

KIRKWALL GRAMMAR SCHOOL

Senior Phase Options



A GUIDE TO CHOOSING SUBJECTS

2026-27

ENGLISH & MATHEMATICS

NATIONAL 4 ENGLISH

Course Description

In this course, you will continue to develop the skills you have been working on in English during the broad general stage, i.e. reading, writing, talking and listening. The National Four course involves studying and analysing slightly more challenging literary, non-fiction, media or online texts, and talking and/or writing about these texts. The course also involves the creative aspects of presenting to a group or audience and producing texts of your own.

This course will help to build your confidence and skills in written and spoken language. You will have the opportunity to choose some of the texts you study, and to choose some of the topics you will work on for your written and spoken outcomes.

Entry to Course

If, by the end of S3, you are working at the 2nd or 3rd Level, then National Four is probably the most appropriate course for you.

Assessment

Unit assessment of coursework will be ongoing and is carried out by the teacher. Units are assessed on a pass/fail basis. There is no final exam for National 4 English.

Course Outline

This Course is made up of two mandatory Units:

English: Analysis and Evaluation

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

English: Creation and Production

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

Progression

National 4 English is a very useful qualification to have for entry to college courses, or employment.

If you perform well at National 4, your teacher may recommend that you go on to National 5.

Further Information:

Contact: Mrs H Spence, PT

SQA Website

NATIONAL 5 ENGLISH

Course Description

In this course, you will continue to develop the skills you have been working on in English during the broad general stage, i.e. reading, writing, talking and listening. The National Five course involves studying and analysing more challenging literary, non-fiction, media or online texts, and talking and/or writing about these texts. The course also involves the creative aspects of presenting to a group or audience and producing texts of your own.

This course will help to build your confidence and skills in written and spoken language. You will have the opportunity to choose some of the texts you study, and to choose some of the topics you will work on for your written and spoken outcomes.

Entry to Course

If, by the end of S3, you are working within the fourth level, then National Five is probably the most appropriate course for you.

Assessment

There is a final exam for National 5 English, where you will be assessed in reading and writing. There is also a portfolio of two pieces of writing.

Course Outline

English: Analysis and Evaluation

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

English: Creation and Production

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

Progression

National Five English is a very useful qualification to have for entry to college courses, or employment.

If you pass at National 5, your teacher may recommend that you go on to Higher English.

Further Information:

Contact: Mrs H Spence, PT

SQA Website

HIGHER ENGLISH

Course Description

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language through the study of a wide range of texts and develop high levels of analytical thinking and understanding of the impact of language.

Entry to Course

- National 5 English Course at Grade A, B or C.

Assessment

- SQA Examination Paper 1 - Reading for Understanding, Analysis, and Evaluation (30 marks).
- SQA Examination Paper 2 - Critical Reading: This paper has two sections:
Section A: Critical Essay
Section B: Scottish Texts
- Portfolio of writing, comprising two pieces of writing; one creative and the other discursive. The portfolio will have 30 marks, 15 for each piece of writing.

Course Outline

English: Analysis and Evaluation

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

English: Creation and Production

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

Progression

Successful completion of this course may lead to:

- Advanced Higher English
- Degree/HNC/HND
- Employment in Arts, Social Science, Communications and Media

Further Information:

Contact: Mrs H Spence, PT

SQA Website

HIGHER COMMUNICATION & LITERATURE

Course Description

This course is designed to develop the skills needed to achieve success at Higher English. You will build on talking, listening, reading and writing skills gained at N5 level, studying a broad range of literature including drama, poetry, prose, media and non-fiction.

Throughout the year you will develop your analytical, communication and creative skills, gaining Units at Higher level which are internally assessed. The combination of these two units is accepted by some colleges and universities as an alternative to Higher English.

This course would also provide an alternative route into Higher English for anyone who is not yet ready to attempt an exam course at this level.

Entry to Course

- National 5 English Course at Grade A, B or C.

Assessment

Unit assessment of coursework will be ongoing and is carried out by the teacher.
Units are assessed on a pass/fail basis.
There is no final exam for Communication NC & Literature 1

Course Outline

Communication NC

This unit provides opportunities to develop skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms. Learners develop the skills needed to produce detailed and complex texts for a range of purposes and contexts - creative writing, writing to convey information and formal talk, among others.

Literature 1

This unit focuses on the reading of literature and responding critically to that reading. Learners read and study a variety of complex literary texts from different genres. This develops a high level of analytical reading skill as learners' study, analyse and evaluate texts.

Progression

Successful completion of this course may lead to:

- Higher English
- Degree/HNC/HND
- Employment in Arts, Social Science, Communications and Media

Further Information:

Contact: Mrs H Spence, PT

SQA Website

ADVANCED HIGHER ENGLISH

Course Description

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.

Entry to Course

- Higher Grade English at A, B or C.

Assessment

A Portfolio consisting of a dissertation, and two pieces of writing.

An examination paper involving critical analysis of literature and textual analysis.

Course Outline

English: Analysis and Evaluation

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated 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. Learners also develop organisational and presentational skills required in the production of a dissertation.

English: Creation and Production

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.

Progression

Successful completion of this course may lead to:

- Degree/HNC/HND
- Employment in Arts, Social Science, Communications and Media

Further Information:

Contact: Mrs H Spence, PT

SQA Website

NATIONAL 5 MEDIA STUDIES

Course Description

The main purpose of this course is to serve as an introduction to the main areas of Media Studies: to analyse and create media content. The course offers learners an introduction to media literacy and opportunities to develop their media literacy skills, while giving an insight in to the opportunities and challenges within the media industry. The Course provides learners with the chance to develop both knowledge and understanding of the media and the ability to create media content.

This is an exciting and challenging course with close links to English, Modern Studies and Sociology. You will not only learn about film but consider the role of media such as news, advertising and the internet has in our lives.

Entry to Course

- If, by the end of S3, you are working within the fourth level in English, then National 5 Media would be an appropriate course for you.
- Or
- National 5 English pass.

Assessment

- The course is assessed in two parts:
- A practical assignment which involves you producing a piece of media content. This can be done in groups and involves collaborative work. (50%)
 - A written exam papers which test your knowledge and understanding of media theory. (50%)

Course Outline

Analysing Media Content

The purpose of this Unit is to develop the skills to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the analysis of media content.

Creating Media Content

The purpose of this Unit is to develop the skills to plan and create media content and evaluate production processes. This Unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content

Progression

This Course or its Units may provide progression to:

- Higher Media
- Degree/HND/HNC in Media, Arts, Journalism and Sociology
- Other qualifications in Media or related areas further study, employment or training

Further Information:

Contact: Mrs H Spence, PT

SQA Website

HIGHER MEDIA STUDIES

Course Description

The main purpose of this Course is to analyse and create media content. The Course enables learners to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. The Course provides learners with opportunities to develop both knowledge and understanding of the media and the ability to create media content.

This is a challenging course with close links to English, Modern Studies and Sociology. You will not only learn about film but consider the role of media such as news and the internet have in our lives.

Entry to Course

- National 5 English pass at A or B
- Pass at National 5 Media

Assessment

- The course is assessed in two parts:
- A practical assignment which involves you producing a piece of media content (normally a short film). This is often done in groups and involves collaborative work. (50%)
 - Two written exam papers which test your knowledge and understanding of media theory. (50%)

Course Outline

Analysing Media Content

The purpose of this Unit is to develop the skills to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content.

Creating Media Content

The purpose of this Unit is to develop the skills to plan and create media content and evaluate production processes. This Unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content

Progression

This Course or its Units may provide progression to:

- Degree/HND/HNC in Media, Arts, Journalism and Sociology
- Other qualifications in Media or related areas further study, employment or training

Further Information:

Contact: Mrs H Spence, PT

SQA Website

NATIONAL 4 APPLICATIONS OF MATHEMATICS

Course Description

Applications of Mathematics 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.

Entry to Course

Students would enter this course following completion of National 3 Applications or in addition to National 4 Maths.

Assessment

All assessments are internal. Students must pass each of the three units and in addition are required to pass an added value test consisting of two papers:

- Non-calculator - 20 minutes
- Calculator - 40 minutes

Course Outline

Students will study three units of work

Numeracy

This unit includes the study of numerical notation and units, recording measurements using a scale on an instrument and justifying decisions by using the results of measurements and calculations.

Finance and Statistics

This unit includes the study of financial positions using budget information, factors affecting income, determining the best deal, currency conversion, investigating the impact of interest rates on savings and borrowing and using a combination of statistics to investigate risk and its impact on life.

Geometry and Measure

This unit includes the study of area and volume, gradient, Pythagoras' theorem, scale drawings and time management.

Progression

Students achieving success in Applications of Mathematics National 4 could progress to:

- National 5 Applications of Mathematics
- National 4 Mathematics

Further Information:

Contact: PT

SQA Website

NATIONAL 4 MATHEMATICS

Course Description

This course will develop students' mathematical skills and will help students to select and apply straightforward mathematical techniques in a variety of mathematical and real-life situations. Students will develop skills in the use of numerical data, abstract terms and the concept of generalisation. Learners will interpret, communicate and manage information in mathematical form. Students will engage in a wide variety of activities designed to further their understanding and skills. These activities will include individual, paired and group work, investigative and practical work and appropriate use of technology.

Entry to Course

Students would enter this course following completion of the National 4 Applications of Mathematics course or relevant progression in S1-S4.

Assessment

All assessments are internal. Students must pass each of the three units and in addition are required to pass an added value test consisting of two papers:

- Non-calculator - 20 minutes
- Calculator - 40 minutes

Course Outline

Students will study three units of work

Expressions & Formulae

This unit includes the study of manipulating expressions and working with formulae, applying geometric skills to circumference, area and volume and applying statistical skills to representing and analysing data and to probability.

Relationships

This unit includes the study of straight-line graphs and equations, Pythagoras' theorem, scale factors, using parallel lines, symmetry and circle properties to calculate angles, the trigonometry of right-angled triangles and working with scattergraphs.

Numeracy

This unit would include selecting and carrying out calculations, recording and interpreting measurements and making and explaining decisions based on interpretation of data or probability.

Progression

Students achieving success in Mathematics National 4 could progress to:

- Mathematics National 5

Further Information:

Contact: PT

SQA Website

NATIONAL 5 MATHEMATICS

Course Description	
<p>This course will develop students' mathematical skills and will help students to select and apply mathematical techniques in a variety of mathematical and real-life situations. Students will develop skills in the manipulation of abstract terms and generalisation. Learners will interpret, communicate and manage information in mathematical form and engage in a wide variety of activities designed to further their understanding and skills.</p>	
Entry to Course	Assessment
<p>Students would enter this course following completion of the National 4 Mathematics Course or relevant progress in their CfE Mathematics experiences and outcomes in their broad general education in S1-S3. The PT of Mathematics will advise if this is the most suitable course for you.</p>	<p>Students are required to pass an external exam consisting of two papers:</p> <ul style="list-style-type: none"> • Non-calculator • Calculator <p>Some students who are not ready for the exam may be entered for individual stand-alone units.</p>
Course Outline	Progression
<p>Students will study three units of work</p> <p>Expressions & Formulae This unit includes the study of surds and indices, manipulating expressions, using formulae and algebraic fractions.</p> <p>Relationships This unit includes the study of the equations of straight lines, linear equations and inequations, functions, quadratics, trigonometrical graphs and equations and the converse of Pythagoras' theorem.</p> <p>Applications This unit includes the study of the sine and cosine rules, vectors, fractions and percentages and analysing statistical data.</p>	<p>Students achieving success in Mathematics National 5 could progress to:</p> <ul style="list-style-type: none"> • Mathematics Higher • Other qualifications in Mathematics or related areas • Further study, employment and/or training
Further Information:	
<p>Contact: PT</p> <p>SQA Website</p>	

NATIONAL 5 APPLICATIONS OF MATHEMATICS

Course Description

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.

Entry to Course

Students would enter this course following completion of the National 4 Mathematics Course, National 4 Applications of Mathematics course or relevant progress in their CfE Mathematics experiences and outcomes in their broad general education in S1-S3. The PT of Mathematics will advise if this is the most suitable course for you.

Assessment

Students are required to pass an external exam consisting of two papers:

- Non-calculator
- Calculator

Some students who are not ready for the exam may be entered for individual stand-alone units.

Course Outline

Students will study three units of work

Numeracy

This unit includes the study of numerical notation and units, recording measurements using a scale on an instrument and justifying decisions by using the results of measurements and calculations.

Finance and Statistics

This unit includes the study of financial positions using budget information, factors affecting income, determining the best deal, currency conversion, investigating the impact of interest rates on savings and borrowing and using a combination of statistics to investigate risk and its impact on life.

