esports is one of the fastest growing professional sports in the world, with forecasts of a global worth of more than £1billion by the end of 2023.. This innovative course introduces an exciting and growing industry – with Scotland set to open its first esports arena in 2024.

You will explore all aspects of the esports industry from how the sector developed, to the future of the industry and the variety of careers available. This exciting course combines your enthusiasm for Esports and gaming with Events Management. It will allow you to learn through the lens of your passion and give you an introduction into E-sports and the computing industry.

The course comprises 3 units:



The Esports Industry



Game Performance



The Esports Industry

#### **COURSE ASSESSMENT**

Each unit is assessed by practical work and a short-written assessments. There is no examination at the end of the course.

## **NPA Computing Technologies L4, 5 and 6**

### **ENTRY REQUIREMENTS**

At L4 this course is suitable for any student, with an interest in Computing Science.

For L5 the previous level should have already been achieved or L5 in another Computing subject.

For L6 the previous level should have already been achieved or L6 in another Computing subject.

### **COURSE OUTLINE**

Computing technologies are at the heart of the modern world, driving innovation and shaping the future of countless industries. This course introduces an exciting and dynamic field, equipping you with the skills to thrive in a tech-driven world.










You will explore key areas such as software development, computer systems, digital media, and cybersecurity. Combining hands-on learning with real-world applications, this course allows you to turn your interest in technology into valuable skills.

The course comprises 2 mandatory units and 2 optional units:

#### **Mandatory Units:**

-  Computing Foundations
-  Computing Project

#### **Possible Optional Units (Still to be decided):**

-  Artificial Intelligence
-  Computer Games: Development
-  Computer Hardware & Systems
-  Computer Network Fundamentals
-  Computer Programming
-  Data Science
-  Data Security
-  Emerging Digital Technologies
-  Esports: Game Performance

### **COURSE ASSESSMENT**

Each unit is assessed by practical work and a short-written assessments. There is no examination at the end of the course however this includes a mandatory team driven project for your final grade.

# CRAFT, DESIGN AND TECHNOLOGY DEPARTMENT

The Craft, Design and Technology Department is offering senior students the following courses this session:



HIGHER GRAPHIC COMMUNICATION



NATIONAL 4/5 GRAPHIC COMMUNICATION



NATIONAL 4/5 PRACTICAL WOODWORKING



SKILLS FOR WORK: ENGINEERING SKILLS NATIONAL 4/5

*Curricular Leader – Mr Carter*



# GRAPHIC COMMUNICATION



## careers in graphic communication

advertising  
desktop publishing  
marketing  
animation  
digital design  
multimedia design

architecture  
engineering  
print design  
computer aided design  
graphic design  
product design

construction  
illustration  
surveying  
civil engineering  
exhibition design  
web design



planit 

gateway

 SQA

mappit 





## HIGHER GRAPHIC COMMUNICATION

### ENTRY REQUIREMENTS






National 5 pass (A - C) in Graphic Communication

By negotiation with CDT staff

Art & Design would be beneficial

### COURSE OUTLINE

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

-  skills in graphic communication techniques, including the use of equipment, graphics materials and software
-  creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
-  skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
-  an understanding of graphic communication standards protocols and conventions, where these apply
-  an understanding of the impact of graphic communication technologies on our environment and society.

The course consists of two main focus areas:

#### ***Desktop Publishing:***

Students will learn advanced desktop publishing (DTP) terminology and techniques in order to produce attractive and engaging publications. These skills will be used to develop single and multipage publications including magazines, newspapers, posters and business cards.

This element of the course is assessed during the course assessment when each student will be required to show their knowledge of desktop publishing by producing a document which will showcase their skills and creative flair. During the exam, pupils will be shown published work and will be required to think critically in order to identify the techniques used and suggest improvements.

#### ***Computer Aided Design:***

In this area students begin to master Autodesk Inventor, this program allows students and industry professionals alike to create, modify and produce products within a 3D environment. Students will be introduced to advanced commands, which will allow them to model and test a wide range of products, both existing and imaginary. Once they have designed their product, they will then have to produce a set of manufacturing blueprints, complete with manufacturing tolerances and dimensions to British standards.

Students are assessed on their proficiency within this workspace during their course assessment. During the assessment, pupils are required to make a 3D prototype from a set of design sketches given by the SQA. This assignment is time constrained which gives pupils a

real insight into the work of a Computer aided design technician. Questions regarding CAD also feature heavily in the exam, during their exam, students are presented with sketches and are asked to describe how they would produce these items on the computer.

## **COURSE ASSESSMENT**

### **Component 1 — Question Paper (64% of grade)**

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired. The question paper has 90 marks available.

### **Component 2 — assignment (36% of grade)**

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Evidence will be produced through the learner's graphic response to a brief. The assignment will have 50 marks.

## **NATIONAL 5 GRAPHIC COMMUNICATION**

### **ENTRY REQUIREMENTS**

At the discretion of the department, but students will benefit from previously having studied within the department.

See Mr Watson for further details.

### **COURSE OUTLINE**

The course provides opportunities for students to gain skills in reading, interpreting and creating graphic communications. Students will initiate, develop and communicate ideas graphically. They will develop spatial awareness.

The course is practical, yet exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. Work will be produced in a mix of both manual and digital format, as appropriate to the tasks.

The course consists of 2 main focus areas:

#### ***Desktop Publishing:***

Pupils will learn intermediate desktop publishing (DTP) terminology and techniques in order to produce attractive and engaging publications. These skills will be used to develop single page including magazine covers, posters and business cards.

This element of the course is assessed during the course assessment when each student will be required to show their knowledge of desktop publishing by producing a document which will showcase their skills, knowledge and creative flair. During the exam, pupils will be shown published work and will be required to think critically in order to identify the techniques used and suggest improvements.

#### ***Computer Aided Design:***

At National 5 pupils continue their work with Autodesk Inventor, this program allows students and industry professionals alike to create, modify and produce products within a 3D environment. Pupils will be introduced to intermediate commands, which will allow them to model and examine a range of products, both existing and imaginary. Once they have designed their product, they will then have to produce a set of manufacturing blueprints complete with all the required dimensions for manufacture.

Pupils are assessed on their proficiency within this workspace during their course assessment. During the assessment, pupils are required to make a 3D prototype from a set of design sketches given by the SQA. This assignment is time constrained which gives pupils a real insight into the work of a Computer aided design technician. Questions regarding CAD also feature heavily in the exam, during their exam, pupils are presented with sketches and are asked to describe how they would produce these items on the computer.

### **COURSE ASSESSMENT**

To gain the National 5 qualification the student must the following: Question paper (80 marks, 67%) Assignment (40 marks, 33%).

## **NATIONAL 4 GRAPHIC COMMUNICATION**

### **ENTRY REQUIREMENT**

At the discretion of the department, but students will benefit from previously having studied within the department.

See CDT department for further details.

### **COURSE OUTLINE**

The course provides opportunities for students to gain skills in reading, interpreting and creating graphic communications. Students will initiate, develop and communicate ideas graphically. They will develop spatial awareness.

The course is practical, yet exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. Work will be produced in a mix of both manual and digital format, as appropriate to the tasks.

The course consists of 3 mandatory units:

#### ***2D Graphic Communication***

This Unit helps students develop their creativity and skills within a 2D graphic communication context. It will allow students to initiate, develop and communicate ideas graphically using two-dimensional graphic techniques. They will develop 2D spatial awareness.

#### ***3D and Pictorial Graphic Communication***

This Unit helps students develop their creativity and skills within a 3D and pictorial graphic communication context. It will allow students to initiate, develop and communicate ideas graphically using three-dimensional and pictorial graphic techniques. They will develop 3D spatial awareness.

#### ***Graphic Communication Assignment***

Students will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment.

### **COURSE ASSESSMENT**

This course will be internally assessed and moderated by the SQA. In order to achieve a pass within the subject, students must complete all 3 units.

## NATIONAL 4 PRACTICAL WOODWORKING

### ENTRY REQUIREMENTS

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required. As the course consists predominantly of practical workshop experiences, a high level of attendance is expected.




### COURSE OUTLINE

This is a practical course where lessons take place in the workshop, particularly suitable if you are hoping to have a career in the construction industry. It may also be useful to you if you are interested in learning about materials and technology and in developing craft skills as a hobby. Making things from wood gives you a sense of achievement and the course in general helps to build your confidence and self-discipline.




You will make FOUR woodwork projects, 3 of which will cover the relevant outcomes and 1 which will allow you to demonstrate the skills and knowledge you have acquired through completion of the previous outcomes.

There are four units in the course –





#### ***Flat Frame Construction***

-  to acquire knowledge of a range of tools, materials and processes
-  to make a range of basic joints that are commonly used in the production of flat frame joinery
-  to manufacture a flat-framed wooden product from a working drawing

#### ***Carcass Construction***

-  to select and use woodworking tools for specific purposes and acquire knowledge of a range of tool, materials and processes
-  to make a range of basic woodworking joints that could be used in a wide range of carcass joinery constructions
-  to manufacture a carcass or box product from a working drawing.

#### ***Machining and Finishing: Wood***

-  to acquire knowledge of associated tools, materials and processes
-  to learn to set up and use a range of common machine and power tools in accordance with safe working practice
-  to manufacture a machined component from a working drawing
-  to learn to use various finishing techniques including a range of surface preparations such as planning and sanding.

#### ***Added Value Unit/Course Assessment: Making a Finished Product from Wood***

to draw on and extend their range of practical woodworking experiences and skills.

### COURSE ASSESSMENT

Course work is assessed internally in accordance with SQA guidelines. In order to attain a pass within the subject you must complete all four units to a satisfactory standard. No folio is required.

## NATIONAL 5 PRACTICAL WOODWORKING

### ENTRY REQUIREMENTS

Speak to the department for further clarity.

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required.

As the course consists predominantly of practical workshop experiences, a high level of attendance is expected.




### COURSE OUTLINE

This is a practical course where lessons take place in the workshop, particularly suitable if you are hoping to have a career in the construction industry. It may also be useful to you if you are interested in learning about materials and technology and in developing craft skills as a hobby. Making things from wood gives you a sense of achievement and the course in general helps to build your confidence and self-discipline.




You will make 4 woodwork projects, 3 of which will cover the relevant outcomes and 1 which will allow you to demonstrate the skills and knowledge you have acquired through completion of the previous outcomes.

There are three units in the course –





#### ***Flat Frame Construction***

-  to acquire knowledge of a range of tools, materials and processes
-  to make a range of basic joints that are commonly used in the production of flat frame joinery
-  to manufacture a flat-framed wooden product from a working drawing

#### ***Carcass Construction***

-  to select and use woodworking tools for specific purposes and acquire knowledge of a range of tool, materials and processes
-  to make a range of basic woodworking joints that could be used in a wide range of carcass joinery constructions
-  to manufacture a carcass or box product from a working drawing.

#### ***Machining and Finishing: Wood***

-  to acquire knowledge of associated tools, materials and processes
-  to learn to set up and use a range of common machine and power tools in accordance with safe working practice
-  to manufacture a machined component from a working drawing
-  to learn to use various finishing techniques including a range of surface preparations such as planning and sanding.

### COURSE ASSESSMENT

The course is assessed through a practical project completed in school hours and worth 70 marks (70% of overall grade) and a written exam worth 60 marks (30% of overall grade).

## SKILLS FOR WORK:ENGINEERING SKILLS NATIONAL 4/5

### ENTRY REQUIREMENTS

Speak to the department for further clarity.

Participation in Practical Woodwork in a previous year will be beneficial.

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required.

As the course consists predominantly of practical experiences, a high level of attendance is expected.

### COURSE OUTLINE

#### **Engineering Skills: Mechanical (National 4)**

This unit is designed to be the first attempted on the course. Learners are required to select the correct tools and materials required to safely manufacture an artefact. During the manufacture, learners will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. Embedded into the practical activities of this unit are the employability skills that employers value.

#### **Engineering Skills: Electrical/Electronic (National 4)**

In this unit learners will select the correct tools and components required to construct a basic functional extra low voltage electrical/electronic circuit from a given diagram and specification. Embedded into the practical activities of this unit are the employability skills that employers value.

#### **Engineering Skills: Fabrication (National 4)**






In this unit learners will select the correct tools, materials and equipment required to manufacture an artefact using cutting, hot and cold forming and mechanical and thermal joining techniques. Embedded into the practical activities of this unit are the employability skills that employers value.

#### **Engineering Skills: Manufacture and Assembly (National 4)**

This unit is designed to be attempted only after successful completion of the preceding skills units. Learners will select and safely use the correct tools and materials to manufacture, assemble and complete functionality tests on an artefact. Learners will evaluate and report their findings on the manufacture, assembly and functionality tests of the artefact. Embedded into the practical activities of this unit are the employability skills that employers value.

### COURSE ASSESSMENT






All the Units focus on the development of specific engineering skills. Assessment involves practical activities which will produce evidence for all the Outcomes. Assessment of the evidence will cover:

-  interpretation of a drawing or specification
-  the appropriate use of tools, materials and equipment
-  successful involvement in the completion of a task, product or assembly
-  quality checking of their work by the candidate
-  attention to health and safety aspects of working in a workshop type of environment

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

# DRAMA DEPARTMENT

**The Drama Department is offering senior students the following courses this session:**

-  **ADVANCED HIGHER DRAMA**
-  **HIGHER DRAMA**
-  **NATIONAL 5 DRAMA**
-  **NATIONAL 4 DRAMA**
-  **NPA THEATRE ARTS (LEVEL 6)**

***Curricular Leader – Ms M Sheail***





# DRAMA

## careers in drama

acting  
event management  
directing  
sound technology  
public relations  
tv and radio presenting  
broadcasting  
drama therapy

stunt work  
lighting technology  
drama coaching  
writing  
drama facilitation  
film and tv production  
studio management  
entertainment

stage management  
theatre production  
arts administration  
teaching  
set design  
community arts work  
radio production  
casting agency work



planit 

gateway

 SQA

mappit 



## **ADVANCED HIGHER DRAMA**

### **ENTRY REQUIREMENTS**

Students would normally have passed:

Higher Drama

Higher English

In addition, it is helpful if students are studying Advanced Higher English, or are involved in theatre out of school.

### **COURSE OUTLINE**

Please note, these are subject to SQA updates and are correct at time of print.

#### ***Project – Dissertation (30%)***

Candidates identify a performance issue, carry out research and communicate their findings in a dissertation of 2,500 to 3,000 words. Candidates must acknowledge sources and include visual evidence as appropriate. Candidates choose an aspect of drama that interests them and carry out independent research. The dissertation allows candidates to demonstrate a depth of knowledge and understanding of influential theatre practitioners and their impact on professional theatre practice and performance theories, processes and practices within the context of their identified performance issue. Candidates must decide on the focus and nature of their dissertation. The performance issue can be the same, different, or a combination of, the production role candidates use in their performance assessment. Candidates may find some appropriate performance material from discoveries made during their own practice; however, the project–dissertation requires candidates to identify alternative perspectives to their own, and to synthesise the evidence from all of their sources to produce a coherent line of argument.

#### ***Assignment (20%)***






Candidates analyse a professional theatrical production and the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production, in an extended response. The analysis could be of a live performance, a live-streamed performance, a recorded ‘live’ theatrical performance or a historical performance. The performance must be a play: it must not be a musical, pantomime, ballet or opera. Candidates must not use the same theatrical production and/or theatre practitioner that they use in their project–dissertation. The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding within a performance analysis context: research and investigate their chosen question within the context of the performance, using sources of information; research a minimum of one theatre practitioner involved in the production from an actor, director, and/or designer; demonstrate knowledge and understanding of theatre practice and the chosen practitioner in relation to the performance; analyse a professional theatrical production in response to the chosen question; structure information and present a well-reasoned argument and conclusion, supported by evidence

#### ***Performance (50%)***

The performance allows candidates to draw on, extend, and apply the skills, knowledge and understanding they have learned during the course. It assesses candidates’ performance concepts from full-length published play(s).