Geometry and Measure

This unit includes the study of gradient, solving a problem involving a composite shape, Pythagoras' theorem, problems involving time management and the use of precedence tables to plan tasks

Progression

Students achieving success in Applications of Mathematics National 5 could progress to:

- National 5 Mathematics
- Other qualifications in Mathematics or related areas
- Further study, employment and/or training

Further Information:

Contact: PT

SQA Website

HIGHER MATHEMATICS	
Course Description	
The Higher Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form.	
Entry to Course	Assessment
<ul style="list-style-type: none"> Maths at National 5 preferably an A or B pass 	<p>Students are required to pass an external exam consisting of two papers:</p> <ul style="list-style-type: none"> Non-calculator Calculator <p>Some students who are not ready for the exam may be entered for individual stand-alone Higher units.</p>
Course Outline	Progression
<p>Students will study three units of work.</p> <p>Mathematics: Expressions and Functions The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.</p> <p>Mathematics: Relationships and Calculus The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.</p> <p>Mathematics: Applications The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.</p>	<p>This Course or its Units may provide progression to:</p> <ul style="list-style-type: none"> Advanced Higher Mathematics Other qualifications in Mathematics or related areas Further study, employment and/or training
Further Information:	
Contact: PT	
SQA Website	

ADVANCED HIGHER MATHEMATICS

Course Description

Advanced Higher Mathematics builds on all your mathematical skills from National 5 upwards. The course enables you to integrate your knowledge of all aspects of this subject. It has depth and breadth and provides a sound basis for future study and many areas of employment in various mathematical fields eg maths; physical science; computer science; engineering; medicine; accounting and business management.

Entry to Course

- Higher Grade Mathematics preferably an A or B pass

Assessment

- Students are required to pass an external exam Consisting of two papers:
- Non-calculator (60 minutes)
 - Calculator (150 minutes)

Course Outline

Students will study three units of work.

- Unit 1 - *Methods***
 - Formal Proof
 - Partial Fractions
 - Binomial Theorem
 - Differential Calculus I
 - Properties of Functions
 - Differential Calculus II
 - Integral Calculus
 - Differential Equations
- Unit 2 - *Algebra***
 - Arithmetic and Geometric Progression
 - Sigma Notation
 - Application of Calculus
 - Complex Number
- Unit 3 - *Geometry***
 - Matrices
 - System of Linear Equations
 - Number Theory
 - System of Linear Equations
 - Vectors

Progression

- Successful completion of this course may lead to:
- Degree/HND/HNC
 - Employment in science and mathematics; computing and ICT; construction; engineering; finance; health and medicine; manufacturing industries; transport and distribution

Further Information:

Contact: PT

SQA Website

BUSINESS & TECHNOLOGIES

NATIONAL 4/5 ADMINISTRATION & IT

Course Description

Students will continue to develop their IT and organisational skills to the best of their ability. Students will be guided by their subject teacher to the level which would best suit their needs. In addition to the high level of practical skills required, students will be engaged with workplace standards with regards to security, health and safety, customer care, sources of information, file management, corporate image and benefits of electronic communication.

Events management is undertaken by students - planning, organising and evaluating. This is a course which can be developed into a career or can be used as a lifeskill, but is very useful to have - as students will learn how to use IT effectively.

Entry to Course

Completion of the S3 Broad General Education Administration & IT course at a satisfactory level is a pre-requisite for entry.

This course is available to Senior pupils as a one-year course dependent on literacy skills, practical ability and negotiation with PT.

Assessment

Assessments are carried out internally for the 3 units for N4:

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

At National 4, unit passes and the Added Value Unit must be successfully completed to obtain a pass.

At National 5

- 3-hour assignment determines the final grade awarded (70 marks; marked by SQA)
- A final 2-hour practical exam (50 marks; marked by SQA).

Course Outline

Pupils will learn both generic and subject-specific IT skills, using word processing, database, spreadsheet and desk top publishing software. Technology, including the internet, will be used to organise, manage and communicate findings.

Pupils will develop the ability to organise and support events (including meetings); use problem solving skills in the context of administration; and learn about the skills, qualities and attributes required of administrators.

Progression

Progression is possible between National 4 and 5.

National 5 would be beneficial if a pupil is considering Higher Administration and IT.

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

HIGHER ADMINISTRATION & IT

Course Description

This course develops learners' advanced administrative and IT skills and enables them to contribute to the effective functioning of organisations in supervisory administrative positions.

It is also a very useful course to enhance life skills, as students learn how to record information effectively, how to use good communication skills and develop good file management.

Entry to Course

- Administration at National 5 and English at National 5.
- Available to senior pupils as a one-year course, dependent on literacy skills, practical ability and on negotiation with the PT.

Assessment

External SQA assessment of the course consists of a written examination and a practical assignment which is completed in class (marked by SQA).

Course Outline

Students can expect to advance their knowledge and understanding of administration procedures in the workplace and its importance.

They will develop a range of advanced IT skills for processing and managing information. Students will also develop a range of skills to communicate complex information effectively, making appropriate use of IT. Skills will also be advanced in managing the organisation of events.

The units undertaken are:

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

NATIONAL 4/5 BUSINESS

Course Description

Students will build on themes such as the understanding of different types of business and how they grow and make profit. We will learn how different functions such as Marketing, Operations and Human Resources impact on Business decisions. As well as explore Finance in a Business context.

Everyone comes into contact with business everyday as consumers so this course is suitable to all.

The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

Entry to Course

- Good literacy skills are essential as pupils are required to analyse and evaluate business scenarios.
- This course is available to Senior pupils as a one-year course dependent on literacy skills and negotiation with PT.

Assessment

For National 4, there are Unit Assessments and an Added Value Unit.

For National 5, there is an Assignment undertaken in class and marked by the SQA (1,300 words and 30 marks) and final 2-hour exam (90 marks and marked by the SQA)

Course Outline

For National 4, there are 2 units:

- Business in Action
- Influences on Business

For National 5, there are 3 units:

- Understanding Business
- Management of People and Finance
- Management of Marketing & Operations

Both include a written assignment.

Progression

Progression is possible between National 4 and 5.

National 5 would be useful for student's considering Higher Business Management.

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

NPA BUSINESS & MARKETING

Course Description

The course provides learners with the basic knowledge required to progress to further study or employment. The course is designed for pupils who wish to gain practical skills used within Business. The main aim is to provide learners with knowledge and skills which are directly relevant to current and/or future practice in the area of Business and Marketing.

It will provide opportunities for the learner to develop skills and aptitudes that will improve learners' employment potential and career development within this area.

The course is designed to offer a range of learning and assessment styles to motivate learners to achieve their full potential without the pressure of a final exam.

Entry to Course

- Good literacy skills are *essential* as pupils are required to analyse and evaluate business scenarios.
- Pupils need to have studied Business at S3 level

Assessment

Continuous assessment throughout the year. A mixture of open book assessments and folio work.
There is NO final exam

Course Outline

- The units of study are:
- Understanding Business (open book assessment)
 - Management of Operations and Marketing (open book assessment)
 - Marketing: Basic Principles (folio assessment)
 - Skills for Customer Care (open book & folio assessment)

Progression

- Pupils can progress to a NPA level 6
- College course in Business
- They will also gain practical skills useful in the workplace

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

HIGHER BUSINESS MANAGEMENT

Course Description

Business Management is a subject which is at the very heart of contemporary society - everyone comes into contact with business everyday as consumers, employees or employers. What businesses do affects everyone in society and has an impact on how they live their lives.

The study of Business Management at higher level enables students to understand the role and operation of business (also considering ethics and sustainability), to develop analytical and decision-making skills and to apply these skills to business situations. This should benefit all pupils whether or not they go on to follow a career in business.

Entry to Course

- Business Management at National 5 and English at National 5
- Available to senior pupils as a one-year course, dependent on literacy skills and negotiation with PT.

Assessment

External SQA assessment of the course consists of a written examination which is 2hrs 45mins and coursework undertaken in class (2,000 words).

Course Outline

The units undertaken are:

- Understanding Business
- Marketing and Operations
- People and Finance

Students are encouraged to keep up to date with current business and economic developments.

At N5 level, students only study small businesses as far as private limited companies.

In Higher, students examine how businesses grow and become public limited companies and multi-nationals.

At the end of this course you will have an understanding of how businesses operate and why they take the action they do. Along the way, you will gain transferrable skills that you will take with you to Further Education, into business itself or to enhance your general life skills, allowing you to make informed decisions and choices.

Progression

Successful completion of this course may lead to:

- Advanced Higher Business Management
- Degree/HND/HNC

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

NATIONAL 4/5 COMPUTING SCIENCE

Course Description

Computing Science is the study of computers and computing systems but not in the traditional form of thinking of computing as computers. Computing is everywhere in your home, car, and in workplaces. From Amstrad to Apple, and from sensors to servers, you will learn how computers works at a fundamental level. 54% of EU jobs are at risk of total computerisation (Frey & Osborne 2013); 90% of the remaining jobs will have a large element of digital technology in the next 20 years. As a Computing Science you can open the door to a field of jobs that don't exist yet.

Students will develop problem solving abilities (SSD - Software Design and Development) and develop an understanding how emerging innovative technologies can have an impact on society and the environment. Industry standard programming languages are used, therefore developing 'ready for industry' skills and opening doors to work placements here in Orkney. You will have experience in building digital solutions using around 6 different languages by the end of this course.

Information system design and development (ISDD) teaches students the fascinating world of 'big data' through database and website design and development. Several projects are completed throughout the year and we dip our toe into dynamic websites using JavaScript.

Entry to Course

Students must have either knowledge of this subject from S3 or evidence/experience of programming languages. A good level of both numeracy and literacy skills is linked closely with students ability to succeed in N5 Computing Science.

This course is available to Senior pupils as a one-year course dependent on literacy and numeracy skills. **Programming experience is essential** and evidence of this is required for pupils wanting to 'crash' into Computing Science.

Assessment

In National 4 there are 2 Unit Assessments and an Added Value Unit that students must pass to pass the course.

National 5
A final exam - 2 hours (110 marks; 69%)
Coursework Assignment (50 marks: 31%)

Pupils choosing Computing Science will be given a pathway for N4 or N5 after the first term depending on their aptitude for the programming assignments and knowledge levels.

Course Outline

National 4 and N5 units:

- Software Design and Development (programming skills)
- Information System Design & Development (databases and web design)

Pupils need to demonstrate confidence and speed in their programming to meet the tight deadlines set for Nat5 coursework.

Progression

Progression is possible between National 4 and 5.

National 5 would be necessary if a student is considering undertaking Higher.

Continued development of mathematics in line with development in Computing Science is recommended to support success at Higher and Advanced Higher levels.

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

HIGHER COMPUTING SCIENCE

Course Description

Students continue to develop from the National 5 curriculum with computational thinking skills and more complex programming challenges being given. Skills in analysis, design and modelling will be advanced with developing, implementing and testing digital solutions across a range of contemporary contexts. The course takes account of modern technologies, development methodologies related to software development, and information systems giving pupils industry processes to follow. By this point you are expected to be a competent programmer in a few languages and challenges will become more complex with industry level problems for you to solve with you creating professional solutions.

Pupils develop independence to research solutions often with complex mathematics, creative logic, and carefully designed data structures to solve problems. Students will learn how processors function at the finest levels and appreciate how early pioneers of computing science developed their solutions by programming in assembly language. Knowledge of binary will extend to knowledge of how the computer communicates at a fundamental level.

Those students interested in web technologies will enjoy working with database languages over the internet (SQL) and developing their advanced web design skills with an introduction to server-side technologies and heavy use of style languages (CSS). The skills taught are fundamentals to professional web design and suit creative people with an interest in the web development.

Entry to Course

- Computing Science at National 5
or
- **Strong programming experience is essential** for alternate course entries, good Maths and English results are desirable, otherwise 'crashing' this course is not recommended.

Assessment

- A final exam - 2 hours (2/3rds of course)
- Coursework Assignment (1/3rd of course)

Course Outline

Software Design and Development
Software design with development of problem-solving skills in Python or similar language. Computer architecture theory with appreciation of assembly language.

Information Systems Design and Development
Development of advanced information system including database and website driven solutions. Pupils will expand their knowledge of additional languages such as PHP, SQL, and JavaScript to solve complex problems.

Progression

Successful completion of this course may lead to:

- Advanced Higher Computing Studies
- Degree/HND/HNC
- Junior programming job roles
- Digital self-employment opportunities
- Career pathways supported by GCHQ and other STEM programs.

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

ADVANCED HIGHER COMPUTING SCIENCE

Course Description

Students continue to develop from the Higher curriculum building upon independent programming skills and developing a professional project to solve a real work problem for a local organisation. Research led learning and a self-directed project allow pupils to delve into areas of interest and direct their learning. Common projects choices involve working with local businesses, app development, games programming, web technologies, online database management, business workflow management, APIs and big data. Do you have a big project idea you can bring in? Pupils will develop an advanced understanding of core computing principles that can support entry to computing science careers and education pathways. Students learn advanced programming, development and research skills, and will understand the role and impact of contemporary computing technologies. Learning server-side programming in PHP is a core focus at the start of the year. A good work ethic is necessary to perform well on the professional project (open book) and the ability to meet numerous deadlines throughout the year. The professional project is equivalent to developing a business product on your own, time management skills and efficient use of study time are essential to your project meeting the standards expected on time. Procrastinators beware.

Entry to Course

- Higher Computing Science is necessary or discussion with Principal Teacher to discuss entry.
- Programming experience essential.

Assessment

- Both externally marked:
- Professional Project 50%
 - Question Paper (2 hours 30 minutes) - 50%

Course Outline

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, new standard algorithms are taught for sorting, new structured data types help us better understand how processors manage workflow and by learning PHP we will get a grasp on routinely accessing servers.

Information Systems Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Students will develop skills in developing and implementing complex information systems through practical tasks using SQL and PHP. Students will develop their independent learning skills by developing a C.R.U.D. project which may form the basis of your professional project.

Progression

Successful completion of this course may lead to:

- BSc Degrees in Computing Science and similar subjects
- HND/HNC
- Junior programming job roles
- Digital self-employment opportunities
- Work placements
- Modern Apprenticeships

Further Information:

Contact: Ms L Greenwell, PT

SQA Website

LEVEL 5/6 CREATIVE THINKING

Course Description

Creative thinking is a very exciting course that has been developed with Universities and Businesses. It will, through a series of creative projects, help pupils to develop and utilise creative skills that will be useful to build on for the rest of their lives and help to support their progress in other subjects. The focus being on how they get to their chosen end rather than the conclusion itself. **The Daydream Believers Creative Thinking course has been named in the top 100 education innovations in the world this year.**

This course will teach pupils to:

- Research** - Learn to find information to explore a problem. Demonstrate use of two or more research methods and be able to draw conclusions from the outcomes.
- Conceptualise** - Propose imaginative and creative concepts, which demonstrate understanding of the research outcomes.
- Fail & Fix** - Test and improve initial ideas. Compare, contrast and develop solutions to deal with a problem, situation, or issue.
- Communicate** - Independently select and use appropriate media to clearly and creatively communicate ideas and potential solutions.
- Evaluate** - Demonstrate creative bravery in the evaluation of independent work and show awareness of roles and potential for improvement in own practices and performance.

Entry to Course

- Completion of Broad General Education in Graphic Communication, Art and Design or Creative Thinking
- and/or
- N5 in Graphic Communication, Art and Design (with demonstratable creative ability)
- And
- N5 in English or have been accepted to do N5 English

Assessment

- Pupils are assessed throughout the year, looking at the work they are doing rather than the final outcome of the projects. There is no Exam for this course.
- Differentiation between level 5 (N5 equivalent) and level 6 (Higher equivalent) is determined by the quality and creativity of the pupils output and the skills demonstrated in their work.
- Teachers have moderation meetings with other schools and with Edinburgh college, to help gauge levels and to cross mark.

Course Outline

- Pupils work through 'Playlists' of creative projects, basically three or four projects throughout the year that have different focuses and opportunities to develop and utilise creative thinking skills.
- There will be warm up activities to kick start creative thinking strategies used throughout the projects.
- The projects are supported by and were developed with businesses to give real world problems and to encourage creative solutions to problems in the world today, aimed at sustainability and encouraging the innovative solutions to environmental issues.
- Pupils would mainly be working in a sketchbook with opportunities to work in different media as and when the need arises.

Progression

- This Course or its Units may provide progression to:
- Level 6 (equivalent to Higher) Creative Thinking
 - Further study, employment or training
- The levels carry the same amount of SQCF points as their SQA equivalents.

Further Information:

Contact: Mr S Woodrow, PT
<https://daydreambelievers.co.uk/>

NATIONAL 5 ENGINEERING SCIENCE

Course Description

SQA's Engineering Science qualifications develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems. The Courses bring together elements of science, technology, and mathematics, apply these to real-world contexts, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the variety and range of opportunities within engineering, the Courses provide a strong basis for further study or a career in any branch of engineering.

Entry to Course

- Maths at N5 and/or Physics at N5 or above
OR
- Pupils who are signed up for N5 Maths or N5 Physics
OR
- Pupils who have had excellent engagement with Wider Achievement Introduction to Engineering
AND/OR
- Physics in S3

Assessment

End of topic assessments throughout the year to prepare for external SQA assessment of the course which consists of a written examination (69%) and assignment in exam conditions (31%).

Course Outline

Engineering Contexts and Challenges

This Unit provides a broad context for the Course. It contributes to developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions. This Unit allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Electronics and Control

This Unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems (Arduino). Skills in problem solving and evaluating are developed through simulation and investigative tasks in a range of contexts.

Mechanisms and Structures

This Unit develops a deepening understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation and investigative tasks in a range of contexts.

Progression

This Course or its units may provide progression to:

- Other qualifications in Engineering Science or related areas
- Engineering Science or other technological subjects at Higher
- Further study, employment or training

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

HIGHER ENGINEERING SCIENCE

Course Description

SQA's Engineering Science qualifications develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems. The Courses bring together elements of science, technology, and mathematics, apply these to real-world contexts, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the variety and range of opportunities within engineering, the Courses provide a strong basis for further study or a career in any branch of engineering.

Entry to Course

- A or B grade in Engineering Science at N5
- Crash Higher:
- A or B grade in Physics at N5 or above
- AND
- A or B grade in Maths at N5 or above

Assessment

End of topic assessments throughout the year to prepare for external SQA assessment of the course which consists of a written examination (69%) and assignment in exam conditions (31%).

Course Outline

Engineering Contexts and Challenges

This Unit provides a broad context for the Course. It contributes to developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions. This Unit allows the learner to deeper explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Electronics and Control

This Unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue (BJT, MOSFETs and Op Amps), digital and programmable systems (Arduino). Skills in problem solving and evaluating are developed through simulation and investigative tasks in a range of contexts.

Mechanisms and Structures

This Unit develops a deepening understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, nodal analysis calculations and investigative tasks in a range of contexts.

Progression

This Course or its units may provide progression to:

- Other qualifications in Engineering Science or related areas
- Other technological subjects at Higher
- Further study, employment or training

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

NATIONAL 4/5 GRAPHIC COMMUNICATION

Course Description

The aims of this course are to enable learners to:

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

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

Entry to Course

- Completion of a Broad General Education in a related subject
- Completion of a relevant course
- At the discretion of the Principal Teacher D&T

Assessment

The following units must all be completed to a prescribed tolerance & standard:

- Graphic Communication Assignment
- External exam for National 5.
- Three internally assessed units and an Added value unit for N4.

Course Outline

The main things you will learn:

- Produce and interpret pictorial sketches, pictorial drawings and 3D models
- Produce pictorial and 3D colour illustrations
- Create pictorial or 3D promotional displays
- Produce and interpret 2D sketches and drawings
- Produce preliminary 2D colour designs and illustrations for single-page promotional displays
- Create 2D promotional graphic layouts

Progression

This Course or its units may provide progression to:

- Other qualifications in Graphic Communication or related areas
- Graphic Communication or other technological subjects at Higher
- Further study, employment or training

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

HIGHER GRAPHIC COMMUNICATION

Course Description	
<p>Learners initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. The Course is practical, 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. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.</p>	
Entry to Course	Assessment
<p>Entry into S5:</p> <ul style="list-style-type: none"> • Graph Comm at National 5. <p>Entry into S6:</p> <ul style="list-style-type: none"> • Graph Comm at National 5 or • Design & Manufacture at National 5 or • Art & Design at National 5 <p>Other relevant technological, graphic courses or similar at teacher's discretion.</p>	<p>External SQA assessment of the course consists of a written examination and an assignment.</p>
Course Outline	Progression
<p>2D Graphic Communication This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p> <p>3D and Pictorial Graphic Communication This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher Graphic Communication. • Higher Design & Manufacture • Degree/HND/HNC • Further training or employment.
Further Information:	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

NATIONAL 4 PRACTICAL COOKERY

Course Description

The general aim of this Course is to develop organizational and planning skills, food preparation techniques and follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding on the importance of safety and hygiene, their knowledge and understanding of ingredients and follow safe and hygienic practices at all times.

Learners who complete this Unit will be able to:

- Use cookery skills, with minimal guidance, to prepare ingredients, follow cookery processes with minimal guidance, to produce dishes and be able to plan, prepare and organize themselves throughout.

Entry to Course

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

- S3 Broad General Education Hospitality course.
- National 3 Hospitality: Practical Cookery Course or relevant component Units

There may need to be a selection process for entry into this course as we are limited by numbers and space.

Assessment

The following is a list of methods which could be used for assessment and gathering necessary evidence:

- Questioning – written, oral.
- Observation of learners carrying out practical activities.
- Presentations, group discussions, peer-/self-assessment.
- Matching exercises, various forms of e-assessment.
- Working logs/portfolios of evidence.

All units are internally assessed and formative, summative, peer and self-assessment will form the core of this process. The course may be assessed on a unit-by-unit basis or through a combined approach but outcome will be based on a pass/fail basis. Under exam conditions, pupils will be asked to complete a time plan for a practical cookery session. They will then be assessed under exam conditions for 2 ½ hours where they will make three dishes. The recipes they are to make will be produced by the SQA.

Course Outline

The Units for National 4 include:

- Elementary Food Hygiene: This is certificated by The Royal Environmental Health Institute Scotland.
- Cookery Skills, Techniques and Processes.
- Understanding and Using Ingredients.
- Organisational Skills for Cooking
- Added Value Unit - Producing a Meal - this will be an externally set Practical Exam which involves the preparation, cooking, serving and garnishing of a 2 Course Meal within a 90-minute time frame.

Progression

This Course or its components may provide progression to:

- National 5 Hospitality: Practical Cookery Course or relevant component Units
- Further study, employment and/or training
- Other progression pathways are also possible including progression to other qualifications at the same or different levels at Orkney College.

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

NATIONAL 5 PRACTICAL COOKERY

Course Description	
<p>The general aim of this Course is to develop organizational and planning skills, food preparation techniques and follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding on the importance of safety and hygiene, their knowledge and understanding of ingredients and follow safe and hygienic practices at all times. Learners who complete this Unit will be able to:</p> <ul style="list-style-type: none"> • Use cookery skills, with minimal guidance, to prepare ingredients, follow cookery processes with minimal guidance, to produce dishes and be able to plan, prepare and organize themselves throughout. 	
Entry to Course	Assessment
<p>Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications or experience:</p> <ul style="list-style-type: none"> • S3 Broad General Education Hospitality course. • National 3 Hospitality: Practical Cookery Course or relevant component Units <p>There may need to be a selection process for entry into this course as we are limited by numbers and space.</p>	<p>The following is a list of methods which could be used for assessment and gathering necessary evidence:</p> <ul style="list-style-type: none"> • Questioning – written, oral. • Observation of learners carrying out practical activities. • Presentations, group discussions, peer-/self-assessment. • Matching exercises, various forms of e-assessment. • Working logs/portfolios of evidence. <p>All units are internally assessed and formative, summative, peer and self-assessment will form the core of this process. The course may be assessed on a unit-by-unit basis or through a combined approach but outcome will be based on a pass/fail basis. Under exam conditions, pupils will be asked to complete a time plan for a practical cookery session. They will then be assessed under exam conditions for 2 ½ hours where they will make three dishes. The recipes they are to make will be produced by the SQA.</p>
Course Outline	Progression
<p>There are 4 main units:</p> <p>Cookery Skills, Processes and Techniques Pupils must select and use food preparation equipment and appropriate techniques whilst preparing simple dishes and develop a range of cookery skills and processes whilst working safely and hygienically.</p> <p>Understanding and Using Ingredients Pupils must be able to give an overview of the categories; uses and sourcing of ingredients, use a wide range of ingredients in the preparation of simple dishes and understand the importance of sustainability and food choices and its impact on health.</p> <p>Organisational Skills for Cooking Pupils must be able to develop and implement a simple plan to prepare dishes for specific occasions, follow recipes well and work safely and hygienically in the context of organisational skills for cooking.</p>	<p>This Course or its components may provide progression to:</p> <ul style="list-style-type: none"> • Further study, employment and/or training • Other progression pathways are also possible including progression to other qualifications at the same or different levels at Orkney College.
Further Information:	
<p>Contact: Mr S Woodrow, PT SQA Website</p>	

NATIONAL 4/5 PRACTICAL METALWORKING

Course Description

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

- Skills in metalworking techniques
- Skills in measuring out and marking metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- An understanding of sustainability issues in a practical metalworking context

Entry to Course

- Completion of a Broad general Education in a related practical subject.
- Completion of a relevant course.
- At the discretion of the Principal Teacher

Assessment

- N4 - three internally assessed units and one Added Value unit.
- N5 -internally assessed practical assignment, written case study (small test) and a logbook (recording procedures for machines and hand tools).

Course Outline

The main things you will learn:

- Using, with guidance, a range of metalworking tools, equipment and materials safely and correctly for straightforward and familiar metalworking tasks.
- Reading and interpreting simple drawings and diagrams in familiar contexts.
- Measuring and marking out metal sections and sheet materials in preparation straightforward cutting and forming tasks.
- Practical creativity in the context of simple and familiar metalworking tasks.
- Following, with guidance, given stages of a practical problem-solving approach metalworking tasks.
- Applying knowledge and understanding of safe working practices in a workshop environment as they relate to simple and familiar tasks.
- Knowledge of the basic properties and uses of common metals and metalworking materials.
- Knowledge of sustainability issues in a practical metalworking context.

Progression

May include:

- Next National in hierarchy for metalworking.
- Skills for Work.
- Employment, apprenticeship or work training.

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

NATIONAL 4/5 PRACTICAL WOODWORKING

Course Description

The aims of this course are to develop skills & knowledge in:

- Woodworking processes & techniques
- Material identification and uses
- Safe practices
- Creativity and problem solving
- Numeracy, enterprise and citizenship

The course consists of units in which previous skills are reinforced and new skills introduced and developed.

Entry to Course

- Completion of a Broad General Education in a related practical subject
- Completion of a relevant course
- At the discretion of the Principal Teacher D&T

Assessment

- N4 - three internally assessed units and one Added Value unit.
- N5 -internally assessed practical assignment, written case study (small test) and a logbook (recording procedures for machines and hand tools).