Candidates are assessed in an acting or directing or design role.

Candidates:

-  creatively explore acting or directing or design concepts within the chosen play(s)
-  respond to themes and issues of the chosen play(s)
-  understand and interpret the historical, social, cultural and/or political context of their chosen play(s)
-  use an advanced range of acting or directing or design skills
-  communicate to an audience

## HIGHER DRAMA

### ENTRY REQUIREMENTS

Students would normally have passed

National 5 Drama

National 5 English

In addition, students should be studying/have passed Higher English.

### COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

#### ***Drama Skills***

This area of work will require students to portray a complex character and demonstrate their ability to direct others. Students will develop their directing/characterisation skills and refine drama forms and structures. Students will evidence their ability to apply skills through learning lines, annotating scripts, dramatic commentary and so forth.

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

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

This area will focus on students developing their knowledge of texts and using that as a catalyst to progress their devising, directing and performing skills.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the Higher Drama course and is not optional.

#### ***Drama: Production Skills***

This area of work will require students to demonstrate their ability to design and use production skills. Activities may include devising and/or selecting and/or adapting pieces of set, creating lighting effects, creating live sound effects and making a sound-effects recording, sourcing and/or devising and/or adapting props, selecting and/or adapting pieces of costume, and using and creating effects with stage make-up.

Students will research one dramatic text in its theatrical and historical context by exploring the style, structure, genre and staging of the text. The emphasis of the exploration is from the perspective of a chosen production area as either: an actor or; a director or; a designer.

They will then, within the chosen production area, create and develop a performance concept in preparation for performance. They will apply their knowledge of their production skill as they explore, design and create and present their production concept.

Creating and presenting drama will be required throughout the course in front of an audience.

## **COURSE ASSESSMENT**

### ***Performance (60%)***

The final externally assessed performance has two sections:

Preparation for Performance – this will include research on the chosen text and the processes used to reach their acting or directing or design concept for the performance

Performance – Acting, Directing or Designing.

### ***Question Paper (40%)***

The question paper will have three sections

Section 1 Theatre Production – Text in Context: Relate performance ideas to selected text – how would you respond as an actor/director/designer in an intended production?

Section 2 Theatre Production - Application: Relate performance ideas to selected text – how would you approach challenges as a designer/director

Section 3 Performance Analysis – a detailed analysis of a live production you have seen, different to that of the studied text.

## **NATIONAL 5 DRAMA**

### **ENTRY REQUIREMENTS**

Students would normally have passed

National 4 Drama

National 4 English

In addition, students should be studying/have passed National 5 English.

### **COURSE OUTLINE**

National 5 Drama consists of two main areas of study outlined below:

#### ***Drama Skills***

Students will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. 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. Students 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 students.

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the National 5 Drama course and is not optional.

#### ***Production Skills***

In this area, students will develop a range of production skills. These include Lighting, Sound, Set, Make-up, Costume and Props. They will use these skills to enhance drama when presenting. Students will use problem-solving skills in order to generate ideas for presenting drama.

### **COURSE ASSESSMENT**

There are two externally assessed components – Question Paper and Performance.

#### ***Question Paper (40%)***

The question paper consists of two sections:

Section 1 assesses the candidate's ability to evaluate their own work and the work of others

Section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

Candidates are required to demonstrate knowledge and understanding of both process and performance, based on their work throughout the year. They are expected to use drama terminology throughout.

### ***Performance (60%)***

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course.

The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.

The final externally assessed performance has two sections:

Preparation for Performance – this will include research on the chosen text and the processes used to reach their acting or directing or design concept for the performance

Performance – Acting, Directing or Designing.

## **NATIONAL 4 DRAMA**

### **ENTRY REQUIREMENTS**

Students would normally have passed

National 3/S3 Drama

National 3 English

In addition, students should be studying/have passed National 4 English.

### **COURSE OUTLINE**

National 4 Drama consists of two main units outlined below.

#### ***Drama Skills***

In this Unit, students will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama.

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

Students will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other students.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the National 4 Drama course and is not optional.

#### ***Production Skills***

In this Unit, students will explore and develop production skills. These include Lighting, Sound, Set, Make-up, Costume and Props. They will use these skills to enhance drama when presenting. Students will use problem-solving skills in order to generate ideas for presenting drama.

Drama Performance (Added Value Unit)

Students will draw on and extend their knowledge and apply their production skills in a drama performance. The Unit will focus on the process and product of learning. The performance will be sufficiently open and flexible to allow for personalisation and choice.

### **COURSE ASSESSMENT**

The Drama Skills and Production Skills units will be assessed throughout the year as each task within a unit is evaluated. Evidence will be generated through class work. For the Drama Performance unit the student will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a drama performance. The performance will involve creating and presenting a drama. The overall grade for this course, like other National 4 exams, will be pass/fail at the end of the year.



## **NPA THEATRE ARTS (LEVEL 6)**

### **ENTRY REQUIREMENTS**

Students would normally have passed  
National 5 Drama

### **COURSE OUTLINE**

There are two routes that students can take – NPA Acting & Performance or NPA Technical Theatre

#### ***Acting & Performance***

The NPA in Acting and Performance (SCQF level 6) comprises two mandatory Units. These Units allow the candidates to develop stagecraft, performance skills and awareness of professional theatre.

##### **Drama: Theatre Skills in Performance**

The focus of this Unit is stage craft and performance. Candidates will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides candidates with the opportunity to evaluate their own theatre skills within a production.

##### **Professional Theatre in Context**

In this Unit, candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Candidates will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production. In this Unit, students will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama.

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

#### ***Technical Theatre***








Technical Theatre comprises of 3 units, 2 mandatory and 1 optional from a choice. The Unit Technical Theatre in Context is mandatory and provides an introduction to technical theatre and gives candidates the opportunity to explore technical theatre in the context of a live production. The other mandatory Unit, Theatrical Design, provides the fundamental design skills necessary to combine effectively with any one of the 4 optional Units. The specialist areas in the options are lighting, sound, props and set construction.

### **COURSE ASSESSMENT**

All units, mandatory and optional, will be assessed through continuous assessment, observation of rehearsals, rehearsal logs and portfolios of written evidence. There is no external exam for either award.

# ENGLISH DEPARTMENT

**The English department is offering senior students the following courses this session:**

-  NEW ADVANCED HIGHER ENGLISH
-  HIGHER ENGLISH
-  NATIONAL 5 ENGLISH
-  NATIONAL 4 ENGLISH
-  JOURNALISM NPA LEVEL 6
-  FILM & MEDIA NPA LEVEL 6
-  ESOL LEVEL 5 AND 6

***Curricular Leader - Mrs L Craik-Collins***

# ENGLISH



## careers in english

acting  
editing  
teaching  
advertising  
civil service  
archive work  
broadcasting  
public relations  
human resources  
film/tv production  
travel and tourism

law  
writing  
marketing  
publishing  
web editing  
copywriting  
librarianship  
management  
speech therapy  
film/tv direction  
arts administration

politics  
journalism  
clerical work  
administration  
local government  
classroom support  
proof reading  
film/tv editing  
events management  
information services  
social media marketing



planit

gateway

SQA

mappit



## NEW ADVANCED HIGHER ENGLISH

### ENTRY REQUIREMENTS

An A or B pass at new Higher

Genuine interest in English Literature/Language/Communication/Media

Desire to develop own creative writing skills, perhaps for a career in writing, journalism or the media.

### COURSE OUTLINE

The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### ***Analysis and Evaluation of Literary Texts***

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

Learners will provide evidence of their ability to analyse and evaluate complex and sophisticated literary texts. The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated literary texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction). Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources.

#### ***Creation and Production***

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development. The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect, and critically reflect on the development of their writing.

## COURSE ASSESSMENT

All Units are internally assessed, either on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centre.

### Mandatory Units



#### ***English: Analysis and Evaluation (Advanced Higher)***

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

#### ***English: Creation and Production (Advanced Higher)***

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher English Course, added value will focus on:

-  Challenge
-  Application

The Course assessment will take the form of:

Literary Study	-	SQA exam	-	1.5 hrs	- 20 marks
Textual Analysis	-	SQA exam	-	1.5 hrs	- 20 marks
Portfolio	-	SQA marked	-	30 marks; 15 per essay	

At the moment, the SQA are asking for one piece but the marks are scaled up so essentially one piece is doubled.

Project Dissertation	-	SQA marked	-	30 marks	
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## HIGHER ENGLISH

### ENTRY REQUIREMENTS

An A or B pass at National 5, in conjunction with a teacher's recommendation.

### COURSE OUTLINE

The course is designed to enrich the experience of students through the study of language and literature and to develop the skills of understanding and communication. Students must pass all internal course units, as well as the final examination assessment.

Internal assessment will be covered by one unit:

The candidate must pass an internal assessment of both Listening and Talking skills, meeting the required SQA criteria at this level.

#### ***Portfolio of Writing***

In addition to this, pupils must complete one written piece, either one broadly discursive or one broadly creative. This portfolio is set by the department and conducted under exam conditions for the first draft and supervised conditions in class for further drafting. Preparation will take place both in class and in the student's own time and will involve a wide and varied researching of topic and current materials. Evidence will be submitted to SQA for external marking.

No assessed piece may be redrafted more than twice.

In preparation for the final examination, pupils will study two to three class texts, from the genres of poetry, drama and prose. One of these texts will be the set Scottish text and pupils will be expected to answer 4 or 5 textual analysis questions on an extract/poem presented in the exam. They will then be asked to compare the extract/poem to the rest of the text/another poem by the same poet, in an 8 marker response. The candidates will choose from the remaining two texts and write one full critical response. These texts will be studied in class time, however, it is fully expected that candidates will revise and study their notes/quotations at home from the start of the August term. There may also be readings and practice papers to be undertaken during private study.

### COURSE ASSESSMENT

#### ***Portfolio of Writing***

Marked out of 30 - 30% of overall award.

#### ***Exam***

Reading for Understanding, Analysis and Evaluation: marked out of 30 - 30% of overall award (1hr 30mins)

Critical Reading: marked out of 40 (Scottish set text/20; 1 critical response/20) – 40% of overall award (1hr 30mins)

#### **Internal Assessments**

Listening and Talk – completed in class time, with support from the class teacher.



## NATIONAL 5 ENGLISH

### ENTRY REQUIREMENTS

Strong overall award and performance for Third Level Experiences and Outcomes or evidence of performance at Fourth Level Experiences and Outcomes, or a pass at all components of the National 4 English Course.

### COURSE OUTLINE

The course is designed to enrich the experience of students through the study of language and literature and to develop the skills of understanding and communication. It is a bridging step, developing key skills studied at level 3 Secure and level 4 of Curriculum for Excellence. It is also a course which directly correlates in structure with the new Higher course and can be a stepping stone to this qualification. Students must pass all internal course units, as well as the final examination assessment.

Internal assessment will be covered by one unit:

The candidate must pass an internal assessment of both Listening and Talking skills, meeting the required SQA criteria at this level.

#### ***Portfolio of Writing***

Pupils must complete a folio of two written pieces; one broadly discursive and one broadly creative. This portfolio is set by the department and conducted under some supervision. Preparation will take place mainly in the student's own time. Evidence will be submitted to SQA for external marking. – please remove this and replace with the new version on the Higher page.

No assessed piece may be redrafted more than twice.

In preparation for the final examination, pupils will study two to three class texts, from the genres of poetry, drama and prose. One of these texts will be the set Scottish text and pupils will be expected to answer 4 or 5 textual analysis questions on an extract/poem presented in the exam. They will then be asked to compare the extract/poem to the rest of the text/another poem by the same poet, in ten marker response. The candidates will choose from the remaining two texts and write one full critical response. These texts will be studied in class time, however, it is fully expected that candidates will revise and study their notes/quotations at home from the start of the August term. There may also be readings and practice papers to be undertaken during private study.

### COURSE ASSESSMENT

#### ***Portfolio of Writing***

Marked out of 30 - 30% of overall award

#### ***Exam***

Reading for Understanding, Analysis and Evaluation: marked out of 30 - 30% of overall award  
(1hr)

Critical Reading: marked out of 40 (Scottish set text/20; 1 critical response/20) – 40% of overall award  
(1hr 30mins)

## NATIONAL 4 ENGLISH

### **ENTRY REQUIREMENTS**

Developing or Consolidating overall award and performance regarding Third Level Experiences and Outcomes.

### **COURSE OUTLINE**

Students will complete four mandatory units:

Analysis and Evaluation

Creation and Production

Literacy

Added Value Unit Assignment

### **COURSE ASSESSMENT**

All units are internally assessed on a pass/fail basis. They can be assessed on a unit-by-unit basis or by combined assessment.

#### ***Analysis and Evaluation***

Students will provide evidence of their listening and reading skills, as well as their knowledge of language and their analysis and evaluation skills.

#### ***Creation and Production***

Students will provide evidence of their talking and writing skills and demonstrate the knowledge required to create texts.

#### ***Literacy***

Students will provide evidence of all the above skills, across projects.

#### ***Added Value Unit***

This unit will focus on challenge and application. Students will focus on a topic, research it, plan their written piece and present their findings.



## JOURNALISM NPA LEVEL 6

### ENTRY REQUIREMENTS

- S4 - full Level 3 award, or work at Level 4 in BGE.  
S5/6 - Pass at National 5 English or Media.

### COURSE OUTLINE

The Journalism NPA is an introduction to journalism and is designed to focus on the key journalistic skills of researching and writing. Candidates will study a range of media artefacts before undertaking research, conducting an interview and producing both a feature article and a news article. Internal assessments will take place at appropriate points throughout the course. Pupils can still achieve some of the units, even if they do not pass the full course.

### COURSE ASSESSMENT

All assessment for this course is internal. Candidates will study a minimum of four units.

#### ***Unit 1 - Research and Interview Skills***

Candidates will

- Describe the key elements for journalism research
- Carry out journalism research on given topics using secondary sources.
- Plan and conduct a research interview on a given topic.

#### ***Unit 2 - Feature Writing***

Candidates will

- Investigate the key components of feature articles
- Research and plan a basic feature article for print.
- Produce a basic feature article for print.

#### ***Unit 3 - Page Layout and Design for Print***

Candidates will

- Analyse the basic elements of a range of page layouts.
- Plan a market-related publication for commercial print media in accordance with a given brief.
- Produce a market-related publication for commercial print media in accordance with a given brief.

#### ***Unit 4 - Newswriting for Print***

Candidates will

- Describe the news gathering process.
- Explain the key features of selected print news.
- Produce a basic news story for print.

# MEDIA

## careers in media

editing  
advertising  
web design  
media planning  
copywriting  
marketing  
public relations  
proof reading

retail and sales  
broadcasting  
market research  
administration  
photography  
desktop publishing  
media research  
media presenting

event management  
radio production  
multimedia development  
camera operation  
tv and film production  
web editing  
social media  
digital marketing



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## FILM AND MEDIA NPA 5 and 6

### **ENTRY REQUIREMENTS**

A clear interest in making and studying media, showing evidence of work at National 4 English and a committed and dedicated attitude towards school work and study.