Course Outline

The main things you will learn:

- How to read project drawings and obtain part dimensions.
- To adjust and use safely a range of tools, hand and machine.
- Measure and mark out common materials.
- To cut and shape materials, some with complex features.
- To plan tasks.
- To contribute by suggesting improvements to given tasks.
- Common properties and uses of common materials in use.
- The importance of sustainability in a practical woodworking context.
- To work in a manner which is safe for all.

Progression

May include:

- Next National in hierarchy for woodworking.
- Skills for Work
- Employment, apprenticeship or work training.

Further Information:

Contact: Mr S Woodrow, PT

SQA Website

EXPRESSIVE

NATIONAL 3 ART & DESIGN

Course Description

This course provides opportunities for learners to experiment with art and design materials; be imaginative and creative; present basic facts and ideas; and apply practical skills in response to given expressive and design tasks.

It combines practical experiences in expressive and design activities along with developing a basic knowledge and understanding of artists' and designers' practice.

Entry to Course

You will have completed Art and Design in S3.

Assessment

National 3 units are internally assessed. There is no Added Value unit or external exam at NAT3.

Course Outline

Expressive Activity

- Consider some of the things that inspire artists and how they use art materials, techniques and technology.
- Pupils will select, use and experiment with art materials, techniques and /or technology.
- Produce artwork at a basic level in response to chosen stimuli for an expressive art activity.

Design Activity

- Consider some of the things that inspire designers and how they use design materials, techniques and technology.
- Pupils will develop their personal design ideas in 2D and/or 3D work, select use and experiment with materials, techniques and/or technology at a basic level when producing design work in response to a design brief.
- Pupils will reflect on and evaluate their own and other designers' work.

Progression

Successful completion of National 3 could provide progress to:

- Art & Design National 4

Further Information:

Contact: Mrs N Watson, PT

SQA Website

NATIONAL 4/5 ART & DESIGN

Course Description

Learners will begin by focusing on the investigation and experimental development of creative ideas. The ideas should be informed and influenced by aspects of the candidates' understanding of how artists and designers create their work and the things which influenced them.

Candidates will be working to an agreed theme/brief and will have had some involvement in choosing the context and scope for their art and design work.

Learners will provide evidence of reflecting on their work and creative options and choices. They will show their ability to identify creative choices, to reach decisions and to use problem solving skills while developing their ideas; helping them communicate their ideas about their subject or theme.

Entry to Course

You will have completed Art and Design in S3.
Pupils will not be placed at their levels until they have worked through the first part of the course.
Decisions on working levels will be based on the quality of both written and practical work produced by the pupils.
Pupils in S5 and S6, who have not studied Art and Design since S2 may undertake the Nat4 or Nat5 course following a discussion with Mrs Watson. You will be entered at the appropriate level once have begun the course.

Assessment

National 4 units and the further Added Value portfolio are internally assessed. There is no external exam at NAT4. At National 5 level, pupils complete a portfolio of work consisting of both Expressive and Design work.
The hand in date for this is the end of the Spring Term. The folios will then be submitted to the SQA for assessment.

- Expressive Unit -100 marks
- Design Unit - 100 marks
- External written exam - 50 marks

Course Outline

Expressive Activity

- Identifying and investigating themes.
- Research artists' working practices, describing how social and cultural influences affect the artists' work.
- Reflecting on and evaluating their own and other artists' work.
- Analytical drawing from firsthand sources.
- Developing media handling skills.
- Developing and resolving personal ideas imaginatively in 2D/3D.

Design Activity

- Identifying and investigating themes.
- Research into designers' working practices, describing how social and cultural influences affect the designers' work.
- Reflecting on and evaluating their own and other designers' work.
- Investigating requirements, constraints and problems.
- Considering ideas towards a solution.
- Developing skills, making informed choices and evaluation.

Progression

Successful completion of National 4 will provide progress to:

- Art & Design National 5

Successful completion of National 5 will provide progress to:

- Art & Design Higher

Further Information:

Contact: Mrs N Watson, PT

SQA Website

HIGHER ART & DESIGN

Course Description

The purpose of the Course is to provide a broad practical experience of Art and Design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive and design work.

Entry to Course

- National 5 Art and Design Course or relevant component Units.

Assessment

At Higher pupils complete a portfolio of work consisting of both an Expressive and Design folios of work. The hand in date is the end of the Spring Term. This folio will then be submitted to the SQA for assessment.

- Expressive unit - 100 marks
- Design unit - 100 marks
- External written exam - 60 marks

Course Outline

Expressive Activity

This folio of work helps learners to develop their personal thoughts and ideas in visual form. Learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. After selecting stimuli and producing investigative studies, pupils will develop and refine their expressive ideas and artwork. They will experiment with and use a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

Design Activity

In this unit learners will plan research and develop work in response to a design brief. They will further develop their creativity, problem-solving and critical thinking skills as they consider complex design opportunities and work to resolve design issues and constraints. They will develop and refine their ideas by experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats.

Learners will evaluate their own and other work in both expressive and design folios.

The written critical understanding of both artists' and designers' work will inform the written external in the May exam diet.

Progression

Successful completion of this course may lead towards:

- Advanced Higher Art & Design
- Portfolio Preparation Course
- HNC/HND/Degree
- Higher Art & Design is required for some Architecture and other interior & exterior spatial design courses.
- 24 SCQF Credit points to support application to other further and higher education courses.

Further Information:

Contact: Mrs N Watson, PT

SQA Website

ADVANCED HIGHER ART & DESIGN

Course Description

In this course learners will engage in a creative and personally selected Expressive or Design enquiry. They will explore the creative potential of their selected expressive stimuli and experiment using materials, advanced techniques and/or technology to communicate and express their ideas in 2D and/or 3D formats.

The course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It will allow learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the course's unique contribution to the learners' creative development.

Learners will choose to work in the area of either Design or Expressive and will choose artists or designers which they will research in order to inform their own area of study. This will form the basis for the dissertation.

Entry to Course

A pass at Higher Art and Design or at the discretion of the PT.

Assessment

The portfolio will be marked out of 100 and will be submitted to the SQA for external assessment. The course award is graded A to D.

- Initial starting point and resolved pieces of artwork and design - 64 marks.
- Supporting contextual research-30 marks and evaluation - 6 marks.

Course Outline

This course allows freedom of choice to the pupil. They will choose to work in the area of either Design or Expressive and will choose artists or designers which they will research in order to inform their own area of study.

The practical & written elements of the portfolio are:

- The ability to identify the development potential in their work.
- Confident and highly skilled use of a variety of art materials, equipment, advanced techniques and/or technology.
- Applied understanding of artists'/designers' work and practice informed by in-depth research.
- Personal creativity through the development of progressive lines of expressive/design enquiry.
- Advanced visual problem solving, planning and evaluation skills.
- The ability to create highly refined outcomes in 2D and/or 3D formats.
- The ability to review, edit and present their work for assessment.

Progression

Successful completion of this course may lead towards:

- Portfolio Preparation Course
- HNC/HND/Degree courses
- Some Architecture and other interior & exterior spatial design courses may require a portfolio. The Advance Higher course will enable pupils to create a portfolio.
- 32 SCQF Credit points to support application to other further and higher education courses.

Further Information:

Contact: Mrs N Watson, PT

SQA Website

HIGHER PHOTOGRAPHY

Course Description

The course is divided into two main components:

- **Project (Practical Portfolio):** Pupils produce a body of photographic work based on a personal theme, showing development from initial research and experimentation through to final outcomes and reflecting critically on their own creative process. The final images will be printed professionally and the cost will be met by the school.
- **Question Paper (Critical Analysis):** Pupils demonstrate their understanding of technical and creative image making skills and photographic practice by answering multiple choice questions and analysing the work of other photographers.

The course encourages independence, imagination, and technical skill. By the end of the course, pupils will be able to create thoughtful, well-composed photographic work that communicates ideas and emotions effectively. Higher Photography provides an excellent foundation for further study in the creative arts, design, and media-related subjects.

Entry to Course

- A pass at Nat 5 English, or Art and Design, as there are analytical and evaluative written elements to the course.
- A keen interest in photography and use of a good camera would be beneficial, although the school cameras can be used within the school premises.

Assessment

The hand in date for the Photography Project is the end of the Spring Term. This folio will then be submitted to SQA for assessment. The Photography Project will include:

Portfolio: Research & Investigation; development & production work; evaluation - (100 marks)
Written exam - (30 marks)

Course Outline

This is a folio-based course with all work being sent away to SQA for assessment. There is also an SQA written exam.

Camera Techniques - an introduction to photography, how to use camera settings and take interesting shots.

Project - Pupils are encouraged to make personal choices and produce a creative, self-directed folio, which demonstrates applied photography skills in a challenging context.

Progression

Higher Photography would be an excellent preparation for those young people who are considering a career in Photography.

It is an ideal way of building a portfolio for college. Likewise, those considering Art school would find it invaluable in enhancing their portfolio.

Photography can lend itself well to various employment opportunities such as; Graphic design, Magazine editing, Advertising, Film and TV, Teaching, Web design, Fashion and many more

Further Information:

Contact: Mrs N Watson, PT

SQA Website

NATIONAL 4/5 DRAMA

Course Description

All pupils taking this course will gain basic skills in a wide variety of production skills expertise: lighting and sound using IT; costume; make-up and hair; set design; prop-making and acting.

In March learners will be practically assessed in the National 4/5 Added Value unit and/or the National 4/5 Production Skills unit through the successful completion of a performance that will allow them to demonstrate and apply the skills they have learned.

Entry to Course

Some prior experience and understanding of drama and the skills involved with a willingness to participate in the practical application of skills.

Assessment

Practical performance and a written evaluation the drama skills process. An additional opportunity for Nat 4 candidates to be assessed for the Nat 5 Production skills unit.

Nat 4 - Practical performance (application of practical skills)

Added Value written/recorded evaluation of the process.

Nat 5 - Practical performance is 60% of final mark

Section 1 - performance (50 marks)

Section 2 - preparation for performance (10 marks)

Written exam is 40% of final grade:

Section 1 - 20 marks

Section 2 - 40 marks

Course Outline

Drama Skills

This unit will introduce Creating to Performance skills through a devised drama. Pupils will perform their own final devised drama and include theatre arts to enhance the presentation. In preparation for Section 1 & 2 of the written exam paper.

Production Skills

This unit will introduce text and will build the understanding of applying production skills to a scripted drama. Pupils will have hands on experience of acting; stage lighting; stage sound production; set design; prop design; costume design & theatrical make-up and hair design in order to apply these skills to a staged production. This unit will allow pupils to choose the specialist area for their final assessed Performance.

Added Value Unit

This will include a final performance (carrying out their chosen production role) in front of an audience and will be externally moderated by the SQA. There is a written element called Preparation for Performance where the students discuss their research and development of their chosen production role and how they will present their ideas during the performance.

Evaluation of process and preparation for the practical and written exam.

Progression

Successful completion of National 4 will provide progress to:

Drama National 5

Successful completion of National 5 will provide progress to:

Drama Higher (or units within Higher) or National Progression Award (NPA) units in Performance/Technology.

Further Information:

Contact: Mrs C Slade, PT

SQA Website

HIGHER DRAMA

Course Description

The Higher Drama Course develops skills in creating and presenting drama. Learners develop and use complex drama skills and production skills to present drama. This Course is practical and experiential.

The aims of the Course are to enable learners to:

- Generate and communicate thoughts and ideas when creating drama.
- Develop a knowledge and understanding of the complex social and cultural influences on drama through textual analysis.
- Develop complex skills in presenting drama through Acting and Directing.
- Develop knowledge and understanding of complex production skills when presenting drama as a Designer.
- Explore form, structure, genre and style and analyse performance of professional theatre.

Entry to Course

- National 5 A or B pass in Drama
- A good pass in English at National 5 and an interest in Theatre with a willingness to participate in drama.

Note - if pupils do not have an A or B pass at National 5 then this course can be sat over two years or pupils may sit internal units only.

Assessment

- Internal assessment of units (for candidates not sitting full course)
- Externally assessed practical assessment - Acting, Directing or Designing 50% + Preparation for Performance 10%
- SQA Examination - written paper 40%
- Section 1 - Theatre Production Text in Context
- Section 2 - Performance analysis (of a production the candidate has seen live or a recorded performance that has been performed in the past two years)

Course Outline

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

Drama: Production Skills Unit - In this Unit, learners will develop complex production skills and applying these to a set text. They will consider how to use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Performance - This will include a final performance as an Actor, Director or Designer. Actors have two interactive pieces to perform, Directors have to lead a rehearsal from a text of their choice and Designers have to choose a text to design for using set design + one other production area. (externally assessed by an SQA Visiting Assessor in March). The written element - Preparation for Performance - where students discuss their research and development of the play(s) and how they will present their ideas during the performance.

Evaluation of process and preparation for written exam.

Progression

Successful completion of this course may lead to:

- Advanced Higher Drama
- National Progression Awards
- Degree/HND/HNC - Drama; Theatre Studies; Musical Theatre and/or Technical Theatre.
- Employment in the Creative Industries

Further Information:

Contact: Mrs C Slade, PT
SQA Website

ADVANCED HIGHER DRAMA

Course Description

The Advanced Higher Drama Course develops skills in creating and presenting drama. Learners develop and use complex drama skills and production skills to present their own drama. Research and write a dissertation This Course is practical and experiential.

The aims of the Course are to enable learners to:

- Generate and communicate their own thoughts and ideas when creating drama
- Develop a knowledge and understanding of the complex social and cultural influences on drama and theatre practitioners
- Develop complex skills in presenting drama
- Develop knowledge and understanding of complex production skills when presenting drama
- Evaluate live theatre performances

Entry to Course

- A or B pass in Higher Drama
- A good pass in English at Higher and an interest in Theatre with a willingness to participate in drama.

Note - if pupils do not have an A or B pass at Higher then this course can be pupils may sit internal units only.

Assessment

- Internal assessment of units (for candidates not sitting full course)
- Externally assessed practical assessment 50% as an Actor, Director or Designer
- Assignment - 20% researching a professional theatrical production and the practitioners involved. Externally marked.
- Dissertation, externally marked 30%

Course Outline

Drama Skills Unit

In this Unit, learners will research influential theatre practitioners, explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will write their own play, direct it and perform the play in front of an audience. They will then evaluate the process.

Drama: Production Skills Unit

In this Unit, learners will research influential practitioners and develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Performance

This will include a final performance as an Actor, Director or Designer. Actors have two pieces to perform - a monologue and an interactive piece. Director - lead a rehearsal of a section of their chosen text. Designer - set design for their chosen text (building a model box to demonstrate their design concepts) + design concepts for two other production areas. This is performed/demonstrated in front of an examiner and will be externally assessed. They will research a professional theatrical production and the practitioners involved in preparation for the completion of an Assignment. Research and write a dissertation topic of their choice.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC in Drama, Theatre Studies, Musical Theatre and/or Technical Theatre.
- Employment in the Creative Industries

Further Information:

Contact: Mrs C Slade, PT
SQA Website

NPA ACTING & PERFORMANCE

Course Description

This course will give you the opportunity to further develop your skills in the area of acting and performance as well as developing your knowledge and understanding of theatre. Working alongside Adv. Higher as they present their scripted interactive plays/ monologues as well as devising your own play (numbers permitting). There are 2 Units:
 1 - Drama - Theatre skills in performance. (2 credits)
 2 - Professional Theatre in context. (1 credit)

Entry to Course

- A or B pass at Higher
- A good pass in English at Higher and an interest in Theatre with a willingness to participate in Drama.

Assessment

- Practical and Written
- Internal assessment of Units
- Internal assessment of Assignments

Course Outline

Unit 1

- Devising, rehearsing and staging a show (possibly a Panto?) designed for younger children. This will be decided as a group depending on size and interest.
- Scripted show and/or possible involvement with Adv. Higher acting pieces. (to be decided when we know size of group)
- Understanding how a production team works (closed book assessment)
- Evaluating your performance and that of others in rehearsal and performance (open book assessment after the live performance)
- As Acting students, we expect you to:
- Be prepared and punctual for rehearsals and performance.
- Take responsibility as an actor working as part of a team.
- Explore characters and relationships.
- Demonstrate knowledge and understanding of the various roles and responsibilities of a production team.

Unit 2

- Consists of 2 written/oral (open book) assignments.
- One written/oral (open book) evaluation.
- If you have done Higher this will be like a breath of fresh air and you should have no issues with the content of the assignments.

Progression

- Successful completion of this course may lead to:
- Degree/HND/HNC in Drama, Theatre Studies, Musical Theatre and/or Technical Theatre.
 - Employment in the Creative Industries

Further Information:

Contact: Mrs C Slade, PT
 SQA Website

NPA TECHNICAL THEATRE

Course Description

This course will give you the opportunity to further develop your skills in all of the areas of Technical theatre well as developing your knowledge and understanding of theatre.

As well as the 2 mandatory units, you will choose one area of Technical theatre in which to specialise.

You will be working alongside Adv. Higher in your specialised area of study as they present their scripted interactive plays/ monologues as well as being the designer when devising your own play with the other NPA Acting students. (numbers permitting).

Entry to Course

- A or B pass at Higher Drama design
- A good pass in English at Higher.
- An interest in Technical Theatre with a creative /inventive mind. Have a practical and hands on approach to tasks and an ability to work independently.

Assessment

- Practical and Written
- Internal assessment of Units
- Internal assessment of Assignments

Course Outline

There are two mandatory Units and one further unit should be selected from the optional section.

Mandatory Units

- Technical Theatre in Context
- Theatrical Design

• Optional Units (choose one)

- Theatre Stage Sound Operations
- Theatrical Prop Making
- Creative Project
- Theatre Stage Model Set Construction

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC in Drama, Theatre Studies, Musical Theatre and/or Technical Theatre.
- Employment in the Creative Industries

Further Information:

Contact: Mrs C Slade, PT
SQA Website

NATIONAL 4/5 MUSIC

Course Description

This course will develop pupils' skills in Performing, Composing and Understanding Music. Pupils will learn to how to understand music of different styles. You will develop skills on your preferred instruments by performing, inventing and appreciating music in a variety of styles. You will engage in a wide variety of activities which will include both individual and ensemble work. Participation in extra-curricular activities (ie Choirs, Wind Band, and String Groups etc) is strongly encouraged to further your understanding and skills.

Entry to Course

Completion of BGE Phase with Music as an elected subject in S3.

Assessment

Performing

A performance on 2 instruments to a visiting examiner around February/March of at least equivalent to Associated Board Grade 3. The total programme time is 6 minutes. Each instrument is worth 25% of the overall grade.

Understanding/Listening

Question paper at National 5 (45 mins) in May - identifying concepts and music literacy covered in coursework. The listening element is worth 35% of the overall grade.

Assignment/Composing

The assignment draws on skills, knowledge and understanding of Music composition. You will have to demonstrate your skills by composing a piece of music that uses at least three of the following elements of music - melody, harmony, rhythm, timbre and structure. The assignment also includes a self-reflective review of how you have created the music and developed a range of musical ideas.

Course Outline

The aims of the Course are to enable learners to:

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice.
- Perform challenging music with sufficient accuracy while maintaining the musical flow.
- Create original music using compositional methods and music concepts creatively.
- When composing candidates will broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.
- Critically reflect on and evaluate their own work and that of others.

Progression

Successful completion of this course may lead to:

Higher Grade Music

National & vocational qualification at college

Further Information:

Contact: Mr A Harvey DHT

SQA Website

HIGHER MUSIC

Course Description

The Higher Music Course provides a broad practical experience of performing and creating music and develops related knowledge and understanding of music. Learners develop their skills and creative capabilities as musicians and gain the skills they need to perform and create music and to confidently discriminate between music concepts and styles. Participation in extra-curricular activities (ie Choirs, Windband, and String Groups etc) is strongly encouraged to further your understanding and skills.

Entry to Course

- National 5 Music pass

Assessment

Performing

A performance on 2 instruments to a visiting examiner around February/March of at least equivalent to Associated Board Grade 4. The total programme time is 10 minutes. Each instrument is worth 25% of the overall grade.

Understanding/Listening

Question paper at Higher (1 hour) in May - identifying concepts and music literacy covered in coursework. The listening element is worth 35% of the overall grade.

Assignment/Composing

The assignment draws on skills, knowledge and understanding of Music composition. The composition must show the use of harmony along with at least three of the following elements of music - melody, rhythm, timbre and structure. The assignment also includes a self-reflective review of how you have created the music and developed a range of musical ideas.

Course Outline

The aims of the Course are to enable learners to:

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice.
- Perform challenging music with sufficient accuracy while maintaining the musical flow.
- Create original music using compositional methods and music concepts creatively.
- When composing, candidates will broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.
- Critically reflect on and evaluate their own work and that of others.

Progression

Successful completion of this course may lead to:

- Advanced Higher Music
- Degree/HNC/HND
- Employment in Performing Arts

Further Information:

Contact: Mr A Harvey DHT

SQA Website

ADVANCED HIGHER MUSIC

Course Description

The course provides you with the opportunity to develop musical versatility and particular areas of interest. Flexibility within the overall structure allows you to select a stimulating course, well matched to your individual interests and needs. It also allows you to develop the skills and knowledge if you wish to proceed to further study and/or follow a career in music. Participation in extra-curricular activities (ie Choirs, Windband, and String Groups etc) is strongly encouraged to further your understanding and skills.

Entry to Course

- Higher Grade Music at A or B

Assessment

Performing

A performance on 2 instruments to a visiting examiner around April/May of at least equivalent to Associated Board Grade 5. The total programme time is 15 minutes. Each instrument is worth 25% of the overall grade.

Understanding/Listening

Question paper at AH (1 hour 15 minutes) in May - identifying concepts and music literacy covered in coursework. The listening element is worth 35% of the overall grade.

Assignment/Composing

The assignment draws on skills, knowledge and understanding of Music composition. The composition must show the use of all the following elements of music - melody, harmony, rhythm, timbre and structure. The assignment also includes a self-reflective review of how you have created the music and developed a range of musical ideas. Candidates will also have to analyse a chosen piece of music.

Course Outline

The aims of the Course are to enable learners to:

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice.
- Perform challenging music with sufficient accuracy while maintaining the musical flow.
- Create original music using compositional methods and music concepts creatively.
- When composing candidates will broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.
- Critically reflect on and evaluate their own work and that of others.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC
- Employment in Performing Arts

Further Information:

Contact: Mr A Harvey DHT
SQA Website

NATIONAL 4 PHYSICAL EDUCATION

Course Description

In this course pupils will learn how to identify factors that are impacting on their performance in a variety of activities. They will learn how to improve these factors and how to monitor and evaluate their progress. This course focuses on the development of practical skills as well as thinking and interpersonal skills by giving pupils a variety of roles and responsibilities. This course requires pupils to undertake regular homework tasks and work in the classroom every week.

Entry to Course

Ideally pupils should have completed the S3 elective course prior to starting National 4 PE.

If pupils have not taken this course but have shown commitment to participating in PE with the appropriate attitude and work rate then they will be considered for the course.

Any pupil wishing to sit National 4 PE should be highly motivated and hard working with regards to participating in sport. Furthermore, pupils should always have a change of appropriate PE kit for every practical lesson.

Assessment

In order to achieve National 4, pupils will have to successfully complete all of the internally assessed units:

- **Practical Performance** - pupils will be required to meet the specific National 4 criteria for performance in a minimum of 2 physical activities throughout the course.
- **Factors Impacting Performance (FIP)** - Pupils will complete written tasks throughout the course of the year to demonstrate their knowledge of factors and the personal development programme (PDP) process.
- **Added Value** - pupils will be required to meet the specific National 4 Added Value criteria for performance by completing a challenging single performance in an activity of their choosing.

Course Outline

The course is split into 3 units of work:

- **Performance Skills** - pupils will be expected to demonstrate and develop a range of movement and performance skills in a variety of activities throughout the course.
-
- **Factors Impacting on Performance (FIP)** - pupils will be expected to: demonstrate their knowledge of factors that can impact on performance, develop their performance in a number of physical activities and review their development process. This unit makes up the majority of the course and as a result homework will be issued regularly and pupils must complete their Factors Impacting on Performance workbooks successfully in order to pass the unit.
-
- **Added Value** - pupils will be expected to plan for and carry out a single performance in an activity of their choosing. This performance must be in a challenging context and show pupils' application of the movement skills they have developed throughout the year.

Progression

The course or its units may provide progression to:

National 5 Physical Education Course or relevant component Units.

Success at National 5 level could lead to progression in Higher Physical Education.

Wellbeing Award (SCQF level 5)

Further Information:

Contact: Mr M Garson, PT
SQA Website

NATIONAL 5 PHYSICAL EDUCATION

Course Description

In this course pupils will develop an understanding of the factors that impact on performance in a range of physical activities and the methods used to identify them. Pupils will learn to plan and implement a training programme using a variety of approaches to improve their performance. For their Portfolio Assessment, students will have to plan, carry out and review this process with a degree of supervision from staff. Throughout the course, there will be a focus on practical skills where pupils will be expected to demonstrate a comprehensive range of performance skills. This course requires pupils to undertake regular homework tasks and work in the classroom every week.

Entry to Course

Ideally pupils will have completed the S3 elective course or National 4 for senior pupils.

Entry is at the discretion of the PE Dept and attitude, effort and behaviour will all be taken into consideration. Continual participation and a demonstration of commitment to the subject are essential for entry to this course.

Any pupil wishing to sit National 5 PE should be highly motivated and hard working with regards to participating in sport. Furthermore, pupils should always have a change of appropriate PE kit for every practical lesson.

Assessment

Portfolio

The portfolio is a written assignment which gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance.
- monitoring, recording and evaluating performance development.
- decision-making and problem-solving

The portfolio is worth a total of 60 marks and contributes to 50% of the candidate's overall grade.

One-off Performance

The purpose of this component is to assess the candidate's ability to effectively perform in **two** different physical activities. Each performance is worth 30 marks and is a single event in a challenging, competitive and/or demanding context. Both performances are added together for a score out of 60, which is worth 50% of the candidate's overall grade.

Course Outline

- Pupils will learn how to select, demonstrate and adapt their skills in order to apply them within a variety of contexts.
- There will be opportunities for pupils to choose the activity which they are assessed in and to demonstrate the skills they have acquired.
- Factors Impacting on Performance - pupils will be expected to demonstrate their knowledge and understanding of the physical, social, emotional and mental factors which impact on performance.
- Throughout the course pupils will develop their knowledge on methods of data collection, approaches and monitoring methods to assess, train and evaluate these factors.
- Pupils will have five periods of PE, 3/4 being practical and 1/2 theory based, however this will change at various points throughout the year.