### **COURSE OUTLINE**

#### Level 6

This introduces learners to technical and/or cultural codes and narrative conventions in film through viewing and analysing films or film extracts in a range of film genres. Learners will also gain detailed knowledge and understanding of the film industry and current commercial factors that affect film production and distribution, including funding, marketplace developments and the impact of developments in technology on production, content and audience engagement. The course allows learners to plan, implement and evaluate a media-based project in response to a given brief. The *Creative Project* gives learners the opportunity to put into practice the knowledge and skills they have developed and to further develop key skills such as planning, communication, problem solving and time management. Entry requirements for the course: pass at N5 English/N5 Media/NPA Level 5 Media.

### **COURSE ASSESSMENT**

The internal course assessment will consist of two components: a Film and film Industry Unit and a Creative Project.

In addition, they will be assessed on basic camera operations and basic video editing units, which will be rolled in to the creative project.

#### **Component 1 — Film and Film Industry Unit**

Assessment for this component will be either written or recorded oral evidence.

#### **Component 2 Creative Project**

Assessment for this component will be either written or recorded oral evidence and may also include production of media material.

#### **Choice components**

Assessments for these are varied based on the choices made; some include written or oral recorded evidence, while others require closed book tests.



## ESOL

### Entry Requirements

- This course is ideal for students who have English as an additional language, or are new to English, or who find English more challenging due to their being bilingual.
- Students who have completed ESOL group foundation work, National 2 ESOL and/or National 3 ESOL in S1-S3, with the support of the Support for Learning Department and the Forrester EAL lead teacher.
- Students who have achieved National 4, or National 5 Literacy, but would like to progress further through an ESOL course, as an alternative to the more complex National 5/Higher English courses.
- It is often the case that bilingual students perform much better in ESOL than they do by following the traditional English route.

### Course Outline

The ESOL course is specifically tailored towards bilingualism and allows for the opportunity to achieve SQA qualifications that are recognised in the workplace, by college and by university.

The course content helps to develop functional English to enable students to progress their skills in the following areas: reading; writing; listening; talk, which are skills relevant to future employment and further education.

### Course Assessment

Each course level consists of units and projects of work, focusing on the key areas of reading, writing, listening and talk, that are internally assessed. When studying at the National 5 ESOL and Higher ESOL levels, there is also a final exam at the end of the year, which is externally assessed.

## **GEOGRAPHY DEPARTMENT**

“Geography students hold the key to the world’s problems.”



The geography department is offering senior students the following courses this session:

- Advanced Higher Geography
- Higher Geography
- National 4 and 5 Geography
- National 4 and 5 Travel and Tourism

***Curricular Leader – Mrs A Crawford***



# GEOGRAPHY

## careers using geography

ecology  
meteorology  
climatology  
cartography  
energy engineering  
landscape architecture  
town and country planning

teaching  
surveying  
archaeology  
rural development  
nature conservation  
environmental education  
environmental management

geology  
demography  
geophysics  
travel and tourism  
geographical information  
transport and distribution  
hydromorphology



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## ADVANCED HIGHER GEOGRAPHY



### **ENTRY REQUIREMENTS**

This course is for students who have been successful in Higher Geography (grades A – C) and are interested in progressing into further education after school.

### **COURSE OUTLINE**

Candidates develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Through the study of geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures.

Candidates gain experience of working on their own through the independent study, research, critical thinking, and evaluation skills embedded in the course. Candidates further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

A large part of the course is based on putting together a folio of work. Topics areas are flexible and can cater to all interests. Fieldwork is a fundamental part of this course and there will be a compulsory trip involving river measurements on and in the Water of Leith!

Skills gained are invaluable for success in further education.

## COURSE ASSESSMENT

There are three elements within the course that are assessed. The actual final exam is only worth 30% of the final mark.

Component 1:- Question paper (exam) – 50 marks

Component 2:- Geographical Study – 60 marks

Component 3:- Geographical Issue – 40 marks

The course assessment will be graded A – D.

## CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

advertising	emergency management geographic	media
architecture	information systems financial risk	oil industry work
armed forces	assessor retail management	pollution analyst
banking business management	forestry manager surveyor	renewable energy
cartography	golf course design	transport officer
disaster management	housing manager	urban planning
economic adviser & analyst	landscape architecture	urban regeneration officer
environmental consultancy	landscape management	<b><i>and much more</i></b>
environmental engineer	location analyst	



## HIGHER GEOGRAPHY



Never a day goes by without something geographical in the news. Geography is weather, climate change, deserts, volcanoes, plastic pollution, population,

**“Geography students hold the key to the world's problems”.**

**Michael Palin**

*~Travel television presenter and actor*





### Course Outline

Geography is fast becoming one of the most important subjects to study in a world affected by climate change, increasing natural disaster such as floods, cyclones, earthquakes and volcanoes, and population increase.




By studying geography, you will be able to understand everything that you see around you, from what is going on in the news to how the landscape is formed. It is a subject that looks at both the physical and human side of the world, allowing you to develop the knowledge and skills needed to take on any further education course or job!

In Higher we will build the key skills and knowledge in physical, human, and global issues, some of which are new topics and some which build on what we have looked at at National 5:

#### **Physical Environments:**

Lithosphere (glaciated and coastal landscapes)		Biosphere (soil)	
Atmosphere (global heat budget, circulation cells, ocean circulation, ITCZ)		Hydrosphere (interpreting hydrographs, river landscapes)	

#### **Human Environments:**

Population (population pyramids, migration)		Urban (housing and transport problems in cities)	
Rural (land degradation, land use conflicts)			

#### **Global Issues:**

Climate Change (causes, impacts, strategies)		Development and Health (indicators, malaria)	
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**Application of Geographical Skills:** These skills will challenge you to combine your map skills with analysis of a range of sources to identify the advantages, disadvantages and impacts of a development on an area (for example: the expansion of Heathrow airport).



**Assignment:** This is something you do independently, with guidance from your teacher, and counts towards 27% of your final grade. It develops your ability to carry out independent work and research a geographical topic of your choice.

### Entry Requirements

This course is a natural progression for those who have been successful in National 5 Geography.

The department also welcomes students who did not experience National 5 Geography but would like to study the subject again. In these circumstances, good grades of upper C and above in other Nationals is required. 6<sup>th</sup> year students should have gained Highers in S5.

### Aims of Geography

- Develop an understanding of the key global issues that world faces and what we can do to positively influence them.
- Develop and enhance the key skills needed in any course or career, such as interpreting graphical information, writing reports and the use of digital technology.
- Give you the tools needed to be a responsible citizen in today's world and make a positive impact on the communities around you.

Skills for Learning, Life and Work	Progression
<b>Literacy</b> - reading, writing, listening and talking <b>Numeracy</b> - time measurement, information processing, economic figures <b>Health and Wellbeing</b> - emotional intelligence & resilience, sharing ideas, debating opinions <b>Employability, Enterprise &amp; Citizenship</b> - communication, teamwork, leadership, initiative, social awareness, global citizen <b>Thinking skills</b> - describing, explaining, analysing, evaluating	<ul style="list-style-type: none"> <li>• Advanced Higher Geography</li> <li>• College/university courses (there are many Geography related courses, as well as studying Geography, such as Geology, Environmental Science, Anthropology, Sustainable Development, International Relations and Geographical Information Systems (GIS))</li> <li>• National &amp; Higher in other Social Subjects &amp; Science</li> </ul>

## Course Assessment

There will be internal assessments throughout the year.

**Added Value Assignment** - This is worth 27% of the final mark and is based on a fieldwork project. This will be assessed in school under strict exam conditions. Attendance for this is compulsory and a medical certificate is required for absence.











**External Exam** - This now consists of two papers worth 160 marks in total:

- **Paper 1** - 100 Marks - 46% of final grade
- **Paper 2** - 60 Marks - 27% of final grade

The course assessment will be graded A - D.

## Careers in Geography

Geography can lead to many career opportunities - it is the perfect subject to study whether you know what you want to do or not. Every employer wants an employee who is aware of the social and environmental issues that impact us all! Some examples include:

 Humanitarian aid work	 Retail management
 Environmental engineer	 Renewable energy
 Landscape architect	 Media
 Banking & financial services	 Armed Forces
 Business manager	 Emergency management

To see more check out - <https://forrestersocsubs.blogspot.co.uk/p/s3.html>

## NATIONAL 4 AND 5 GEOGRAPHY



Never a day goes by without something geographical in the news. Geography is weather, climate change, deserts, volcanoes, plastic pollution, population, poverty and disease. That is why it is one of THE most important subjects to study.

**“Geography students hold the key to the world's problems”.**

**Michael Palin**

***~Travel television presenter & actor***





### Course Outline

Geography is fast becoming one of the most important subjects to study in a world affected by climate change, increasing natural disaster such as floods, cyclones, earthquakes and volcanoes, and population increase.




By studying geography, you will be able to understand everything that you see around you, from what is going on in the news to how the landscape is formed. It is a subject that looks at both the physical and human side of the world, allowing you to develop the knowledge and skills needed to take on any further education course or job!

In National 4/5 we will build the key skills and knowledge in physical, human, and global issues, learning about a range of different topics:

#### **Physical Environments:**

Glaciated Landscapes		Coastal Landscapes	
Land Use in a Glaciated Landscapes		Weather	

#### **Human Environments:**

Population and Development		Urban	
Rural			

#### **Global Issues:**

Environmental Hazards		Health	
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## Geographical Skills:



These are a range of map and graph reading skills that you will use in a number of the topics, as well as the assignment. This will include reading an OS map; being able to give grid references, interpret contour lines and analyse map symbols.

## Assignment:



This is something you do independently, with guidance from your teacher, and counts towards 20% of your final grade. It develops your ability to carry out independent work and research a geographical topic of your choice.

## Entry Requirements

These courses are ideal for students who have enjoyed their learning in S2 and S3 Geography. They build on knowledge gained which leads to a qualification at either National 4 or 5 level. Students should have attained a National 4 or 5 pass in any Social Subject for Level 5. It is recommended they have studied Geography up to the end of S3 but not compulsory.

## Aims of Geography

- Develop an understanding of the key global issues that world faces and what we can do to positively influence them.
- Develop and enhance the key skills needed in any course or career, such as interpreting graphical information, writing reports and the use of digital technology.
- Give you the tools needed to be a responsible citizen in today's world and make a positive impact on the communities around you.

Skills for Learning, Life and Work	Progression
<b>Literacy</b> – reading, writing, listening and talking <b>Numeracy</b> – time measurement, information processing, economic figures <b>Health and Wellbeing</b> – emotional intelligence & resilience, sharing ideas, debating opinions <b>Employability, Enterprise &amp; Citizenship</b> – communication, teamwork, leadership, initiative, social awareness, global citizen <b>Thinking skills</b> – describing, explaining, analysing, evaluating	<ul style="list-style-type: none"><li>• National 5 (if doing Nat 4)</li><li>• Higher Geography</li><li>• College/university courses (there are many Geography related courses, as well as studying Geography, such as Geology, Environmental Science, Anthropology, Sustainable Development, International Relations and Geographical Information Systems (GIS))</li><li>• National &amp; Higher in other Social Subjects &amp; Science</li></ul>

## Course Assessment

The course assessment is based on:











- Question paper exam which is out of 80 marks
- Assignment (Added Value Unit) which is worth 20 marks.

The course assessment will be graded A – D.

At National 4 level it is assessed by the teacher. Unit assessments are required to be completed throughout the year for National 4 students or for those entered for Unit passes for National 5.

## Careers in Geography

Geography can lead to many career opportunities - it is the perfect subject to study whether you know what you want to do or not. Every employer wants an employee who is aware of the social and environmental issues that impact us all! Some examples include:

 Humanitarian aid work	 Retail management
 Environmental engineer	 Renewable energy
 Landscape architect	 Media
 Banking & financial services	 Armed Forces
 Business manager	 Emergency management

To see more check out - <https://forrestersocsubs.blogspot.co.uk/p/s3.html>

## NATIONAL 4 AND 5 TRAVEL AND TOURISM



CC <https://pixabay.com/en/tour-packages-travel-tourism-1180673/>

### **ENTRY REQUIREMENTS**

Students should have one of the following: -

English at National 4 level or above

A National 4 or 5 in a Social Subject would be preferable but not essential

Anyone with an interest in Travel and Tourism

### **COURSE OUTLINE**

This course is aimed at students who would like to work in the travel industry or in tourism. It is also suitable for any student who is interested in personal travel. The course has a skills for work focus and is intended to get students thinking about employment opportunities now and in the future. We have had some students who have pursued travel, tourism and hospitality this as a career option when leaving school and have been very successful. Some students have gained modern apprenticeships with travel companies or employment at the airport to name a few successful examples. The course is also intended to give students life skills that they need when leaving Forrester for the outside world and applying for jobs.

Travel and Tourism can be studied further at college and university level.

There are 4 units in the course at both National 4 and 5 level: -

#### **TRAVEL AND TOURISM: - EMPLOYABILITY**

This looks at what employers look for in people applying for jobs in the travel and tourism industry and what careers are available. It also involves planning for employment in a particular travel and tourism job.

#### **TRAVEL AND TOURISM: - CUSTOMER SERVICE**

This is learning about how to deal with the needs of customers. It involves learning communications skills, marketing and how to deal with issues and problems when they arise.

#### **TRAVEL AND TOURISM: - SCOTLAND**

In this unit, students will gain knowledge of holiday destinations and attractions in Scotland and be able to advise customers on suitable holiday itineraries. It also looks at the issues and impact of tourism in Scotland.

## **TRAVEL AND TOURISM: - UK AND WORLDWIDE**

This unit will give students good knowledge of destinations in the UK, Europe and long haul countries.

*More information is available on request from Social Subjects staff.*

## **COURSE ASSESSMENT**

To be successful in the course, students must be able to pass all the unit outcomes.

There is no external exam and this course is completed on a pass/fail basis. It is NOT graded.

## **CAREER/EMPLOYMENT OPPORTUNITIES**

This course and qualification could lead to

events management	hospitality industry jobs	travel agent work
flight attendant	tour guide	outdoor activities manager
holiday rep	tourist information manager	<b><i>and much more!</i></b>
hotel or resort management	tour manager	



# HISTORY DEPARTMENT

**The History department is offering senior students the following courses this session:**

 HIGHER HISTORY

 NATIONAL 4 & 5 HISTORY

## ***Why study history?***

History is the study of the past; the events and people that have shaped our world today. It continues to be one of the most popular subjects studied by Scottish students.

The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future. It is also important now more than ever that the history we learn is inclusive and takes into account a wider range of voices from the past.

History students develop skills in extended and analytical writing, explaining historical developments and events, evaluating sources and drawing conclusions. These are all skills that are valued in further education and by employers in a wide range of careers.

***Curricular Leader – Mrs A Crawford***

# HISTORY



## careers using history

politics  
genealogy  
library work  
anthropology  
archive work  
administration

tourism  
sociology  
publishing  
teaching  
civil service  
cultural heritage

law  
journalism  
archaeology  
restoration work  
diplomatic service  
museum work



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## HIGHER HISTORY

### ENTRY REQUIREMENTS

National 5 History (A-C) or any other Social Subject at National 5 or Higher, at the discretion of the Curricular Leader. A National 5 English pass is also advisory for the literacy requirements of the course.

### COURSE OUTLINE

The Higher Course covers three areas:

-  Migration and Empire 1830-1939; Population movement and social and economic change in Scotland and abroad between 1830 and 1939.
-  Britain – 1851-1951; Development of the UK into a modern democracy and the development of the role of the state in the welfare of its citizens.
-  Appeasement and the Road to War, 1919-1939; Fascist foreign policy after 1933 and the reactions of the democratic powers to it. The development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939.