Progression

The course or its units may provide progression to:

- Higher Physical Education.
- Wellbeing Award (SCQF level 5)

Further Information:

Contact: Mr M Garson, PT
SQA Website

HIGHER PHYSICAL EDUCATION

Course Description

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in a challenging context. Pupils will use different methods of data collection to analyse their performances and use this information to plan their next steps in a training programme. Candidates will be responsible for creating their Personal Development Programme (PDP), utilising relevant approaches and methods to monitor their progress. This course requires pupils to undertake regular homework tasks and work in the classroom every week.

Entry to Course

- National 5 PE (preferably A or B pass)
- National 5 English (preferably A or B pass)
- Higher English
- An adequate level of practical performance

Any pupil wishing to sit Higher PE should be highly motivated and hard working with regards to participating in sport. Furthermore, pupils should always have a change of appropriate PE kit for every practical lesson.

Assessment

Question Paper (Exam 2.5 hours)

The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding across various topics of the course relating to:

- Factors impacting performance
- Methods of data collection
- Approaches to develop performance
- Goal setting
- Monitoring and Evaluating

The paper is worth a total of 50 marks (50%) of the candidate's grade.

One-Off Performance

The purpose of this component is to assess the candidate's ability to effectively perform in **two** different physical activities. Each performance is worth 30 marks and is a single event in a challenging, competitive and/or demanding context. Both performances are added together for a score out of 60, which is worth 50% of the overall grade.

Course Outline

- Pupils will develop a broad and comprehensive range of complex movement and performance skills and demonstrate them safely and effectively across a range of challenging contexts.
- Demonstrate and apply skills to make informed decisions to effectively perform in physical activities.
- Analyse factors that impact on performance.
- Understand how skills, techniques and strategies combine to produce an effective performance.
- Evaluate performance to enhance personal effectiveness and future development.
- Throughout the course pupils will develop their knowledge on methods of data collection, approaches and monitoring methods to assess, train and evaluate these factors.
- Pupils will have five periods of PE, 4 being practical and one theory based, however this will change at various points throughout the year.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC
- Further study, employment and/or training.

Further Information:

Contact: Mr M Garson, PT

SQA Website

ADVANCED HIGHER PHYSICAL EDUCATION

Course Description	
<p>The Advanced Higher Physical Education Course involves pupils reflecting on their current performance strengths and development needs and planning a course of action to improve upon an area of their performance. Candidates are expected to undertake data collection, research tasks, training programme planning and implementation in their own time with a degree of support from staff. Pupils should have a thorough understanding of their chosen sport/activity and be able to adapt principles learned from National 5 and Higher to suit the topic of their project. Students work independently during this course and meet with staff regularly to manage their progress. It is essential that pupils are self-motivated, work to deadlines and are communicative with staff.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Higher PE (A or B pass) • National 5 English (preferably A or B pass) • Higher English • An adequate level of practical performance • Candidates should, ideally, participate in an activity outside of school as there is no practical within this course. <p>Any pupil wishing to sit Advanced Higher PE should be highly motivated and hard working with regards to participating in sport. Candidates <u>MUST</u> work with staff to effectively meet deadlines.</p> <p>Finally, due to the significant change in the weighting of the course components (the project is worth nearly double the performance), candidates written work must be of a higher standard. Both N5 portfolios and H exam results will be taken into consideration during the course sign up process.</p>	<p>Project</p> <p>The project is a written assignment designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the learner's performance, or the performance of another person, team or group. The project is worth 70 marks (70%) of the overall grade.</p> <p>One-Off Performance</p> <p>The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context. It is worth 30 marks (30%) of the overall grade.</p>
Course Outline	Progression
<p>The main purpose of the course is to research and analyse factors which underpin and impact on a performance and how they use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication.</p> <p>During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.</p>	<p>Successful completion of this course may lead to:</p> <p>Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology further study, employment and/or training related to personal training or health promotion</p>
Further Information:	
<p>Contact: Mr M Garson, PT</p> <p>SQA Website</p>	

MODERN LANGUAGES

NATIONAL 4/5 FRENCH/SPANISH

Course Description

Pupils will continue to build on their knowledge of structures and vocabulary. They will study a wide range of topics and have the opportunity to progress at a pace suited to them. This year of study will pave the way for continued study of languages at Higher and beyond, but will also in itself, provide a solid grounding in language while embracing the themes of Health & Wellbeing, literacy and numeracy.

Entry to Course

- Previous learning in S3 or before (level 2 or level 3).
- It has to be noted that students can embark on the course with little or no previous experience of Spanish or French. However, hard-work and commitment are required.

Assessment

N5 Course Assessment:

- Final performance of talking, assessed and recorded internally - 30 marks - scaled marks 30 = 25%
- Reading - 30 marks - scaled marks 30 = 25%
- Directed Writing - 20 marks - scaled marks 15 = 12.5%
- Listening - 20 marks - scaled marks 30 = 25%
- Assignment - Writing (completed in class and submitted to the SQA for external marking) - 20 marks - scaled marks 15 = 12.5%

All assessment at N4 is pass/fail and includes the Understanding Language, Using Language units and an Added Value Unit.

Course Outline

The four main contexts of study are society, culture, learning and employability. Learners will study a variety of topics and have a wide choice of materials to develop knowledge and understanding of language and their skills for life and work.

Understanding Language

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

Using Language

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

Progression

This course or its units may provide progression to:

- Other qualifications in Modern Languages or related areas.
- Further study, employment or training.

Further Information:

Contact: Mr B Pesci, PT

SQA Website

HIGHER FRENCH/SPANISH

Course Description	
<p>Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation and apply knowledge and understanding of a modern language.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 in French/Spanish (preferably A or B pass) 	<p>Course overview</p> <p>The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.</p> <p>The course assessment has five components.</p> <ul style="list-style-type: none"> Component 1: question paper 1 Reading 30 marks, duration: 2 hours including component 2) Component 2: question paper 1 Directed writing 20 marks - 15 (scaled mark) Component 3: question paper 2 Listening 20 marks - 30 (scaled mark), duration: 30 minutes approximately Component 4: Assignment-writing* 20 marks - 15 (scaled mark) *Note that this component is internally assessed but externally marked. Component 5: Performance-talking 30 marks, duration: 10 minutes approximately *Note that this component is internally assessed and marked but can be externally moderated.
Course Outline	Progression
<p>The Course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> Read, listen, talk and write in a modern language. Understand and use a modern language. Develop the language skills of translation Apply knowledge and understanding of a modern language. <p>The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English and develop higher-order thinking skills used in translation.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Degree/HND/HNC Further study, employment and/or training.
Further Information:	
<p>Contact: Mr B Pesci, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER FRENCH & SPANISH

Course Description

The study of a modern language is vital to success in disciplines such as business, marketing, financial sectors, law, media, the arts, sport, and travel and tourism. Statistics prove that having a level of competence in a language enhances employment prospects both at home and abroad (particularly given that we live in a multilingual global context). It is worth noting that over 90% of people who work in a world business context do not speak English as their first language.

Entry to Course

- Higher Grade in French

Assessment

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment.

The notional length of time for candidates to complete the course is 160 hours. The course assessment has four components.

- Component 1: question paper 1
Reading and Translation
50 marks, duration: 1 hour and 30 minutes
- Component 2: question paper 2
Listening and Discursive Writing
70 marks, duration: 1 hour and 20 minutes
- Component 3: Extended Reading
Study of two texts in the target language and production of a portfolio 30 marks (essay in English with French quotations)
- Component 4: Performance
talking 50 marks, duration: 20 minutes approx

Course Outline

Advanced Higher Modern Languages Courses develop advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. Learners also develop advanced language skills of translation, and apply knowledge and understanding of a modern language to a range of contexts:

Context(s)/topics studied:

- Marriage/partnership/Marriage for all
- Becoming an adult/"cutting the cord"
- Living in a multi-cultural society/Immigration and racism
- Importance of language learning in education
- Jobs/planning for the future/telework
- Social issues (Poverty & unemployment)
- European issues
- Environmental problems

Extended Reading and viewing

Extended reading/viewing provides the opportunity to extend your linguistic experience through literary texts, with or without the related videos or films. Students must write one essay of 1500 words.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC
- Employment in arts, social science and religion; hospitality, catering and tourism; languages; law etc.

Further Information:

Contact: Mr B Pesci
SQA Website

SCIENCES

NATIONAL 4 SCIENCE

Course Description	
<p>The National 4 Science course is of value to those wishing to develop knowledge, understanding and skills within Biology, Chemistry and Physics. It provides a skill set for progressing on to the National 5 courses. It aims to develop scientific understanding with an emphasis on practical activities. An investigative approach is used to develop knowledge and understanding of science key areas.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Successful completion of an S3 course in Physics, Chemistry or Biology on discussion with PT and Class teacher. 	<ul style="list-style-type: none"> • SQA end of unit test for each of the three units. • Added Value Unit - Science assignment • All internally assessed so no exam
Course Outline	Progression
<p>The course has three units:</p> <p>Fragile Earth Your teacher will select two from:</p> <ul style="list-style-type: none"> • Energy • Metals • Water • Food <p>Human Health</p> <ul style="list-style-type: none"> • What is health? • Threats to health • Health claims <p>Applications of Science</p> <ul style="list-style-type: none"> • Telecommunications • Materials • Risks and Safety 	<p>A qualification in National 4 Science may provide progression to:</p> <ul style="list-style-type: none"> • National 5 Biology, Chemistry or Physics • National 5 Lab Science • Experimental write up • Related employment/training
<p>Further Information:</p> <p>Dr E Johnston, PT SQA Website</p>	

NATIONAL 5 LABORATORY SCIENCE

Course Description

This course provides an introduction to laboratory science. You will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally and globally and develop the basic practical skills and knowledge needed for working in a laboratory.

You will gain opportunities to improve your skills in communication, numeracy, working with others, planning and organising, problem-solving, self-review and evaluation.

Entry to Course

- Successful completion of the S3 Biology, Chemistry or Physics course to the equivalent of National 4 level.
- Successful completion of N4 Science on discussion with PT and class teacher.

Assessment

- Four units, each internally assessed

Course Outline

The course has four units:

Careers Using Laboratory Science

- Industries and Services
- Jobs and Skills
- Qualifications and Experience
- CV Production
- Employability Skills Reviews

Working in a Laboratory

- Techniques
- Risk Assessments
- Calculations

Practical Skills

- Handling Microbes
- Radioactivity
- Titration
- Chromatography
- Distillation

Practical Investigation

- Plan
- Carry Out
- Write -up

Progression

A qualification in Lab Science at National 5 may provide progression to:

- National 5 Biology, Chemistry or Physics
- Entry to Further Education
- Related employment and training

Further Information:

Dr E Johnston, PT
SQA Website

NATIONAL 5 BIOLOGY

Course Description

The purpose of the National 5 course in Biology is to develop all learners' interest and enthusiasm for the subject within a wide range of contexts. Skills including scientific inquiry and investigation are developed throughout the course, using an applied biological approach. The aim of the course is to enable learners to become scientifically literate within the field of biological science.

Entry to Course

- Successful completion of the S3 Biology course to the equivalent of National 4 level.
- Successful completion of N4 Science on discussion with PT and Class teacher.

Assessment

- Assignment
- SQA exam

Course Outline

Cell Biology

Cell structure, transport across membranes, DNA and protein synthesis, enzymes, genetic engineering and respiration.

Multicellular Organisms

Cells, tissues, organs, stem cells, cell division, control and communication, reproduction, variation and inheritance, transport and exchange systems.

Life on Earth

Photosynthesis, biodiversity, energy flow in ecosystems, sampling techniques, measurement of biotic and abiotic factors, adaptation, natural selection, evolution.

Progression

A qualification in Biology at National 5 may provide progression to:

1. Higher Biology/Higher Human Biology
2. Entry to further education
3. Related employment and training.

Further Information:

Contact: Dr E Johnston, PT
SQA Website

HIGHER BIOLOGY

Course Description

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology — evolution and adaptation; structure and function; genotype and niche — and the scale of topics ranges from molecular through to whole organism and beyond.

Entry to Course

- National 5 Biology at grade A or B
- National 5 Biology grade C on discussion with PT and Class teacher

Assessment

- Assignment
- SQA Exam

Course Outline

DNA and the genome

The key areas covered are:

- structure of DNA
- replication of DNA
- gene expression
- cellular differentiation
- the structure of the genome
- mutations
- evolution
- genomic sequencing

Metabolism and survival

The key areas covered are:

- metabolic pathways
- cellular respiration
- metabolic rate
- metabolism in conformers and regulators
- metabolism and adverse conditions
- environmental control of metabolism
- genetic control of metabolism

Sustainability and interdependence

The key areas covered are:

- food supply, plant growth and productivity
- plant and animal breeding
- crop protection
- animal welfare
- symbiosis
- social behaviour
- components of biodiversity
- threats to biodiversity

Progression

Successful completion of this course may lead to:

- AH Biology
- Degree/HND/HNC
- Employment in land, animals and environment; health and medicine; manufacturing industries; science and mathematics; sports and leisure; dentistry

Further Information:

Dr E Johnston, PT
SQA Website

ADVANCED HIGHER BIOLOGY

Course Description	
<p>Advanced Higher Biology covers a wide range of biological topics that build on concepts developed in Higher Biology and Higher Human Biology. The course content forms the basis for study in applied fields of Biology and further study or employment in areas related to Biology. It also enables you to develop understanding of the ways in which biological principles can be applied to the issues facing the individual and society and fosters positive attitudes to others and the environment. In addition, the course provides opportunities for you to improve your problem solving and investigative skills and develop your practical abilities. This course is excellent preparation for the demands of scientific degree courses.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Higher Biology/Higher Human Biology at Grade A or B • Higher Biology/Higher Human Biology Grade C on discussion with PT and Class Teacher 	<ul style="list-style-type: none"> • Assignment/Project • SQA Exam
Course Outline	Progression
<p>Cells and proteins The key areas covered are:</p> <ul style="list-style-type: none"> • laboratory techniques for biologists • proteins • membrane proteins • communication and signalling • protein control of cell division <p>Organisms and evolution The key areas covered are:</p> <ul style="list-style-type: none"> • field techniques for biologists • evolution • variation and sexual reproduction • sex and behaviour • parasitism <p>Investigative biology The key areas covered are:</p> <ul style="list-style-type: none"> • scientific principles and process • experimentation • reporting and critical evaluation of biological research 	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in land, animals and environment; health and medicine; manufacturing industries; science and mathematics; sports and leisure; dentistry
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

HIGHER HUMAN BIOLOGY

Course Description

This course develops learners' interest in and enthusiasm for human biology in a range of contexts. Learners acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.

Entry to Course

- National 5 Biology at grade A or B
- National 5 Biology at grade C on discussion with PT and Class teacher

Assessment

- Assignment
- SQA Exam

Course Outline

Human cells

The key areas covered are:

- division and differentiation in human cells
- structure and replication of DNA
- gene expression
- mutations
- human genomics
- metabolic pathways
- cellular respiration
- energy systems in muscle cells

Physiology and health

The key areas covered are:

- gamete production and fertilisation
- hormonal control of reproduction
- the biology of controlling fertility
- antenatal and postnatal screening
- the structure and function of arteries, capillaries and veins
- the structure and function of the heart
- pathology of cardiovascular disease (CVD)
- blood glucose levels and obesity

Neurobiology and immunology

The key areas covered are:

- divisions of the nervous system and neural pathways
- the cerebral cortex
- memory
- the cells of the nervous system and neurotransmitters at synapses
- non-specific body defences
- specific cellular defences against pathogens
- immunisation
- clinical trials of vaccines and drug

Progression

Successful completion of this course may lead to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas
- Further study, employment and/or training in nursing, midwifery and paramedic

Further Information:

Dr E Johnston, PT
SQA Website

NATIONAL 5 CHEMISTRY

Course Description

The purpose of the National 5 course in chemistry is to develop all learners' curiosity, interest and enthusiasm for the subject through a wide range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of applications of chemical science in everyday life.

Entry to Course

- Successful completion of S3 Chemistry course to equivalent of National 4 Level
- Successful completion of N4 Science on discussion with PT and Class teacher.

Assessment

- Assignment
- SQA exam at end of course

Course Outline

Chemical Changes and Structures

Rates of reaction, neutralisation reactions, balancing chemical equations, concept of the 'mole', chemical formulae and chemical bonding.

Nature's Chemistry

Cycloalkanes branched chained alkanes and alkenes, straight chain alcohols and carboxylic acids, energy from fuels.

Chemistry in Society

Bonding, reactions, uses of metals, plastics, fertiliser manufacture, nuclear radiation, monitoring the environment.

Progression

A qualification in National 5 chemistry may provide progression to:

- Higher Chemistry
- Further education
- Related employment/training

Further Information:

Dr E Johnston, PT
SQA Website

HIGHER CHEMISTRY

Course Description

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Entry to Course

- National 5 Chemistry at Grade A or B
- National 5 Chemistry at Grade C on discussion with PT and Class teacher

Assessment

- Assignment
- SQA exam

Course Outline

Chemical changes and structure

The topics covered are:

- periodicity
- structure and bonding
- oxidising and reducing agents

Nature's chemistry

The topics covered are:

- systematic carbon chemistry
- alcohols
- carboxylic acids
- esters
- fats and oils
- soaps
- detergents and emulsions
- proteins
- oxidation of food
- fragrances
- skin care

Chemistry in society

The topics covered are:

- getting the most from reactants
- controlling the rate
- chemical energy
- equilibria
- chemical analysis

Researching chemistry

The topics covered are:

- common chemical apparatus
- general practical techniques
- reporting experimental work

Progression

The course is particularly suitable for students wishing to:

- Study AH Chemistry
- Continue to study chemistry or a course in which chemistry is a major component of the course, eg medicine, chemical engineering or environment and health services.
- The course will also be of benefit to those aiming for direct entry to chemistry related employment.

Further Information:

Dr E Johnston, PT
SQA Website

ADVANCED HIGHER CHEMISTRY

Course Description

The study of chemistry at Advanced Higher develops the knowledge and skills gained at Higher in relation to the physical and natural environments. The course is relevant, highlighting the importance of chemistry to everyday life and creating a positive image of chemistry and its associated industries. Students will develop the skills necessary for independent study and research that will be of benefit in the world of work and further education.

Entry to Course

- Higher Chemistry at Grade A or B
- Higher Chemistry Grade C on discussion with PT and Class Teacher

Assessment

- Assignment/Project
- SQA Exam

Course Outline

Inorganic chemistry

The topics covered are:

- electromagnetic radiation and atomic spectra
- atomic orbitals, electronic configurations and the periodic table
- transition metals

Physical chemistry

The topics covered are:

- chemical equilibrium
- reaction feasibility
- kinetics

Organic chemistry and instrumental analysis

The topics covered are:

- molecular orbitals
- synthesis
- stereo chemistry
- experimental determination of structure
- pharmaceutical chemistry

Researching chemistry

The topics covered are:

- common chemical apparatus
- skills involved in experimental work
- stoichiometric calculations
- gravimetric analysis
- volumetric analysis
- practical skills and techniques

Progression

The course is particularly suitable for students wishing to:

- Continue to study chemistry or a course in which chemistry is a major component of the course, eg medicine, chemical engineering, environment and health services.
- The course will also be of benefit to those aiming for direct entry to chemistry related employment.

Further Information:

Dr E Johnston, PT
SQA Website

NATIONAL 5 PHYSICS

Course Description

The National 5 course in Physics gives all learners the opportunity to develop their interest in, and understanding of, the Laws of the Universe. The course focuses on investigative tasks, developing the skills required to become creative, inventive and enterprising in a world where the skills and knowledge developed by Physicists are in demand across all sectors of society today.

Entry to Course

- Successful completion of S3 Physics course to equivalent of National 4 Level
- Successful completion of N4 Science on discussion with PT and Class teacher.
- Consideration given to Maths skills & abilities.

Assessment

- Assignment
- SQA Exam

Course Outline

The course has three units:

Electricity and Energy

Energy transfer, heat and gas laws, analytical thinking and scientific inquiry, electrical circuits, power, specific heat capacity, kinetic theory.

Waves and Radiation

Types and properties of waves, nuclear radiation, diffraction, light, electromagnetic spectrum.

Dynamics and Space

Velocity and acceleration, Newton's Laws of Motion, space exploration, cosmology.

Progression

A qualification in National 5 Physics may provide progression to:

- Higher Physics
- Further education
- Related training/employment

Further Information:

Dr E Johnston, PT
SQA Website

HIGHER PHYSICS

Course Description

The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

Entry to Course

- National 5 Physics and National 5 Mathematics at grade A or B
- National 5 at Grade C on discussion with PT and Class Teacher

Assessment

- Assignment
- SQA Exam

Course Outline

Our dynamic Universe

The topics covered are:

- motion — equations and graphs
- forces, energy and power
- collisions, explosions, and impulse
- gravitation
- special relativity
- the expanding Universe

Particles and waves

The topics covered are:

- forces on charged particles
- the Standard Model
- nuclear reactions
- inverse square law
- wave-particle duality
- interference
- spectra
- refraction of light

Electricity

The topics covered are:

- monitoring and measuring AC
- current, potential difference, power, and resistance
- electrical sources and internal resistance
- capacitors
- semiconductors and p-n junctions

Progression

Successful completion of this course may lead to:

- Study AH Physics
- Further study of Physics at HNC/HND/Degree level
- Employment in areas involving physics such as construction, engineering, health and medicine, archaeology

Further Information:

Dr E Johnston, PT
SQA Website

ADVANCED HIGHER PHYSICS

Course Description

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that you have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

Entry to Course

- Higher Physics and Higher Mathematics Grade A-B
- Higher Physics and Higher Maths at Grade C on discussion with PT and Class Teacher

Assessment

- SQA Exam
- Project marked by SQA

Course Outline

Rotational motion and astrophysics

The topics covered are:

- kinematic relationships
- angular motion
- rotational dynamics
- gravitation
- general relativity
- stellar physics

Quanta and waves

The topics covered are:

- introduction to quantum theory
- particles from space
- simple harmonic motion
- waves
- interference
- polarisation

Electromagnetism

The topics covered are:

- fields
- circuits
- electromagnetic radiation

Units, prefixes and uncertainties

The topics covered are:

- units, prefixes and scientific notation
- uncertainties
- data analysis
- evaluation and significance of experimental uncertainties

Progression

Successful completion of this course may lead to:

- Further study of Physics at HNC/HND/Degree level
- Employment in areas involving physics such as construction, engineering, health and medicine, archaeology

Further Information:

Dr E Johnston, PT
SQA Website

SOCIAL SUBJECTS

NATIONAL 4/5 GEOGRAPHY

Course Description	
<p>The study of <i>Geography</i> at National 4/5 levels gives you the opportunity to develop skills in investigative work and research. The purpose of <i>Geography</i> is to develop your understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that you can interact with your environment.</p>	
Entry to Course	Assessment
<p>Completion of <i>Geography</i> Broad General Education to S3.</p>	<p>At National 4: 3 Unit Assessments plus Added Value Unit (AVU). No final exam.</p> <p>At National 5: An assignment and final exam in May.</p>
Course Outline	Progression
<p>Geography: Physical Environments You will develop geographical skills and techniques in the context of physical environments. You will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include location of landscape type; formation of key landscape features; land use management and sustainability; and weather. You will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastal landscapes; and rivers and valleys.</p> <p>Geography: Human Environments You will develop geographical skills and techniques in the context of human environments. You will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. You will study and compare developed and developing countries drawn from a global context. Key topics include contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.</p> <p>Geography: Global Issues You will develop skills in the use of numerical and graphical information in the context of global issues. You will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. You will study major global issues and the strategies adopted to manage these.</p>	<p>Successfully completing National 4 <i>Geography</i> may lead into National 5 <i>Geography</i>.</p> <p>Successfully completing National 5 may lead into</p> <ul style="list-style-type: none"> • Higher <i>Geography</i> • National or vocational qualification at college • Ultimately employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydro morphology.
Further Information:	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

HIGHER GEOGRAPHY

Course Description	
<p>This Course develops a range of cognitive and practical skills. It encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues. The theme of sustainability will permeate the Course as appropriate. Learners will acquire and apply relevant knowledge. Through using a wide range of sources of information they will develop investigating, evaluating and analysing skills in order to understand and explain complex geographical issues.</p> <p>Learners will develop a wide range of transferable skills, including using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.</p>	
Entry to Course	Assessment
A-C pass in National 5 Geography	<ul style="list-style-type: none"> A written examination An Assignment
Course Outline	Progression
<p>1. Geography: Physical Environments In this Unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Learners will develop mapping skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale.</p> <p>2. Geography: Human Environments In this Unit, learners will develop and apply geographic skills and techniques in the context of human environments. Learners will develop research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.</p> <p>3. Geography: Global Issues Learners will develop and apply geographical skills and techniques in the context of global geographical issues. They will develop skills of numerical and graphical analysis in geographical contexts. They will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues.</p> <p>4. Application of Geographical Skills This unit applies Geographical skills taught throughout the course. Learners use their mapping and research skills, as well as their ability to process numerical and graphical information to carry out geographical decision-making tasks.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Advanced Higher Geography Degree/HNC/HND Employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydro morphology.
Further Information	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

ADVANCED HIGHER GEOGRAPHY

Course Description	
<p>The purpose of <i>Geography</i> is to further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of this Course, so that learners can interact with their environment. At Advanced Higher, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required. This is a largely pupil led course that requires independent work and personal motivation.</p>	
Entry to Course	Assessment
<p>An A or B grade in Higher <i>Geography</i></p>	<ul style="list-style-type: none"> • A written examination • A folio: <ol style="list-style-type: none"> a. Critical essay (1,800 words) b. Geographical study (3,000 words)
Course Outline	Progression
<p>Geographical Skills In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.</p> <p>Geographical Issues In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HNC/HND • Employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydro morphology.
Further Information	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

NATIONAL 4/5 HISTORY

Course Description

National 4/5 History will develop skills in historical understanding, investigative work, research and source handling. The aim is to continue building upon skills and standards reached at the end of S3. Learners will also develop skills in investigative tasks, group work and critical skills, as well as reporting and presentation skills.

Entry to Course

Completion of History Broad General Education to S3.

Assessment

At National 4:
Three Unit Assessments plus Added Value Unit (AVU). No final exam.