### COURSE ASSESSMENT



#### ***The Assignment***

The Assignment is an extended essay, worth 30 marks and represents 27% of the overall course award. This is a mandatory aspect of the course and is completed in one hour & 30 minutes, under exam conditions.



#### ***Exam***

The final exam assesses source analysis (36 marks) and extended writing skills (44 marks) in two assessments.

### CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

Administration  
Anthropology  
Archaeology  
Archive Work  
Civil Service  
Culture heritage

Diplomatic service  
Genealogy  
Journalism  
Law  
Museum work  
Politics

Publishing  
Restoration work  
Teaching  
Tourism  
Sociology

## NATIONAL 4/5 HISTORY

### ENTRY REQUIREMENTS

It is recommended students have studied History in S3. S5/6 students who have studied any other Social Subject at National 5 will also find National History accessible.

### COURSE OUTLINE

National 4/5 History covers three topics:

#### **Scottish: The Era of the Great War, 1910-1928**

A study of the experiences of Scots in the Great War and its impact on life in Scotland.

#### **British: The Atlantic Slave Trade 1770-1807**

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

#### **European and the World: Hitler and Nazi Germany, 1919-39**

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

### COURSE ASSESSMENT

National 4 is assessed internally with end of unit assessments. Students will also be required to complete an Added Value Unit with support and guidance from the class teacher.

National 5 is assessed using an Assignment and the final exam. The Assignment (20 marks) is completed in school, under exam conditions and then uplifted by the SQA for external marking.

The final exam Question Paper (80 marks) assesses content across all three units of study on both knowledge & understanding, as well as source analysis skills questions.

### CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to




Administration  
Anthropology  
Archaeology  
Archive Work  
Civil Service  
Culture heritage

Diplomatic service  
Genealogy  
Journalism  
Law  
Museum work  
Politics

Publishing  
Restoration work  
Teaching  
Tourism  
Sociology  
***and much more***

# HOME ECONOMICS DEPARTMENT

**The Home Economics Department is offering senior students the following courses this session:**

-  NATIONAL 5 – HOSPITALITY – PRACTICAL COOKERY
-  NATIONAL 5 – HOSPITALITY – PRACTICAL CAKE CRAFT
-  NATIONAL 4/5 – EARLY LEARNING AND CHILDCARE

***Curricular Leader – Mr Carter***

## NATIONAL 5 HOSPITALITY

### PRACTICAL COOKERY

#### **ENTRY REQUIREMENTS**

Entrants will be considered following discussion with the faculty.

Attendance is essential as this course has continual assessment throughout the academic year. It is beneficial if you have taken part in a Home Economics course previously, demonstrating your progression.

#### **COURSE OUTLINE**

##### **Why study Hospitality: Practical Cookery?**

Healthy, tasty food is crucial to our wellbeing. The course will suit you if you love food and cooking and want to develop your skills in this area.

Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers, including working in hotels and restaurants, the health sector and the food industry.

##### **What will I study?**

This course is practical and relevant to the world of work. You will develop your skills in choosing ingredients, preparing dishes and presenting them appropriately. You will learn more about the importance of safety and hygiene when preparing and presenting food.

#### **COURSE ASSESSMENT**

2 ½ hour practical assessment producing a 3 course meal.

2 hour written assessment for time plan, along with an annotated detailed drawing for service of food.

45 minutes written assessment during SQA diet.

Students will draw on their knowledge; understanding and skills developed across the course, students will produce a three-course meal for four people within a set time scale.

Students will have an opportunity to sit the REHIS Hygiene Certificate recognized by the food industry.

## **NATIONAL 5 HOSPITALITY**

### **PRACTICAL CAKE CRAFT**

#### **ENTRY REQUIREMENTS**

New entrants will be considered after discussion with the faculty.  
Attendance is necessary as this course has continual assessment.  
Previous courses within the department demonstrating progression are beneficial.

#### **COURSE OUTLINE**

##### **Why study Hospitality: Practical Cake Craft?**

This course will teach you how to plan, prepare and bake cakes that look good, taste good and are safe to eat. Baking and decorating cakes will suit you if you enjoy using art and design skills in a creative and practical way.

Cake production is part of the Scottish hospitality industry, which is vibrant and growing. The course is a springboard for a range of careers in the hospitality industry, which employs a significant proportion of the nation's workforce.

##### **What will I study?**

The course is practical and relevant to the world of work. You will learn how to research recipes, trends and designs, and experiment with recipes, cake designs and finishing techniques. You will also learn how to interpret a design brief to create your own innovative cakes and biscuits.

#### **COURSE ASSESSMENT**

45-minute written assessment during SQA Summer examinations. Students are assessed in all practical lessons; therefore, good attendance is essential.

The external assessment will be a Practical Assignment, which has three stages: planning, developing and evaluating. The final examination will always be externally assessed, in either February or May and these cakes are retained within school until verification is finalised.

All written work and final annotated designs are sent to SQA for external examination.

# National 4/5 – Early Learning and Childcare

## Entry requirements

New entrants will be considered after discussion with Faculty

Good attendance





Previous courses within the department demonstrating progression

## Course Outline




### Why study Early Education and Childcare?

Educating or caring for young children is a very rewarding career. You are in a position to develop and enhance the lives of children and young people, and your enthusiasm will sow seeds which can grow right through life!

Early Education and Childcare offers good opportunities for students who enjoy:

-  Working with children
-  Communicating with others
-  Organising activities
-  Using their imagination

You will complete 3 mandatory units within the course:

-  Development and Wellbeing of Children and Young People
-  Play in Early Learning and Childcare
-  Working in Early Learning and Childcare

Your teacher will also select one further optional unit to study within the course.

### Course Assessment

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

The Units are internally assessed by centres and externally verified by SQA.



# MATHEMATICS DEPARTMENT

**The Mathematics Department is offering senior students the following courses this session:**



ADVANCED HIGHER MATHEMATICS



HIGHER MATHEMATICS



HIGHER APPLICATIONS OF MATHEMATICS



NATIONAL 5 MATHEMATICS



NATIONAL 5 APPLICATIONS OF MATHEMATICS



NATIONAL 4 MATHEMATICS



PERSONAL FINANCE LEVEL 4, 5 AND 6

***Curricular Leader - Mrs S Batten***

# MATHEMATICS

$\sqrt{\quad}$   $\infty$   $>$   $+$   $\approx$   $=$   $\pm$   $\times$   $-$

## careers in mathematics

actuarial work  
construction  
accountancy  
economics  
pharmacy  
administration  
engineering  
retail and sales  
air traffic control  
industrial design  
ophthalmics and orthoptics

science  
architecture  
insurance  
software development  
astronomy  
investment analysis  
sound technology  
banking  
management  
statistics  
bookmaking

market research  
stockbroking  
buying  
meteorology  
surveying  
clerical work  
medical technology  
teaching  
computer games design  
network management  
transport and logistics



planit 

gateway

 SQA

mappit 



## ADVANCED HIGHER MATHEMATICS (NEW)

### ENTRY REQUIREMENTS

Higher Maths qualification at A/B level

### COURSE OUTLINE

Advanced Higher Maths is most suitable for those who have a passion and keen enjoyment of the subject and wish to pursue a career or university course involving mathematics.

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

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

The course consists of three units:

#### ***Methods in Algebra and Calculus***

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### ***Applications of Algebra and Calculus***

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### ***Geometry, Proof and Systems of Equations***

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

## HIGHER MATHEMATICS

### ENTRY REQUIREMENTS

National 5 Maths qualification at A/B level

### COURSE OUTLINE

Higher Maths is most suitable for students that have an interest in mathematics and enjoy solving mathematical problems and would like to pursue a career in Maths, Science, Engineering, Computing or Business.

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

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

The course consists of three units:

#### ***Expressions and Formulae***

The general aim of this unit is to develop knowledge and skills that involve manipulation of expressions, the use of vectors and the study of mathematical function. The outcomes cover aspects of algebra, geometry, trigonometry, skills in mathematical reasoning and modelling.

#### ***Relationships***

To develop knowledge and skills that involve solving equations and to introduce differential and integral calculus. The outcome covers algebra, geometry, calculus and skills in mathematical reasoning and modelling.

#### ***Applications***

To develop knowledge and skills that involve geometric applications, sequences and calculus.

### COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

In addition to this students can also achieve 3 unit passes at level 6.

## **HIGHER APPLICATIONS OF MATHEMATICS**

### **ENTRY REQUIREMENTS**

National 5 Maths qualification at A/B level (In either Maths or Applications of Maths)

### **COURSE OUTLINE**

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

The course aims to:

- ◆ equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas
- ◆ develop candidates' financial literacy in real-life contexts
- ◆ show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information
- ◆ develop candidates' mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations
- ◆ develop candidates' range of mathematical skills so that they can analyse, interpret and present data and numerical information
- ◆ provide candidates with the skills to appraise quantitative information critically, considering modelling or statistical assumptions

### **COURSE ASSESSMENT**

To gain an award the student must pass a final external exam AND complete a statistical project.

## NATIONAL 5 MATHEMATICS

### ENTRY REQUIREMENTS

National 5 Applications of Maths or National 4 Mathematics pass, where students have shown the potential required to study at National 5 level.

If you are unsure whether you should pick National 5 Maths or National 5 Applications of Maths, please seek advice from your Maths teacher or Mrs Batten.

### COURSE OUTLINE

The National 5 course is most suitable for those with an interest in problems solving and learning complex models of mathematical situations.

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

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

The course consists of three units:

#### ***Expressions and Formulae***

Students develop skills linked to mathematical expressions and formulae across number, algebra, geometry and reasoning.

#### ***Relationships***

Students solve and manipulate equations, work with graphs and carry out calculations on the lengths and angles of shapes.

#### ***Applications***

In this unit students investigate the applications of mathematics within real-life contexts using trigonometry, geometry, number processes and statistics.

### COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

In addition to this students can also achieve 3 unit passes at level 5 + an additional National 5 Numeracy unit.



## NATIONAL 5 APPLICATIONS OF MATHEMATICS

### ENTRY REQUIREMENTS

National 4 Mathematics pass, where students have shown the potential required to study at National 5 Applications of Mathematics level.

If you are unsure whether you should pick National 5 Maths or National 5 Applications of Maths, please seek advice from your Maths teacher or Mrs Batten.

### COURSE OUTLINE

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

The course consists of six sections:

#### ***Numeracy Skills***

Carrying out calculations; selecting appropriate units; recording and interpreting measurement

#### ***Financial Skills***

Income, budgeting, best deals, currency conversion, calculating interest

#### ***Statistical Skills***

Investigating risk, drawing graphs, comparing data,

#### ***Measurement Skills***

Scale drawing, bearings, efficient container packing, time management and precedence tables, effects of tolerance

#### ***Geometric Skills***

Gradient, composite shapes, volume of solids, Pythagoras' Theorem

#### ***Graphical Data and Probability Skills***

Reading charts, graphs and tables and interpreting their data, probability

### COURSE ASSESSMENT

To gain an award the student must pass a final external exam. In addition to this students can also achieve 3 unit passes at level 5.

### PROGRESSION

Students passing National 5 Applications of Maths in S4 could progress to National 5 Maths in S5, and potentially Higher Maths in S6. There is no direct progression from National 5 Applications of Maths to Higher Maths. For further information, please consult your Maths teacher or Mrs Batten.

## NATIONAL 4 MATHEMATICS

### ENTRY REQUIREMENTS

National 3 Mathematics Lifeskills or experience at CfE Level 3/4.

### COURSE OUTLINE

The course is most suitable for those who wish to continue with maths but want to consolidate the learning undertaken in 3rd year. The course covers a variety of everyday problem solving and algebraic manipulations which are necessary for further study of maths.

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.

This course will develop Mathematical skills for further learning, as well as skills for life and work. The course consists of three units:

#### ***Expressions and Formulae***

The outcomes of this unit cover aspects of algebra, geometry, statistics and reasoning.

#### ***Relationships***

In this unit students will be expected to solve equations, understand graphs and work with trigonometric ratios.

#### ***Numeracy***

The general aim of this Unit is to develop students' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

### COURSE ASSESSMENT

Each unit includes an end of unit assessment.

The course includes an added value assessment which covers all aspects of learning across the three units.

There is no external examination at the end of the course.



## PERSONAL FINANCE LEVEL 4, 5 AND 6

### ENTRY REQUIREMENTS

National 3, 4 or 5 Applications of Mathematics. Or if you'd like extra experience of finance in the real world.

### COURSE OUTLINE

The course is most suitable for those who wish to continue with maths but want to experience something different and related to real life. The course covers a variety of everyday problem solving and interpretation of Excell spreadsheets.

These units are aimed at learners who will benefit from an understanding of the basic aspects of personal finance. Although there will be some calculations required in this unit, it will focus more on understanding the principles of good planning in personal finance and developing an understanding of the way money can be stored and moved, saved and spent in a safe and sensible manner by individuals.

This course will develop Numerical skills for further learning, as well as skills for life and work. The course consists of three units at both levels.

#### ***Money Management***

This Unit focuses on managing your money. It will help you to prepare to deal with bills and budgeting. You will look at costs involved with borrowing money. You will consider insurance and long term financial planning. You will look at different ways of buying goods and how to compare different deals.

#### ***Principles of Money***








This Unit focuses on opportunities to explore basic financial encounters. It will help you gain a better understanding of what 'money' is and where it comes from. The Unit will help you to understand sources of income and how to store and access your money. It will help you to understand how to use a budget and understand foreign exchange.

### COURSE ASSESSMENT

To achieve each of these awards, learners must pass two end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system). There is no external examination at the end of the course.

# MODERN LANGUAGES DEPARTMENT

The Modern Languages department is offering senior students the following courses this session:

-  NATIONAL 4 FRENCH
-  NATIONAL 4 SPANISH
-  NATIONAL 5 FRENCH
-  NATIONAL 5 SPANISH
-  HIGHER FRENCH
-  HIGHER SPANISH
-  LEVEL 5 MODERN LANGUAGES FOR LIFE AND WORK



**Languages  
Work**

*Curricular Leader - Mrs P Hastings*

# MODERN LANGUAGES



Bruschetta con  
pomodoro  
e mozzarella olive  
basilico olio  
parmigiano  
Fettuccine con basilico  
Bufala pachino  
Insalata mista  
Calle e tozzetti €12.00

Bruschetta con  
pachino  
Bucatini alla

Bruschetta con  
pachino  
Tortellini

## careers in modern languages

hospitality  
retailing  
interpreting  
finance  
local government  
journalism  
customs and immigration

translating  
law  
civil service  
airline cabin crew  
publishing  
transport and distribution  
broadcasting

travel and tourism  
teaching  
diplomatic service  
catering  
importing/exporting  
call centre work  
marketing and sales



planit 

gateway

 SQA

mappit 



## NATIONAL 4 FRENCH / SPANISH





### ENTRY REQUIREMENTS

Students who are currently working at Level 3 of CfE in S3 will progress to National 4 in S4.

### COURSE OUTLINE




National 4 Modern Languages further develops language skills in the real life contexts of Society, Learning, Employability and Culture. Learning a language enables students to make connections with different people and their cultures and to play a fuller part as global citizens. The study of a language contributes to the development of cultural awareness and enables students to communicate directly with people from different cultures. The course encourages students to communicate, be critical thinkers and be creative. Knowledge of a foreign language is a great asset in the modern day workplace.

This course offers students opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable students to develop the ability to:

-  Read, listen and talk in a modern language
-  Understand and use a modern language
-  Apply knowledge of a modern language
-  Plan, research and apply language skills

The practice and use of these skills aim to develop: employability, enterprise, citizenship and thinking skills.

The Course is made of 3 units:

-  Modern Languages: Understanding Language
-  Modern Languages: Using Language
-  Modern Languages: Added Value Unit - Assessment

### COURSE ASSESSMENT

All three Units are internally assessed on a pass / fail basis within centres

## NATIONAL 5 FRENCH / SPANISH

### ENTRY REQUIREMENTS




Students who are currently working at Level 4 of CfE in S3 will progress to National 5 in S4.

### COURSE OUTLINE

This course provides candidates with opportunities to continue to acquire and develop skills for learning, skills for life and skills for work. The course provides students with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life: to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information. Foreign language skills are often highly regarded in the workplace of today.



This course offers students opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable students to develop the ability to:

-  Read, listen and talk in a modern language
-  Understand and use a modern language
-  Apply knowledge and understanding of a modern language

Students will develop broad, generic skills which will encourage employability, enterprise, citizenship and thinking skills.

This Course is made of 2 units

-  Modern Languages: Understanding Language
-  Modern Languages: Using Language

### COURSE ASSESSMENT

There is a combination of an internally completed Writing Assignment, which is marked by the SQA, an internally assessed Speaking Presentation and Conversation in March, and external course assessment in May.

## HIGHER FRENCH/SPANISH

### ENTRY REQUIREMENTS

Students who have passed the National 5 FRENCH/SPANISH Course at A or B.

#### *The relevance of Modern Languages*



Nowadays many employers feel that knowledge of another language is an important skill in the modern workplace. We live in a multilingual world and must take account of other languages and cultures.

Our economic wealth depends on trade and knowledge of languages allows us to compete in the global marketplace. Furthermore, countless university courses offer the possibility to study abroad. Learning another language also opens a window to another culture.

Finally, while learning a foreign language we are acquiring concepts, skills and habits that make acquiring other foreign languages much easier and these life skills are highly valued by employers.

### COURSE OUTLINE

The course consists of two units:

-  Understanding Language
-  Using Language

Higher Modern Languages provides learners with the opportunity to develop their skills in listening and talking, reading and writing, and to further develop an understanding of how language works.

The areas of study are the real life contexts of Society, Learning, Employability and Culture.

### COURSE ASSESSMENT

There is a combination of an internally completed Writing Assignment, which is marked by the SQA, an internally assessed Speaking Conversation in March, and external course assessment in May.

## LEVEL 5 MODERN LANGUAGES FOR LIFE AND WORK

### ENTRY REQUIREMENTS





Students who have passed the National 3 or National 4 Unit Assessments in either French or Spanish. Or who have completed National 5 in French or Spanish and wish to pick up the other language.

### COURSE OUTLINE

The Modern Languages for Life and Work Award at SCQF level 5 will develop knowledge and skills in areas such as society, culture and employability. Learners can specialise in one or two modern languages. Foreign language skills are often highly regarded in the workplace of today.




This course offers students opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable students to develop the ability to:

-  Read, listen and talk in a modern language
-  Understand and use a modern language
-  Apply knowledge and understanding of a modern language
-  Learn about and develop leadership skills

This qualification covers areas such as communication, self-awareness, confidence, leadership and independent learning.

This Course is made of 3 units

-  Modern Languages for Life
-  Modern Languages for Work
-  Leadership

### COURSE ASSESSMENT

There is no final exam for this Award. The award is made up of internally completed Unit Assessments across the different units and skills of Reading, Writing, Listening and Talking.


# MODERN STUDIES DEPARTMENT

**The Modern Studies Department is offering senior students the following courses this session:**

 ADVANCED HIGHER MODERN STUDIES

 HIGHER MODERN STUDIES

 HIGHER SOCIOLOGY

 NATIONAL 4/5 MODERN STUDIES

***Curricular Leader – Mrs Crawford***



# MODERN STUDIES

## careers using modern studies

police  
banking  
politics  
marketing  
community work  
welfare rights  
trade union work  
broadcasting and media

law  
teaching  
economics  
journalism  
social work  
administration  
management  
charity work

sociology  
fundraising  
civil service  
anthropology  
social sciences  
clerical work  
local government  
information/advice work



find out more at

[planitplus.net](https://planitplus.net)





# A JOURNEY IN MODERN STUDIES

Welcome



**S1**

Citizen Me!



Human Rights

Pressure Groups project



North Korea

The Stans

Democracies vs. Dictatorships



**S2**

Causes of Terrorism



Consequences of Terrorism



The Rise & Islamic State

Terrorism

COBRA Assessment



PRIDE

Poverty & Injustice



**S3**

A United Kingdom?  
(inequality in the UK)



Race & Ethnicity



Gender Inequality

The Migrant Crisis



What is deviance?



How do we catch a criminal?



Responses to Crime



Crime & Deviance



Subcultures

Dictators & Terrorists



Global Inequality

Power & Status

**N**

Crime & the Law

Consequences of Crime



The Courts & Legal System



The Prison System

Alternative Punishments

Assignment



Causes of Crime

The Police



Powers of MSPs & First Minister

Devolved Democracy

Research Skills & AVU



Power in the World

Power in the UK

US Political System



Wealth Inequality



**H**

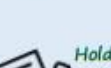
The USA

Democracy in Scotland

Inequality in the USA



International Influence



Racial Inequality

US Political System



Health Inequality



Gender Inequality



Social Inequality

Democracy in the UK

The USA



Inequality in the USA



Voting Behaviour



Scotland's Future



**AH**

Crime, Law & Order

Criminology



Dissertation

Punishments



Sociology  
History

Politics  
Philosophy

Criminology  
Psychology

RMPS  
Geography



## ADVANCED HIGHER MODERN STUDIES

### ENTRY REQUIREMENTS

Prior study of Modern Studies not essential but is highly recommended. You should have achieved, or are predicted to achieve, a strong pass in Higher English or a strong pass at Higher in another Social Subject. You can discuss your options with any Social Subjects teacher.

### COURSE OUTLINE

#### Unit 1: Understanding Criminal behaviour

- ✓ Definitions, measurements, and perceptions of crime.
- ✓ Biological and psychological causes of criminal behaviour.
- ✓ Sociological and economic causes of criminal behaviour.
- ✓ The impact of crime on groups in society.



#### Unit 2: Responses to Crime

- ✓ Theories behind punishment of criminals.
- ✓ The prison system in the UK, the USA, and beyond.
- ✓ Alternative punishments in the UK, the USA, and beyond.
- ✓ Other methods to reduce crime including the police.

#### Unit 3: Research Methodology

- ✓ Qualitative research methods to research crime.
- ✓ Quantitative research methods to research crime.
- ✓ Testing the reliability of evidence.
- ✓ Arguing the advantages and disadvantages of research methods.



#### Unit 4: Advance Higher Dissertation



- ✓ Dissertation project on an aspect of the course.
- ✓ Analysing and evaluating theme within criminology.
- ✓ Comparing crime in the UK with international examples.
- ✓ Synthesising evidence to support and sustain an argument.

## COURSE ASSESSMENT


### Advanced Higher

- Question Paper (60% of final grade – 3-hour SQA examination).
  - 2x extended essay responses from a choice of questions.
  - Marks are awarded based on your depth of knowledge, and your level of analysis, evaluation, synthesis, and comparisons.
  - 2x source question extended responses.
  - Marks are awarded based on your depth of analysis, evaluation, and linking of real-world examples to hypothetical research scenarios.
- Dissertation Project (40% of final grade - research your chosen topic then write report for SQA)
  - Your report should identify a relevant criminology issue.
  - You will explore two or three themes relevant to this issue and include international comparisons throughout.
  - You will evaluate the reliability of your own research including the sources you used.

### PROGRESSION ROUTES:

-  Another social science course – Higher Politics, NPA Criminology, Nat 5/Higher Sociology, Nat 5/Higher Psychology.
-  Another social subject course - History, Geography, RMPS, Philosophy, Travel & Tourism, People in Society.

### COLLEGE & UNIVERSITY COURSES:

-  Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

## CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:

- |  |  |   |
|--|--|---|
|  Anthropology           |  Journalism       |  Politics         |
|  Banking                |  Fundraising      |  Prison Officer   |
|  Broadcasting and Media |  Law              |  Social Sciences  |
|  Charity Work           |  Local Government |  Social Work      |
|  Civil Service          |  Marketing        |  Teaching         |
|  Community Work         |  Management       |  Trade Union Work |
|  Economics              |  Police           |  Welfare Rights   |

## HIGHER MODERN STUDIES

### ENTRY REQUIREMENTS

No prior study of Modern Studies is needed. It is recommended that you have achieved, or are predicted to achieve, at least National 5 English or a strong pass in another Social Subject. You can discuss your options with any Social Subjects teacher.

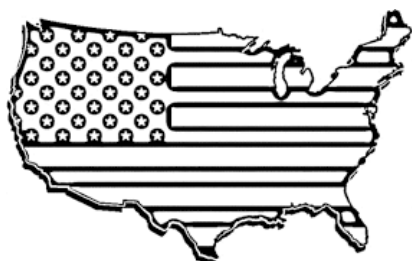
### COURSE OUTLINE

#### Unit 1: Inequality in the UK

- ✓ Causes of poverty and inequality.
  - ✓ Causes of health inequality, including mental health.
  - ✓ Gender and sexuality issues.
  - ✓ Discrimination and racism against minorities.
  - ✓ Government failures to address poverty and inequality.
  - ✓ The role of charities and voluntary groups.
- Skills focus – testing reliability.



#### Unit 2: World Powers – The USA!



- ✓ The political system in the USA.
  - ✓ The rights Americans have including gun ownership.
  - ✓ Racial inequalities in the USA.
  - ✓ Crime in the USA and its impact.
  - ✓ Poverty in the USA and its impact.
  - ✓ Government responses to inequality.
- Skills focus – supporting and opposing evidence.

#### Unit 3: Democracy in Scotland & the UK

- ✓ The Independence debate – yes or no?
  - ✓ The influence of the media and other groups.
  - ✓ The Powers of the Government and Prime Minister.
  - ✓ Influences on voting behaviour.
  - ✓ Voting and electoral systems.
- Skills focus – drawing conclusions.






## COURSE ASSESSMENT


### Higher

- Question Paper 1 (47% of final grade – 1h 45m SQA examination).
  - 3x extended essay responses from a choice of questions.
  - Marks are awarded based on your depth of knowledge, and your level of analysis and evaluation.
- Question Paper 2 (25% of final grade – 1h 15m SQA examination).
  - 3x enquiry skills analysis responses – no choice of questions.
  - Marks are awarded based on your ability to analyse information, link evidence, and make evaluative judgements.
- Assignment (28% of final grade - research your chosen topic then write report for SQA)
  - Your report should identify a political, social, or international issue.
  - You will explore two or three solutions to this issue, providing evidence, analysis, and evaluative comments.
  - You will evaluate the reliability of your own research including the sources you used.

### PROGRESSION ROUTES:

-  Advanced Higher Modern Studies.
-  Another social science course – Higher Politics, NPA Criminology, Nat 5/Higher Sociology, Nat 5/Higher Psychology.
-  Another social subject course - History, Geography, RMPS, Philosophy, Travel & Tourism, People in Society.

### COLLEGE & UNIVERSITY COURSES:

-  Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

## CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:

- |  |  |   |
|--|--|---|
|  Anthropology           |  Journalism       |  Politics         |
|  Banking                |  Fundraising      |  Prison Officer   |
|  Broadcasting and Media |  Law              |  Social Sciences  |
|  Charity Work           |  Local Government |  Social Work      |
|  Civil Service          |  Marketing        |  Teaching         |
|  Community Work         |  Management       |  Trade Union Work |
|  Economics              |  Police           |  Welfare Rights   |

***and the further study of Social Subjects, Politics, International Relations, Sociology, Criminology, Law and Public Policy.***

# HIGHER SOCIOLOGY

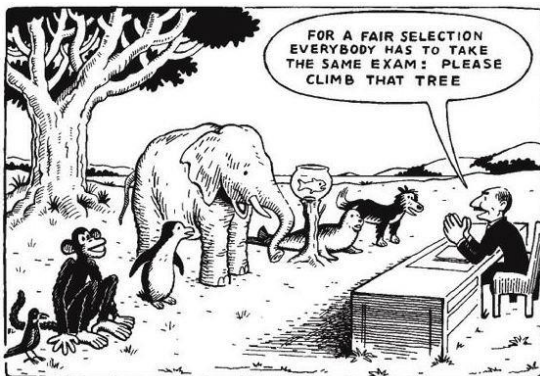
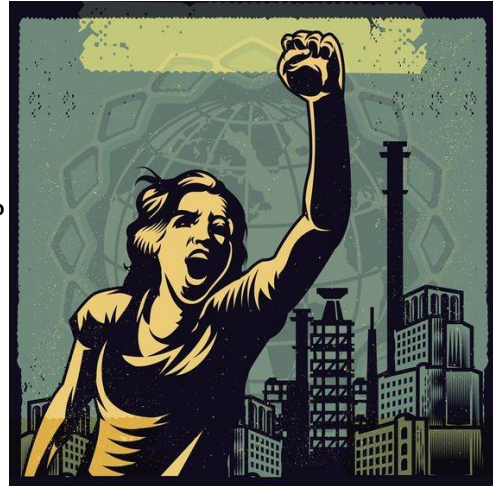
## ENTRY REQUIREMENTS

It is recommended that you have achieved, or are predicted to achieve, a strong pass in Higher English and in Modern Studies, RMPS, or History.

## COURSE OUTLINE

### Unit 1: Human Society & Research Methods

- 🐼 Why do humans behave in the way that they do?
- 🐼 Why do some humans have more power than others?
- 🐼 How do the rich stay rich and the poor stay poor?
- 🐼 Feminism vs Masculinity – are they compatible?
- 🐼 Labelling and self-fulfilling prophecies.
- 🐼 Social science research methods.



### Unit 2: Social Inequality & Educational Inequality

- 🐼 An in-depth study on two major social issues.
- 🐼 Conservative views on the structure of society.
- 🐼 Marxism and overthrowing the rich.
- 🐼 Feminism and dismantling the patriarchy.
- 🐼 Labelling views of social inequality and education.
- 🐼 Government responses to inequality.

### Unit 3: Culture & Identity




- ✓ What makes you 'you'?
- ✓ Going to the toilet – gender differences in behaviour.
- ✓ Sexuality vs. gender – how is it created?
- ✓ Why are the youth always demonised?
- ✓ How subcultures are formed and demonised.
- ✓ Grime & drill culture – a backlash against authority?
- ✓ What happens when you don't conform to society?




## COURSE ASSESSMENT

- **Question Paper** (72% of final grade – 2h 20m SQA examination).
  - Human Society is a mixture of 4,6- and 8-mark questions.
  - Research methods is a mixture of 4,6- and 8-mark questions.
  - Social Inequality/Educational Inequality is either small questions (up to 25 marks) or a 25-mark essay.
  - Culture & Identity is either small questions (up to 25 marks) or a 25-mark essay.
- **Assignment** (28% of final grade - research your chosen topic then write report for SQA)
  - Your report should identify a topic of human behaviour of your choice.
  - You will explore two or three elements to this issue, providing sources of evidence, analysis, and evaluative comments.
  - You will evaluate the reliability of your own research including the sources you used.

## PROGRESSION ROUTES:






-  Advanced Higher Modern Studies.
-  Another social science course – Higher Politics, NPA Criminology, Nat 5/Higher Modern Studies, Nat 5/Higher Psychology.
-  Another social subject course - History, Geography, RMPS, Philosophy, Travel & Tourism, People in Society.

## COLLEGE & UNIVERSITY COURSES:

-  Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

## CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:

- |  |  |  |
|--|--|--|
|  Anthropology           |  Journalism       |  Politics         |
|  Banking                |  Fundraising      |  Prison Officer   |
|  Broadcasting and Media |  Law              |  Social Sciences  |
|  Charity Work           |  Local Government |  Social Work      |
|  Civil Service          |  Marketing        |  Teaching         |
|  Community Work         |  Management       |  Trade Union Work |
|  Economics              |  Police           |  Welfare Rights   |



## NATIONAL 3/4/5 MODERN STUDIES

### ENTRY REQUIREMENTS

No prior study of Modern Studies is needed. It is recommended, but not essential, that you have achieved, or are predicted to achieve, National 5 English to study National 4/5 Modern Studies. A strong pass in another Social Subject would also be beneficial. You can discuss your options with any Social Subjects teacher.

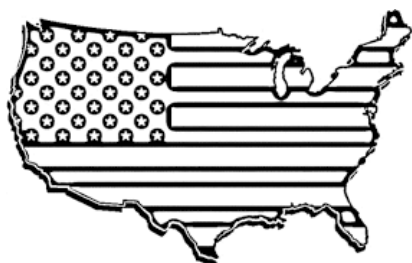
### COURSE OUTLINE

#### Unit 1: Crime and the Law

- ✓ What makes a criminal?
  - ✓ Causes of crime – including psychological.
  - ✓ Consequences and impact of crime.
  - ✓ The prison system.
  - ✓ The court system and punishments.
  - ✓ The role of the police and government.
- Skills focus – supporting and opposing evidence.



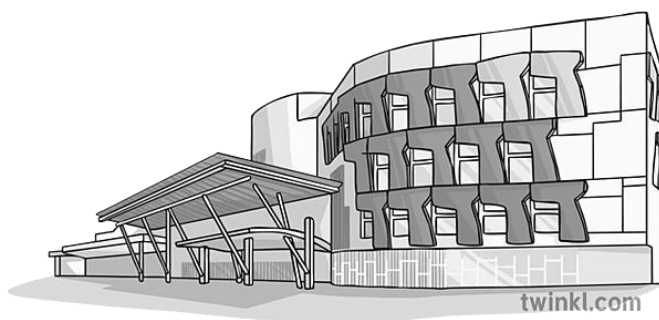
#### Unit 2: World Powers – The USA!



- ✓ The political system in the USA.
  - ✓ The rights Americans have including gun ownership.
  - ✓ Racial inequalities in the USA.
  - ✓ Crime in the USA and its impact.
  - ✓ Poverty in the USA and its impact.
  - ✓ Government responses to inequality.
- Skills focus – making decisions.

#### Unit 3: Democracy in Scotland

- ✓ Powers of the Scottish Parliament
  - ✓ The influence of the Media.
  - ✓ Participation and representation.
  - ✓ The First Minister and MSPs.
  - ✓ Voting Systems
- Skills focus – drawing conclusions.



## COURSE ASSESSMENT


### National 5

- Question Paper (80% of final grade – 2h 20m SQA examination).
  - 9x knowledge questions & 3x skills questions.
- Assignment (20% of final grade - research your chosen topic then write report for SQA)



### National 4

- Three Unit Assessments – political issues, social issues, international issues. (Assessed by your teacher in class).
- Added Value Unit (research your chosen topic - assessed by your teacher in class).

### National 3

-  Three Unit Assessments – political issues, social issues, international issues. (Assessed by your teacher in class).

### PROGRESSION ROUTES:

-  National 4/5 or Higher Modern Studies.
-  History, Geography, RMPS, Philosophy, Criminology, Sociology, Politics, Psychology, Travel & Tourism, People in Society.

### COLLEGE & UNIVERSITY COURSES:

-  Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

## CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:







- |  |  |   |
|--|--|---|
|  Anthropology           |  Journalism       |  Politics         |
|  Banking                |  Fundraising      |  Prison Officer   |
|  Broadcasting and Media |  Law              |  Social Sciences  |
|  Charity Work           |  Local Government |  Social Work      |
|  Civil Service          |  Marketing        |  Teaching         |
|  Community Work         |  Management       |  Trade Union Work |
|  Economics              |  Police           |  Welfare Rights   |

### Higher and Advanced Higher Courses:

Modern Studies, History, Geography, RMPS, and Philosophy

# MUSIC DEPARTMENT

**The Music Department is offering senior pupils the following courses this session:**

-  ADVANCED HIGHER MUSIC
-  HIGHER MUSIC
-  NATIONAL 5 MUSIC
-  NATIONAL 4 MUSIC
-  MUSIC BUSINESS NPA LEVEL 6
-  MUSIC PRODUCTION NPA LEVEL 6

***Curricular Leader - Miss M Sheail***



# MUSIC

## careers in music

acoustics  
event management  
music therapy  
arts administration  
music journalism  
musical instrument technology  
radio broadcasting

performing  
composing  
music recording  
music production  
promotions management  
sound technology  
music publishing

deejaying  
audio engineering  
teaching  
artist management  
sound operations  
conducting  
community arts music



## ADVANCED HIGHER MUSIC

### ENTRY REQUIREMENTS

Students would normally have passed

Higher Music

Grade 4 or Higher performing units on at least one instrument

### COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

### COURSE ASSESSMENT




#### ***Performance (50%)***

Students will prepare a programme of music which will be performed to an external visiting examiner in Apr/May. This programme will demonstrate performance on two instruments (one may be voice) at Grade 5 level. The performance will last 18 minutes in total, with a minimum of 6 minutes on one instrument.

#### ***Assignment – Composition & Analysis of Music (15%)***

The purpose of the assignment is to analyse, explore and develop musical ideas to create music.

The assignment has three parts:

-  composing one piece of music
-  reviewing the composing process
-  analysis and discussion of music in essay format

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The essay should be around 500 words. The assignment is worth 15% of the overall course award.

#### ***Question Paper (35%)***



The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in challenging musical contexts. All questions in the paper are compulsory.



## HIGHER MUSIC

### ENTRY REQUIREMENTS

Students would normally have passed

-  National 5 Music
-  Grade 3 on at least one instrument

### COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

### COURSE ASSESSMENT



#### ***Performance (50%)***

Students will prepare a programme of music which will be performed to an external visiting examiner in Feb/March. This programme will demonstrate performance on two instruments (one may be voice) at Grade 4 level. The performance will last 12 minutes in total, with a minimum of 4 minutes on one instrument.

#### ***Assignment – Composition (15%)***

The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

-  composing one piece of music
-  reviewing the composing process

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The assignment is worth 15% of the overall course award.



#### ***Question Paper (35%)***

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in challenging musical contexts. All questions in the paper are compulsory.

## NATIONAL 5 MUSIC

### ENTRY REQUIREMENTS

Students would normally have passed

-  National 4 Music
-  Grade 2 on at least one instrument

### COURSE OUTLINE

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

### COURSE ASSESSMENT



#### ***Performance (50%)***

The purpose of the performance is to allow candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice. Each instrument is marked out of 30. The overall performance should last 8 minutes, with a minimum of 2 minutes on one instrument. Candidates should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice at Grade 3 level. This will be externally assessed by a visiting examiner in Feb/March.

#### ***Assignment – Composition (15%)***

The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

-  composing one piece of music
-  reviewing the composing process



The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The assignment is worth 15% of the overall course award.

#### ***Question Paper (35%)***

The purpose of the question paper is to assess candidates' knowledge and understanding of music concepts and music literacy. Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles.

A range of question types are used in the question paper. All questions in the question paper are mandatory.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

-  aural perception and discrimination
-  knowledge and understanding of a range of music styles, concepts and music literacy

The question paper has 40 marks (35% of the overall course award).



## NATIONAL 4 MUSIC

### ENTRY REQUIREMENTS

Students would normally have passed



S3 Music



Grade 1 on at least one instrument

### COURSE OUTLINE

#### ***Music: Performing Skills***

This unit involves preparing and performing 2 pieces of music on 2 different instruments, minimum Grade 2 standard. Students are supported in their choice of instrument and piece, although a great deal of self-directed study in the form of individual practise is required. Students must be prepared to practise regularly out with class time. A written reflection on each piece is also required.

#### ***Music: Composing Skills***

This unit requires students to demonstrate their ability to use melody, harmony, rhythm, timbre, structure and form to create a folio of original compositions. Music technology can be used to support this.

#### ***Understanding Music***

In this unit, students will demonstrate knowledge and understanding of key musical concepts. They will listen to music in a variety of styles and develop their knowledge and understanding of musical literacy.

### COURSE ASSESSMENT

To gain a National 4 award, the candidate must achieve all three mandatory units as well as the added value unit.

#### ***Performance – Added Value Unit***

Students will prepare a programme of music which will be performed to their teacher in April/May. This programme will demonstrate performance on two instruments (one may be voice) at Grade 2 level. The performance will last 8 minutes in total, with a minimum of 2 minutes on one instrument.

## **MUSIC BUSINESS NPA LEVEL 6**

### **ENTRY REQUIREMENTS**

Students would normally have an interest in music, events management and business.

### **COURSE OUTLINE**

Please note, these are subject to SQA updates and are correct at time of print.

This course will provide an introduction to working in areas of event management and music business. Due to the closely linked nature of these two subjects and their ongoing economic growth in the creative industries, the course provides an excellent opportunity to gain a grounding in this area of employment by taking part in projects involving the creation and marketing of musical products.




### **COURSE ASSESSMENT**

All elements are internally assessed and subject to external moderation from SQA. There is no final exam, but each element must be passed in order to achieve the course award.

#### ***An Introduction to the UK Music Industry***

The purpose of the assignment is to explore the key roles within the UK Music Industry.

The assignment has three parts:




-  Explore the function of key organisations in the UK music industry
-  Describe a range of job opportunities within the industry
-  Investigate the impact of key legislation within the industry

This will be assessed through written essays and teacher observation.

#### ***Promotion in the UK Music Industry***

The purpose of the assignment is to explore the role of promotion in the UK Music Industry



The assignment has three parts:

-  Identify three key roles in promotion
-  Produce a plan to promote a music service or product
-  Produce a selection of (at least three) promotion materials

Evidence will be gathered through product folios, written reports and teacher observations

## ***Appreciation of Music***

The assignment has two parts:

-  Investigate the key musical features and contributors to a variety of music genres
-  Investigate the key musical features, background and a key contributor to a music genre

Evidence will be gathered through a written research project, listening logs and teacher observations.

## **SOUND PRODUCTION NPA LEVEL 6**

### **ENTRY REQUIREMENTS**

Students would normally have an interest in sound engineering and music production.

### **COURSE OUTLINE**

Please note, these are subject to SQA updates and are correct at time of print.

This course will provide an introduction to working in the area of music production and sound engineering. Due to the closely linked nature of these two subjects and their ongoing economic growth in the creative industries, the course provides an excellent opportunity to gain a grounding in this area of employment by taking part in projects involving the creation and marketing of musical products.

### **COURSE ASSESSMENT**

All elements are internally assessed and subject to external moderation from SQA. There is no final exam, but each element must be passed in order to achieve the course award.

#### ***Sound – Understanding the signal path***

This Unit is designed to introduce learners to the journey that sound travels from a performer, through an audio system, to a listener. Learners will have an opportunity to examine sound at each stage of the signal path, namely as it exists as acoustic energy, is then converted into electrical form (both digital and analogue) and then back to acoustic form. In addition, learners will consider some basic aspects of human hearing including audible frequency and sound pressure level ranges and the health and safety implications of sound on the listener. Learners will be given the opportunity to learn about basic properties of sound waves and their journey through analogue and digital systems and will have the opportunity to put theory into practice and acquire practical skills in connecting and testing.

#### ***Sound Engineering and Production***









This Unit will give candidates the opportunity to develop practical and creative sound engineering and production skills which will allow them to use multi-track recording equipment to record and mix audio from a variety of sources. Candidates will use sound engineering equipment and techniques to create a multi-track recording and will then use this material to produce an edited stereo mix to a specified standard. Current sound production standards and practices will be used in conjunction with creative mixing techniques. Basic editing of the resultant mixdown will be carried out to achieve a final audio product.

#### ***Creative Project***

The purpose of this Unit is to allow candidates to plan, implement and evaluate a creative project. Candidates will be required to produce a project in response to a given brief. This project should be completed by an individual candidate, however the production of the evidence may involve working collaboratively with others. This Unit is designed to promote synthesis of knowledge and skills and to give candidates the opportunity to develop key skills such as planning, communication, problem solving and time management.

# PHYSICAL EDUCATION DEPARTMENT

**The Physical Education Department is offering senior students the following courses this session:**

-  HIGHER PHYSICAL EDUCATION
-  NATIONAL 5 PHYSICAL EDUCATION
-  NATIONAL 3/4 PHYSICAL EDUCATION
-  NATIONAL NPA/5 DANCE
-  HIGHER DANCE
-  SPORTS @ RECREATION (S4 Only)
-  SQA SPORTS LEADERSHIP AWARD/ EXERCISE AND FITNESS LEADERSHIP
-  SPORTS COACHING AND PROFESSIONAL DEVELOPMENT AWARD IN SCOTTISH FOOTBALL ASSOCIATION REFEREEING AT SCQF LEVEL 7.

***Curricular Leader – Mrs Paton***

# PHYSICAL EDUCATION



## careers in physical education

armed services  
sport journalism  
sport retailing  
sport broadcasting  
sport centre management  
sport administration  
sport coaching  
health promotion

sports medicine  
community sports  
outdoor pursuits  
sports science  
diving  
physiotherapy  
teaching  
fitness instruction

police  
travel and tourism  
ground keeping  
professional sport  
fire fighting  
physiology  
personal training  
leisure and recreation



planit 

gateway

 SQA

mappit 



## HIGHER PHYSICAL EDUCATION



### **ENTRY REQUIREMENTS**

Students should have passed National 5 P.E.

This course is suitable for students who have an interest and enthusiasm for developing their physical and performance skills, and who want to pursue a career in Physical education or to broaden their learning experience.

This is a very demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of P.E. kit every lesson and are committed to Physical activity. (This will include Swimming)

Students should be part of a team or club outside of school or attending an extra-curricular sports club in school. Pupils need to be competent in at least two practical activities at Higher level.

Entrance to Higher P.E. will be based on a wide range of factors. Practical ability, effort, previous written evidence, last year's homework and prelims will all be considered upon entry.

Pupils should be scoring 45+/60 in their two one off performances in National 5

### **COURSE OUTLINE**

Performance: 60 marks two one off performance (Internally assessed)

Exam : 50 marks (2hr 30mins) (Externally marked)



### **COURSE ASSESSMENT**

Exam (50 marks) + Performance (60 marks) = 110



## NATIONAL 5 PHYSICAL EDUCATION



### **ENTRY REQUIREMENTS**

This Course is suitable for all students who have an interest and enthusiasm for developing their physical and performance skills, either to pursue study and career options related to Physical Education or to broaden their learning experience. Students can continue their study in S5/6 with Higher Physical Education.

Students should have achieved a Pass at National 4 level, or achieved Level 4 in majority of activities in S3.

This is a very demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of PE kit every lesson and are committed to Physical activity. (This will include Swimming)

Students should be part of a team or club outside of school or attending an extra-curricular sports club in school. Pupils need to be competent in at least two practical activities at National 5 level.

Entrance to National P.E will be based on a wide range factors; Practical ability, effort and previous written work will all be taken into consideration.

### **COURSE OUTLINE**

Performance: 60 marks (two one off performances - Internal assessment)

Portfolio : 60 marks (Externally assessed)

The portfolio has three sections:

#### ***Section 1***

Understanding factors that impact on performance

In this section, the candidate must explain the impact of mental, emotional, social and physical factors on performance.

#### ***Section 2***

Planning, developing and implementing approaches to enhance personal performance. In this section, the candidate must select two of the factors from section 1 and one activity in which to demonstrate personal performance development. The Candidate will gather data on their performance and identify areas for development. The candidate will be required to plan and complete a Personal Development Programme, justifying decisions they made and describing the approaches selected to develop their performance.

#### ***Section 3***

Monitoring, recording and evaluating performance development.

In this section, the candidate will show how they have used information from monitoring and recording to evaluate their performance development and make decisions on their future development needs.





## **COURSE ASSESSMENT**

Portfolio worth 60 marks

Two one off performance worth 60 marks

Total = 120 marks

## NATIONAL 4 PHYSICAL EDUCATION

### ENTRY REQUIREMENTS

Students should have achieved a National 3 or Level 3/ 4 in most Experiences and Outcomes.

This is a very physically demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of PE kit every lesson and are committed to physical activity. (This includes Swimming)

### COURSE OUTLINE

#### **Physical Education: Factors Impacting on Performance (Internally assessed pass/fail)**

##### ***Outcome 1***

Demonstrate knowledge of factors that impact on personal performance in physical activities.

##### ***Outcome 2***

Develop personal performance in physical activities.

##### ***Outcome 3***

Review the performance development process.



#### **Physical Education: Performance Skills in two activities (Internally assessed)**

Demonstrate a range of movement and performance skills in physical activities.

The task is for students to demonstrate in two physical activities a range of performance and movements skills and provide evidence of their ability to select, use, demonstrate and adapt these skills. Students must also demonstrate the ability to respond to and meet the physical demands of the performance in a safe and effective way.

Added Value Unit Physical Education: Performance (PASS/FAIL)

### COURSE ASSESSMENT

All units are internally assessed. This will be on a pass/fail basis.

# DANCE



## careers in dance

dance performance  
youth work  
dance teaching  
health and fitness

choreology  
choreography  
dance art direction  
project development

community dance  
arts administration  
dance management  
dance movement therapy



planit 

gateway

 SQA

mappit 



## NATIONAL 5 DANCE



### ENTRY REQUIREMENTS

This course is suitable for students who have an interest and enthusiasm for developing their technical dance skills, knowledge and understanding of a range of dance techniques, choreographic skills, and an appreciation of theatre arts.

Entry to this course is at the discretion of the department. However, a suitable dance background and a successful year in S3 Got 2 Move course, with a pass at NPA would provide a sound foundation for this course. Students can continue their study in the senior phase with Higher Dance.

This course requires students to bring a full change of Dance kit, including dance shoes to every lesson. Students should be fully committed to performing solos/duets in front of an audience, completing weekly homework tasks and leading their own choreography rehearsals for two people.

### COURSE OUTLINE

Students will:

- 🎭 Perform a range of dance skills and techniques
- 🎭 Apply choreographic principles, devices and structures in choreographed sequences
- 🎭 Understand and apply safe dance practice in relation to physical well-being
- 🎭 Evaluate own and others work
- 🎭 Respond to stimuli using imagination and creativity to create choreography
- 🎭 Convey thoughts, meaning and ideas through movement
- 🎭 Explore and gain understanding of a range of theatre arts relevant to dance
- 🎭 Develop and evaluate the creative process through choreography



## **COURSE ASSESSMENT**

The assessment consists of three components:

### **Component 1 – Question paper: (30 Marks)**

**Section 1** - Evaluation of Own Work/Personal Performance (10 marks)

**Section 2** - Knowledge and Understanding of a Chosen Dance Style (10 marks)

**Section 3** - Evaluation of Professional Choreography (10 marks)

### **Component 2**

Performance of a tutor choreographed technical solo in a selected genre. (35 Marks)

### **Component 3**

**Section 1** - Choreography - Students follow a choreographic process to create and present a dance for two students, excluding self, lasting between 1.5-2 minutes. (35 Marks)

**Section 2** - Choreography Review - Students respond to set questions regarding their planning, development and evaluation of their own choreography. (30 Marks)

## HIGHER DANCE



### ENTRY REQUIREMENTS

This course is suitable for students who have an interest and enthusiasm for developing their technical dance skills, knowledge and understanding of a range of dance techniques, choreographic skills, and an appreciation of theatre arts.

Students should have passed National 5 Dance. However, a suitable dance background and a successful year in S3 Got 2 Move course would provide a sound foundation for this course.

This course requires students to bring a full change of Dance kit, including dance shoes to every lesson. Students should be fully committed to performing solos/duets in front of an audience, completing weekly homework tasks and leading their own choreography rehearsals for three people.

### COURSE OUTLINE

Students will:

- 🎯 Develop a broad range of technical dance skills
- 🎯 Understand and apply knowledge of a range of choreographic skills to create a dance for a group
- 🎯 Work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
- 🎯 Co-operate, support and work with others
- 🎯 Consider how theatre arts can enhance a performance
- 🎯 Develop knowledge, understanding and appreciation of dance practice
- 🎯 Apply the principles of safe dance practice
- 🎯 Evaluate their own and the work of others
- 🎯 Developing and evaluating the process of creating choreography
- 🎯 Conveying a range of themes, ideas and emotions through movement
- 🎯 Applying a range of choreographic principles, devices and structures in choreographed sequences



## **COURSE ASSESSMENT**

The assessment consists of three components:

### **Component 1**

Question paper- 2 hours (40 Marks)

Dance appreciation in context

Study of professional choreography

### **Component 2**

Performance – Students will perform two solos each in different genre. The purpose of this is to assess the student's ability to apply and combine technical skills and performance skills. (35 Marks for each solo- 70 Marks combined)

### **Component 3**

Practical Activity- The student will create and present a choreography for a minimum of 3 dancers (35 Marks) and review the choreography process (35 Marks) (Total Marks to be awarded - 70 Marks)



## SQA SPORTS LEADERSHIP AWARD (S5/6 Only)

### PE Leadership Award - National 5 (SCQF level 5/6)



### ENTRY REQUIREMENTS

Students should have secured Pass at Level 5 Sport & Recreation. Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation.

The course is mainly practical but students will be expected to plan and deliver sessions and volunteer to help with sports clubs both within and out with school.

Pupils will be expected to complete a 6 week placement and coach our cluster Primary schools.

### COURSE OUTLINE

The PE Leadership Award consists of two Units:

- An Introduction into Leadership (enabling learners to develop an understanding of what is meant by Leadership)
- Leadership in practice (providing learners with a practical experience of taking a leading role)

Pupils will also achieve their Wellbeing Award and

#### ***The aim of this course is to***

Give students who have a keen interest in PE, access to an educational platform which will develop their practical performance skills as well as their coaching and leadership skills. Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.



#### ***Candidates will learn about:***

The meaning of leadership by finding out about different leadership styles, skills and qualities.

They will be able to consider what makes an effective leader.

Learners will be able to use this knowledge to help them consider their own potential for leadership.

Learners will also be able to develop their leadership abilities, as they will be given the opportunity to take on a leading role for an activity. This Award will give learners an opportunity to explore the relationship between leadership and teamwork. Therefore, this Award should promote opportunities, which allow individuals to build self-confidence and self-esteem.

Skills for Learning, Life and Work	Progression
<p>Literacy – Communicating, reading, writing, listening and talking. Problem Solving at SCQF level 5</p> <p>Working Co-operatively with Others at SCQF level 5</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing.</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, and explaining.</p>	<p>SQA Leadership Level 6 (Higher) SQA Excellence in port level 6 Career/Employment Opportunities</p> <p>This course and qualification could lead to Progression from PE Leadership Award SCQF level 5 to SCQF level 6</p> <p>Increase employment opportunities following on from the transferable skills and knowledge developed within this award</p> <p><b><i>Further career progression</i></b></p> <p>NQ Sport and Fitness HNC/HND Fitness Health and Exercise HNC/HND Sports coaching and Development of Sport NQ/NNN Professional Stage Dance NQs in instructing Exercise and Fitness, Exercise with Music PE teacher</p>

## Exercise and Fitness Leadership (SCQF Level 6)

### ENTRY REQUIREMENTS

Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation. Students should have secured a Pass at Level 5 Sport and Fitness. This award is taught in conjunction with SQA Level 6 Leadership Award.

### COURSE OUTLINE

The course will cover 3 out of a possible 5 units:

Cardiovascular Training

Exercise to music

Circuit Training

Free weights Training

Fixed weights Training

The aim of this course is to:

- 🏋️ Improve students' knowledge in the Sport and Fitness industry
- 🏋️ Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.
- 🏋️ Students will achieve their National Progression Award in Exercise and Fitness



Candidates will learn about:

- 🏋️ Current practices, thinking and philosophies of sport and fitness and their impact on specific aspects of industry.
- 🏋️ Planning, implementing and evaluating aspects of the sport and fitness industry
- 🏋️ CV machinery knowledge and correct safety procedures
- 🏋️ Leading exercise classes to a group of clients
- 🏋️ Designing personalised exercise programmes/ circuits
- 🏋️ How various training can impact on client performance

Skills for Learning, Life and Work	Career/Employment Opportunities
<p>Literacy – Communicating, reading, writing, listening and talking</p> <p>Problem Solving at SCQF level 6</p> <p>Working Co-operatively with Others at SCQF level 6</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, explaining.</p>	<p>This course and qualification could lead to Increased employment opportunities following on from transferable skills and knowledge developed through this National Progression Award.</p> <p>Progression:</p> <p>Excellence in Sport Level 6</p> <p>HNC/D</p> <p>Sports Coaching with Sports Development</p> <p>Fitness Health and Exercise</p> <p>Sport and Recreation Management</p> <p>Sports Therapy</p> <p>Applied Sports Science</p> <p>Sports Leader</p> <p>Coach</p>

## SQA SPORTS LEADERSHIP AWARD (S5/6 Only)

### PE Leadership Award - Higher (SCQF level 6)



#### ENTRY REQUIREMENTS

Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation. S5 and S6 pupils should be involved in leadership activities within mainstream school or other educational establishment.

#### COURSE OUTLINE

The course is mainly practical but students will be expected to plan and deliver sessions and volunteer to help with sports clubs both within and out with school.

The aim of this course is to:

- 👤 Give students who have a keen interest in PE, access to an educational platform which will develop their practical performance skills as well as their coaching and leadership skills.
- 👤 Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.
- 👤 Students will achieve their First Aid Certificate
- 👤 Students will achieve their National Progression Award in Sports Development



Candidates will learn about:

- 👤 The meaning of leadership by finding out about different leadership styles, skills and qualities.
- 👤 They will be able to consider, through comparing a variety of leaders, what makes an effective leader.
- 👤 Learners will be able to use this knowledge to help them consider their own potential for leadership.
- 👤 Learners will also be able to develop their leadership abilities, as they will be given the opportunity to take on a leading role for an activity.
- 👤 This Award will give learners an opportunity to explore the relationship between leadership and teamwork. Therefore, this Award should promote opportunities, which allow individuals to build self-confidence and self-esteem.
- 👤 Develop understanding of Sports Development and its impact on communities and sport in general.
- 👤 Investigation into the sporting industry.
- 👤 Contribute to Governments targets regarding lifelong learning, health initiatives and sport and fitness targets.

Skills for Learning, Life and Work	Career/Employment Opportunities
<p>Literacy – Communicating, reading, writing, listening and talking</p> <p>Problem Solving at SCQF level 6</p> <p>Working Co-operatively with Others at SCQF level 6</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, explaining.</p>	<p>This course and qualification could lead to Increased employment opportunities following on from transferable skills and knowledge developed through this award.</p> <p>Increase employment opportunities following on from the transferable skills and knowledge developed within this award.</p> <p><b><i>Further career progression</i></b></p> <p>NQ Sport and Fitness</p> <p>HNC/HND Fitness Health and Exercise</p> <p>HNC/HND Sports coaching and Development of Sport</p> <p>NQ/NND Professional Stage Dance</p> <p>NQs in instructing Exercise and Fitness, Exercise with Music</p> <p>PE teacher</p>

## Sports Coaching and Professional Development Award in Scottish Football Association Refereeing at SCQF Level 7



### ENTRY REQUIREMENTS

Students should have a strong interest in football and be playing regularly out with school. It is recommended that students are attending and playing club football and are studying English at Nat 5 level.

### COURSE OUTLINE

This course is suitable for students who have an interest in developing and maintaining their personal levels of fitness, learning about the rules and governing of the game of football while investigating and developing their own coaching performance, both in school and the wider community.

The Referee Development Award provides an opportunity for students to develop their understanding of Scottish FA: Laws of the Game and Scottish FA Practical Refereeing. It allows students to develop their personal leadership qualities, knowledge and skills in football.

### COURSE ASSESSMENT

Participants should be aware that assessment will take place in both theoretical and practical contexts.



- 🏆 **Scottish FA: Laws of the Game** - Formal closed book assessment – sat online. Students must demonstrate the capacity to effectively implement their knowledge of the laws of the game to a range of situations.
- 🏆 **Scottish FA: Practical Refereeing** -
  - 🏆 Formal Controls and Procedures,
  - 🏆 Produce misconduct and match reports in both formal letter and pro forma style
  - 🏆 Fitness
  - 🏆 Referee a Football match
- 🏆 **Sports Coaching: Leading in Coaching Sessions**

### Future Progression Routes in Subject

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This award provides students with 1 year's membership with their local refereeing association, this gives them the opportunity to attend training and mix with elite referees in Scotland. The award enables students to referee at grass roots level football, which allows them to earn money based on the games that they referee in the wider community. Having this understanding of the game is beneficial when pursuing further awards in football such as coaching as they will have a greater understanding of the game they are about to coach.



## SQA SPORT & RECREATION (S4 Only)









### Entry Requirements:

Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the Sport and Leisure industry. Effective communication, organisation, and an ability to work cooperatively with others are core skills developed through this course.

### Course Outline:

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments.

At National 5, candidates will learn about:

-  Assisting with planning, setting up and delivering activity sessions
-  Assisting with setting up, dismantling and checking equipment and resources
-  Assisting with accident and emergency procedures
-  Dealing effectively and courteously with clients, staff and others
-  Helping to plan and review a personal training programme
-  Establishing good practice in identifying and reviewing personal goals
-  Sourcing information about career pathways
-  Identifying and reviewing skills and experience

Skills for Learning, Life and Work	Career/Employment Opportunities
Literacy – Communicating, reading, writing, listening and talking  Problem Solving at SCQF level 5  Working co-operatively with others Review and self-evaluation Reviewing progress of others Setting targets for self and others Positive attitude to learning Planning and preparation Customer care/dealing with clients Time-keeping Taking advice from others Wearing appropriate dress Giving advice and feedback to others Awareness of relevant health and safety issues Time management	This course and qualification could lead to Increased employment opportunities following on from transferable skills and knowledge developed through this National Progression Award.  Progression: Level 6 Leadership HNC/D Sports Coaching with Sports Development Fitness Health and Exercise Sport and Recreation Management Sports Therapy Applied Sports Science Sports Leader Coach

# PHYSICS

## SCIENCE DEPARTMENT

**The Science Department is offering senior students the following physics courses this session:**



CfE ADVANCED HIGHER PHYSICS



CfE HIGHER PHYSICS



NATIONAL 5 PHYSICS



NATIONAL 4 PHYSICS

***Curricular Leader - Ms L McIntosh***

# PHYSICS

## careers in physics

radiography  
geophysics  
physiotherapy  
civil aviation  
medicine  
astronomy  
computing  
medical physics  
research and development  
construction

architecture  
surveying  
dentistry  
meteorology  
teaching  
electronics  
oceanography  
telecommunications  
engineering  
sound technology

medical technology  
audiology  
engineering technology  
astrophysics  
finance  
ophthalmics/orthoptics  
renewable energy science  
auto-electrical repair  
toolmaking  
patent examination



planit



gateway

SQA

mappit



## ADVANCED HIGHER PHYSICS

### ENTRY REQUIREMENTS

Higher Physics at Grade A or B **and** Higher Mathematics at Grade A or B




### COURSE OUTLINE

The Advanced Higher Physics course is structured in order to allow students a deeper knowledge of the nature of physics and its applications.

Students will develop the skills to apply their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.

In addition, the skills associated with carrying out experimental and investigative work in physics and analysing the information obtained will be exercised.

The course organised into the following units

-  Rotational Motion and Astrophysics
-  Quanta and Waves
-  Electromagnetism

### COURSE ASSESSMENT (Advanced Higher)

#### External assessments

#### ***Component 1 — question paper (75% of total mark)***

The question paper will have 155 marks and consists of two sections – Section 1 (multiple choice) + Section 2 (extended response questions). Three hours are allowed for this exam.

#### ***Component 2 — project (25% of total mark)***

Project: The project will have 30 marks. The project will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

## HIGHER PHYSICS




### ENTRY REQUIREMENTS

Pass at Physics National 5, or Intermediate 2 pass at A or B **and** National 5 Mathematics

### COURSE OUTLINE

The Higher Physics course is designed to provide an opportunity for reinforcing and extending the student's knowledge and understanding; developing the ability to solve problems; and carrying out experimental and investigative work. The course is based on the development of relevant knowledge and understanding, problem solving and practical activities. Positive attitudes such as being open minded and willing to recognise alternative points of view are promoted.

The course organised into following three mandatory units:

-  Our Dynamic Universe
-  Particles and Waves
-  Electricity

This course provides a rewarding insight into real Physics in the real world.

### COURSE ASSESSMENT

The Course assessment will consist of two Components: a question paper and an assignment.

#### ***Question Paper***

The question paper will have 155 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions). Three hours are allowed for this exam.

#### ***Controlled Assignment***

The controlled assignment will have 20 marks. Consists of a research stage followed by a communication stage where the report is written under exam conditions.

Both assessment elements are externally marked by SQA.

## NATIONAL 5 PHYSICS










### ENTRY REQUIREMENTS

National 4 Physics




There may also be progression from National 4 Chemistry, National 4 Environmental Science, National 4 Biology or National 4 Science Courses.

### COURSE OUTLINE

The main aims of this course are to



-  develop and apply knowledge and understanding of physics develop and understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a physics context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop planning skills
-  develop problem solving skills in a physics context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
-  develop the knowledge and skills for more advanced learning in physics
-  develop skills of independent working

The course comprises 24 SCQF credit points within three content areas:

-  Electricity and Energy
-  Waves and Radiation
-  Dynamics and Space

### COURSE ASSESSMENT

In order to gain an award at National 5 level, the student must:

-  Complete an investigative research assignment (Added Value Assignment- 20% of final mark)
-  Complete a graded (A-D) Question Paper (80% of final mark)

## NATIONAL 4 PHYSICS








### ENTRY REQUIREMENTS

Learners would normally be expected to have attained the skills and knowledge required through the study of Physics in S3, to continue into the National 4 award.




### COURSE OUTLINE

The Course gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, 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.

The main aims of this course are to:

-  develop an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a physics context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop problem solving skills in a physics context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
-  develop the knowledge and skills for more advanced learning in physics

The course is organised into three units:

-  Electricity and Energy
-  Waves and Radiation
-  Dynamics and Space

### COURSE ASSESSMENT

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.



## S4 SOCIAL SUBJECTS

*“The social subjects are a critical tool for understanding the complexities and challenges of our world.”*

Barack Obama

~ 44<sup>th</sup> American President.

### **What is Social Studies?**

In the Social Studies S4 course, students will continue to develop their understanding of the world by learning about the experience of people in the past, as well as about the modern world and their place in it as global citizens. The Social studies S4 course is suitable for students who will be working towards National 4 level in S4.

### **Course Outline:**

The Social Studies S4 course will include topics from all of the Social Subjects: geography, history, Modern Studies as well as a range of other possible areas of study such as classics, environmental studies and sociology. There will be opportunities for personalisation and choice and investigation-based learning.

### **Examples of possible topics:**

- “Time travellers wanted: life in a Medieval castle” – Medieval Scottish history
- “Why should we vote for you?” – Democracy and political participation.
- “Who killed JFK?” – conspiracy theories and infamous events
- “Disasters that changed the map” – Earthquakes and volcanoes and their impact
- “Where in the world?” – a geography treasure hunt
- “How did it all begin?” – secular and religious explanations of creation

### **Assessment:**

Every pupil will have the opportunity to work towards National 4 qualifications using naturally occurring evidence throughout the year.

For example, this may be formal tests, open book assessments, research tasks, digital tasks, independent classwork, group work.

### **Activities:**

A range of activities will be used to bring the curriculum to life. These will vary but could include guest speakers, local visits to historical sites, mock court trials, geographical fieldwork expeditions, and other excursions.

In class activities will feature a range of skills to develop your knowledge and understanding, and transferable skillset including: Investigation skills; debating; source analysis; critical thinking; extended writing; creative tasks; role play; digital literacy; data analysis.




## **Skills & Progression:**

<b>Skills for Learning, Life and Work</b>	<b>Progression</b>
<p><b>Literacy</b> - Listening; Describing; Explaining; Analysing; presenting, extended analytical writing</p> <p><b>Numeracy</b> -Analysing; Evaluating.</p> <p><b>Health and Wellbeing</b> - Positivity; Aspiration; Teamwork.</p> <p><b>Employability, enterprise and citizenship</b> - Problem Solving; Creativity; Leadership; Teamwork.</p> <p><b>Thinking skills</b> – analysing; evaluating; creating; problem solving; checking reliability; similarities and differences.</p>	<p>S5: National 5 Modern Studies, History, Geography, Travel &amp; Tourism</p> <p>S6: Higher Modern studies, History, Geography, Sociology, RMPS,</p> <p>College   University   Employment</p>

## **NATIONAL PROGRESSION AWARDS**

### **SCIENCE DEPARTMENT**

**The Science Department is offering senior students the following NPA courses this session:**

-  NATIONAL 5 LABORATORY SCIENCE
-  NATIONAL 5 HEALTH SECTOR
-  NATIONAL 6 SCIENTIFIC TECHNOLOGIES

***Curricular Leader - Mrs L McIntosh***






## Level 5 National Progression Award in Laboratory Science

### ENTRY REQUIREMENTS

National 4 or National 5 Mathematics and one from National 4 Science, Biology, Chemistry or Physics.

The National 5 Award in Laboratory Science is a recognised qualification and will allow progression into further education and/or training in science laboratories.

This qualification will allow you to develop the following abilities:





-  learn to use scientific methods and equipment accurately
-  use problem solving to interpret experimental data
-  combine and present your ideas while communicating with others
-  develop a range of key skills that are aligned to industry standards
-  provide an entry level point for people who wish to pursue a career in STEM related areas

### COURSE OUTLINE

The National 5 Award in Laboratory Science at SCQF level 5 has been designed to provide a qualification which will equip you with a range of skills and knowledge in key areas of science. These skills will be beneficial for progression to further qualifications and would also be considered as transferable skills that will travel with you wherever your future lies.

The awards will provide you with knowledge and understanding of biology, chemistry and physics as well as with practical laboratory skills in each area. You will use a variety of scientific techniques incorporating a range of equipment which will aid and enhance your learning experience and development. In addition, you will develop effective preparation skills and an awareness of health and safety required to carry out safe scientific work.

The Units are designed in order to ensure that you gain experience and skills in the following areas:

-  Careers Using Laboratory Science
-  Working in a Laboratory
-  Practical Skills
-  Practical Investigation

### COURSE ASSESSMENT

In order to gain an award in the course, students must pass each of the Units above.

### EXTERNAL ASSESSMENTS

There are no external assessments for this course.





## Level 5 National Progression Award in Health Sector

### ENTRY REQUIREMENTS

National 4 or National 5 Mathematics and one from National 4 Science, Biology, Chemistry or Physics.

The National 5 Award in Health Sector is a recognised qualification and will allow progression into further education and/or working in the health sector.

This qualification will allow you to develop the following abilities:






-  produce a CV and take part in a mock interview.
-  investigate different job roles and consider health, safety and risk.
-  learn how technology and pharmaceuticals are used.
-  learn how the cardiovascular system works, practise taking measurements.  
and learn how to provide basic practical life support.

### COURSE OUTLINE

The National 5 Award in Health Sector at SCQF level 5 provides a qualification which will equip you with a range of skills and knowledge in key areas of health science. These skills will be beneficial for you if you want to work in the health sector but are also transferable skills that can lead to other areas of employment.

The award will provide you with knowledge and understanding which is linked to National Occupational Standards level 2 in the health sector and will allow you to develop competence in these skills. You will discover clinical and non-clinical roles in the health sector, develop the teamworking, practical and employability skills and attitudes valued by employers in the health sector and beyond.

The Units are designed to ensure that you gain experience and skills in the following areas:

-  Employability Skills in the Health Sector
-  Medical Devices and Pharmaceuticals
-  Improving Health and Wellbeing
-  Physiology of the Cardiovascular System
-  Working in Health Sector Settings

### COURSE ASSESSMENT

To gain an award in the course, students must pass each of the Units above. Learners who achieve this course get automatic certification for three numeracy units at Level 4.

### EXTERNAL ASSESSMENTS

There are no external assessments for this course.





## Level 6 National Progression Award in Scientific Technologies

### ENTRY REQUIREMENTS

National 5 Mathematics and one from National 5 Health Sector, Lab Science, Biology, Chemistry or Physics.

The National 6 Award in Scientific Technologies is a recognised qualification and will allow progression into further education and/or working in science-based industries.

This qualification will allow you to develop the following abilities:

-  knowledge and understanding of current scientific technologies.
-  preparing samples for testing and analysis.
-  carry out scientific or technical tests using manual and automated equipment.
-  following aseptic techniques in the laboratory environment.





### COURSE OUTLINE

The National 6 Award in Scientific Technologies at SCQF level 6 provides a qualification which will equip you with a range of skills and knowledge in key areas of science and technology. These skills will be beneficial for you if you want to work in the science industry but are also transferable skills that can lead to other areas of employment.

The award will prepare you for employment in science areas such as biotechnology, chemicals, environmental, food and drink, medical, oil and gas, pharmaceutical and renewables.

You will develop a range of skills in the laboratory setting as well as transferable skills such as working with others, analysis, communication, numeracy and ICT.

The Units are designed in order to ensure that you gain experience and skills in the following areas:

-  Laboratory Safety
-  Mathematics for Science 2
-  Fundamental Chemistry: An Introduction
-  Experimental Procedures: Science

### COURSE ASSESSMENT

To gain an award in the course, students must pass each of the Units above.

### EXTERNAL ASSESSMENTS

There are no external assessments for this course.

## S4 Course Choice

Name: \_\_\_\_\_

DMT class: \_\_\_\_\_

New S4 students are required to follow a full timetable, therefore must choose 7 subjects for next year. All of these subjects should be from those you studied in S3. Please use the table below to firstly note the subjects you currently take, then make a note to the right, those subjects you wish to continue with for next year.

English and Maths are compulsory; therefore, these have been copied across for you.

Once you have decided on your other choices, please gather recommendations from your teachers, including the level of study. You are also required to make 2 reserve choices at the bottom.

S3 Subjects	S4 Subjects I want to continue with	Recommended level of study	Teacher's signature
English	English		
Maths	Maths		

Reserve Choice 1			
Reserve Choice 2			

We would like you to discuss these options at home, and then sign below to confirm.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



## S5 & S6 Course Choice

Name: \_\_\_\_\_

DMT class: \_\_\_\_\_

New S5 students are required to follow a full timetable, therefore must choose 5 subjects for next year. You must also choose 2 Reserve subjects in case some of your first-choice subjects do not run.

Once you have decided on your choices, please gather recommendations from your teachers, including the level of study.

Please note, depending on your level of study, you may be required to complete a range of 'short courses.' These will be decided on at a later stage and are a compulsory element of staying on for S5.

Subject	Recommended level of study		Comments?	Teacher's signature
	S5	S6		

We would like you to discuss these options at home, and then sign below to confirm.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

# Forrester High School S4-6 Option Sheet 2025-2026

Levels	SCQF 4	SCQF 5	SCQF 6	SCQF 7
	Includes National 4, National Progression Awards level 4 and Skills for Work level 4	Includes National 5, National Progression Awards level 5 and Skills for Work level 5	Includes Higher, National Progression Awards level 6 and Skills for Work level 6	Includes Advanced Higher
		Accounts	Accounts	
	Application of Maths	Application of Maths	Application of Maths	
	Admin and IT	Admin and IT	Admin and IT	
	Art and Design	Art and Design	Art and Design	Art and Design
		Barista		
	Biology	Biology	Biology	Biology
	Bus Management	Bus Management	Bus Management	
		Business with IT	-	
			Business Skills	
	Chemistry	Chemistry	Chemistry	Chemistry
	COLLEGE	COLLEGE	COLLEGE	
	Computer Games Dev	Computer Games Dev	Computer Games Dev	
	Computing Science	Computing Science	Computing Science	-
	Computing Technologies	Computing Technologies	Computing Technologies	-
	-	-	Customer Services (S5&6 only)	
		Dance	Dance	
	Drama	Drama	Drama	Drama
	Early Education & Childcare	Early Education & Childcare		
	Engineering Skills	Engineering Skills		
	English	English	English	English
		Esports	Esports	
		-	Film & Media	
	French	French	French	
	Geography	Geography	Geography	Geography
	Graphic Comm	Graphic Comm	Graphic Comm	
		Health Sector NPA		
	History	History	History	
			Journalism	
		Lab Science		
				LEAPS Transition (S6 only)
	Maths	Maths (S4 only)	Maths	Maths
		Maths (S5&6 only)		
		Mod Languages for Life & Work	Mod Languages for Life & Work	
	Modern Studies	Modern Studies	Modern Studies	Modern Studies
	Music	Music	Music	Music
			Music Business (S5&6 only)	

		Music Production ( <i>S5&amp;6 only</i> )	
PE	PE	PE	
	PE Leadership ( <i>S5&amp;6 only</i> )	PE Leadership ( <i>S5&amp;6 only</i> )	
	Personal Development ( <i>S5&amp;6</i> )	Personal Development ( <i>S5&amp;6</i> )	
	Personal Finance ( <i>S5&amp;6 only</i> )	Personal Finance ( <i>S5&amp;6 only</i> )	
	Photography	Photography	
Physics	Physics	Physics	Physics
Practical Cookery	Practical Cookery		
Practical Woodwork	Practical Woodwork		
		Scientific Technologies ( <i>S5&amp;6</i> )	
Social Studies ( <i>S4 only</i> )			
		Sociology ( <i>S6 only</i> )	
Spanish	Spanish	Spanish	
		Sports Coaching & Refereeing ( <i>S5&amp;6 only</i> )	
Sport & Rec ( <i>S4 only</i> )	Sport & Rec ( <i>S4 only</i> )		
		Theatre Studies ( <i>S5&amp;6 only</i> )	
Travel & Tourism	Travel & Tourism		