At National 5:
Assignment 20% of overall grade.
Final exam in May.

Course Outline

Migration and Empire, 1830 - 1939

The experience and impact of Scottish emigrants on the British Empire, and the impact and experience of immigrants on Scotland.

The Atlantic Slave Trade, 1770- 1807

An examination of the triangular trade, the slave experience and slave resistance. The impact of the slave trade on Africa, Britain and the Caribbean. The abolitionist campaigns.

Free at Last? Civil Rights in the USA, 1919-1968

A study of the development of race relations in the USA during the years 1918-68, illustrating themes of ideas, identity and power. Immigration to the USA from Europe in the 1920s; black Americans and the struggle for Civil Rights in the USA before and after World War Two.

Progression

Successfully completing National 4 History may lead to National 5 in S5 or 6.

Successfully completing National 5 may lead to Higher History in S5 or 6.

History develops skills in English language (especially extended and analytical writing) and critical thinking. History students are therefore prepared for any employment that requires these skills. Examples are employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.

Further Information:

Contact: Mr Neil Ewing PT
SQA Website

HIGHER HISTORY

Course Description

The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

Problem-solving and analytical skills are relevant in just about any industry which has a focus on current societies and future developments, particularly in the fields of business, politics, law and academia.

Studying this subject will benefit you if you plan to apply for courses in archaeology, business, law, politics, teaching and media.

Entry to Course

- A-C pass in National 5 History

Assessment

- Essay writing and source analysis tasks are used to assess the course.
- A research Assignment
- Exam in May

Course Outline

Historical Study: Scottish

The Scottish Wars of Independence, 1249 - 1328

A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity.

Historical Study: British

Britain, 1851 - 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

Historical Study: European and World

The Road to War, 1919 - 1939

A study of 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, illustrating the themes of ideology, conflict and diplomacy.

Progression

Successful completion of this course may lead to:

- Advanced Higher History
- Degree/HND/HNC
- Employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.

Further Information:

Contact: Mr Neil Ewing PT

SQA Website

ADVANCED HIGHER HISTORY

Course Description	
<p>The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.</p> <p>Through the detailed study of a chosen field, learners are able to engage with the issues which arise from significant historical events and developments. The depth of study enables them to engage fully with historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.</p>	
Entry to Course	Assessment
An A or B in Higher History	<ul style="list-style-type: none"> A written examination Two internal assessments A dissertation-project.
Course Outline	Progression
<p>Historical Study In this Unit, learners will undertake a detailed study of the Soviet Union 1917-1945. Through this study they will develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence.</p> <p>Researching Historical Issues In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to: identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions. Conditions of award</p> <p>Russia: from Tsarism to Stalinism, 1914-45 A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Degree/HND/HNC Employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.
Further Information	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

NATIONAL 4/5 MODERN STUDIES

Course Description

In National 4/5 Modern Studies pupils will develop skills in statistical analysis, research, investigation, source handling and essay structure. Our aim is to continue building on the skills and standards reached at the end of S3. Pupils will learn to recognise bias, exaggeration and selectivity, as well as making and justifying conclusions and decisions.

Pupils will learn by engaging in a variety of activities designed to further their understanding and skills. This will include investigative work, personal research, group work, debating, critical thinking tasks alongside reporting and presentation skills.

Entry to Course

Completion of Modern Studies broad general education to S3.

Assessment

At National 4:
 • 3 Unit Assessments plus an Added Value Unit Research Assignment (AVU). No final exam.

At National 5:
 Assignment 20% of overall grade.
 Final exam in May.

Course Outline

Political Issues

Pupils will study the nature of the democratic political system in Scotland, how the political institutions interact with one another, and will examine the main political rights and responsibilities of citizens.

Social Issues

Pupils will explore Crime and the Law in the UK. They will understand the causes of Crime, the impact these social issues have on individuals and society and will evaluate the various attempts to tackle these issues at all levels.

International Issues

Pupils will study either a World Power or a World Issue. This is updated yearly. This year they have looked at the World Issue of Terrorism, reviewing why people commit acts of Terror, the social, physical, and economic impact of terrorism and what the national and international response is, and its effectiveness.

Progression

Successfully completing National 4 Modern Studies may lead into National 5 class.

Successfully completing National 5 may lead into Higher Modern Studies and/or Higher Politics.

Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.

Further Information:

Contact: Mr Neil Ewing PT
 SQA Website

HIGHER MODERN STUDIES

Course Description	
<p>The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, UK and international contexts. Learners will develop an awareness of the social and political issues they will meet in their lives as well as develop the skills to help them interpret and participate in the social and political processes they will encounter now and in the future. This includes skills in statistical analysis, research, investigation, source handling and essay structure.</p>	
Entry to Course	Assessment
<p>A-C pass in National 5 Modern Studies</p> <p>If crashing this course in S6, it is recommended to have a Higher pass in another Social Subject and a Higher pass in English</p>	<ul style="list-style-type: none"> • Essay writing, source handling and the completion of a research Assignment. The Assignment will allow learners to apply decision making skills as they research a contemporary issue. • Exam in May
Course Outline	Progression
<p>Democracy in Scotland and the United Kingdom Learners will be required to give evidence of evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of detecting and explaining the degree of objectivity about political issues in Scotland and the UK</p> <p>Social Issues in the UK Learners will be required to give evidence of:</p> <ul style="list-style-type: none"> • Researching, evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of making and justifying decisions about social issues within the UK. • Descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of social issues within the UK. <p>International Issues Learners will be required to give evidence of:</p> <ul style="list-style-type: none"> • Evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of drawing and supporting conclusions about international issues. • Descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of international issues drawn from either the political and socio-economic study of a major world power or a contemporary world issue. 	<p>Successful completion of the course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher Modern Studies • Higher Politics • Degree/HNC/HND • Employment and/or training <p>Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.</p>
Further Information:	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

ADVANCED HIGHER MODERN STUDIES

Course Description

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the political, social and economic issues they will encounter in their lives. This purpose will be achieved through successful study of the Course Units which focus on an in-depth study of either political issues or social issues and which adopt an international comparative approach and develop a wide range of skills.

Entry to Course

Modern Studies at Higher level grade A or B

Assessment

- Exam in May
- Dissertation

Course Outline

Contemporary Issues

In this Unit, learners will study one of two contexts: Political Issues and Research Methods or Social Issues and Research Methods.

Whether the Political Issues or Social Issues context is chosen for study, learners should develop an in-depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.

Researching Contemporary Issues

In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesize evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC

Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.

Further Information:

Contact: Mr Neil Ewing PT
SQA Website

HIGHER POLITICS

Course Description

The course contributes to candidates' understanding of society by helping them to develop an understanding of political theory, political systems in the UK and international contexts, and factors affecting the electoral performance of political parties. Candidates develop a critical awareness of the nature of politics and the relationship between political theories, systems and parties. Candidates build up a framework of political knowledge and understanding through interpreting, evaluating and commenting on political issues. They develop higher-order thinking skills through research and critical-thinking activities carried out individually and in groups. This develops attributes that are important for life and work.

Entry to Course

A-C pass in National 5 Modern Studies or another Social Subject.

Assessment

- Essay writing, source handling and the completion of an Assignment.

Course Outline

Political Theory

Candidates study the key political concepts of power, authority and legitimacy, with particular reference to the work of Steven Lukes and Max Weber and analyse the relevance of these concepts today. They study the nature of democracy and the arguments for and against direct and representative democracy, including the works of relevant theorists. Candidates study the key ideas of two political ideologies (from Liberalism, Conservatism, Socialism, Nationalism, and Fascism) including the works of relevant theorists, and draw balanced conclusions about the chosen ideologies.

Political Systems

Candidates study the constitutional arrangements in different political systems. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. Candidates compare and contrast the respective powers of individual branches of government within the two political systems and draw balanced conclusions about these. Candidates study two of the following four political systems: the UK political system; the Scottish political system; the political system of the United States of America; or the European Union political system.

Political Parties and Elections

Candidates compare the electoral impact of two different dominant ideas. This can either be from within one political party or between two different political parties. Candidates can choose from the following: the Conservative Party, Labour Party, Liberal Democrats or Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour.

Progression

Successful completion of the course may lead to:

- Advanced Higher Modern Studies
- Degree/HNC/HND
- Employment and/or training

Higher Politics develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in politics, broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.

Further Information:

Contact: Mr Neil Ewing PT
SQA Website

NATIONAL 4/5 RMPS

Course Description	
<p>The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. You will learn by engaging in a variety of activities designed to further your understanding and skills. This will include investigative work, group work and critical skills tasks as well as reporting and presentation skills.</p>	
Entry to Course	Assessment
<p>Completion of RMPS Broad General Education to S3.</p>	<p>At National 4: 3 Unit Assessments plus Assignment (Added Value Unit). No final exam. At National 5: Final exam in May.</p>
Course Outline	Progression
<p>World Religion You will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. You will gain knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism or Islam) and the contribution it makes to the lives of followers.</p> <p>Morality and Justice You will develop knowledge and understanding as well as skills to explain and express reasoned views about contemporary moral issues arising from the criminal justice system, their background, implications, and responses. You will develop detailed understanding of contemporary moral questions and religious and non-religious responses and perspectives on this issue. You will be given the opportunity to reflect on these and on your own experience and views.</p> <p>Religious and Philosophical Questions Origins: You will develop skills to analyse religious and philosophical questions and responses on the origins of the universe. You will explore the scientific and religious explanations from Creationism to Big bang and evolution. You will develop knowledge and understanding of these. Religious viewpoints studied will be from Islam, Buddhism or Christianity.</p>	<p>Successfully completing National 4 RMPS may lead into National 5 class.</p> <p>Successfully completing National 5 may lead into Higher RMPS.</p> <p>Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.</p>
Further Information:	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

HIGHER RMPS

Course Description	
<p>The Higher Religious, Moral and Philosophical Studies course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.</p>	
Entry to Course	Assessment
<p>A-C pass in National 5 RMPS or another social subject.</p>	<p>SQA assessment of the course consists of:</p> <ul style="list-style-type: none"> • A written examination • An Assignment
Course Outline	Progression
<p>World Religion Learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism or Islam) and the contribution it makes to the lives of followers and wider society.</p> <p>Morality and Belief Morality, medicine and the human body: Learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses on issues regarding the use of embryos, organs and end of life care models. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied will be from Islam, Buddhism or Christianity.</p> <p>Religious and Philosophical Questions Origins: Learners will develop skills to critically analyse religious and philosophical questions and responses on the origins of the universe. You will explore the scientific and religious explanations from Creationism to Big bang and evolution. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied will be from Islam, Buddhism or Christianity.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher RMPS • Degree/HNC/HND • Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.
Further Information:	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

ADVANCED HIGHER RMPS

Course Description	
<p>This Course provides learners with an opportunity to apply skills, knowledge and understanding in their appraisal of the role of religion, morality and philosophy in the modern world. This Course will enable learners to develop an understanding of how religion, morality and philosophy are at the core of human history and culture and continue to have a significant impact on the world today. This distinct focus is part of the Course's contribution to developing learners' skills, knowledge and understanding.</p>	
Entry to Course	Assessment
An A or B grade in Higher RMPS	<ul style="list-style-type: none"> • A written examination • A project
Course Outline	Progression
<p>Philosophy of Religion In this Unit, learners will develop skills to critically evaluate key theological and philosophical issues from the philosophy of religion. They will develop in-depth knowledge and understanding of how these arguments and responses to them contribute to the development of a stance for living.</p> <p>Researching Religious, Moral and Philosophical Studies - the dissertation-project In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues, plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.</p> <p>Medical Ethics In this Unit, learners will develop skills to critically evaluate a range of complex issues involving medical ethics. Learners will develop in-depth knowledge and understanding of the issues and religious and non-religious responses, including the philosophical reasoning behind these responses.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.
Further Information:	
<p>Contact: Mr Neil Ewing PT SQA Website</p>	

NPA - SCOTTISH STUDIES

Course Description

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland - its people, society, culture, natural environment and heritage - and to make connections across the curriculum.

The Award may interest learners living and studying in Scotland, as it provides opportunities to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world.

The course is designed to offer a range of learning and assessment styles to motivate learners to achieve their full potential without the pressure of a final exam.

It will provide opportunities for the learner to develop skills and aptitudes that will improve learners' employment potential and career development within this area.

Entry to Course

Pupils need to have studied a Social Subject at S3 level

Assessment

There is no final exam
Continuous assessment throughout the year.
A mixture of open book assessments and folio work.

Course Outline

Scottish Studies: Scotland in Focus

Choice of three of the following:

- Modern Studies: Social Issues in the United Kingdom with a Scottish Context
- Historical Study: Scottish
- Geography - Geography: Physical Environments with a Scottish Context
- Travel and Tourism: Scotland
- Investigating Religion and Belief with a Scottish Context

Progression

N5 History, Geography, Modern Studies and RMPS

Further Information

Contact: Mr Neil Ewing PT
SQA Website

CORE SUBJECTS

S4 pupils have one period each week of RME and PSE and two periods of PE.

RELIGIOUS AND MORAL EDUCATION

The RME department has linked with the English department to enable pupils to use the content of their RME research as the basis of the discursive writing piece required for their English portfolio in S4 at National 4 or 5 level. Students follow a curriculum based on the BGE experiences and outcomes, but at a level appropriate to SQF level 6. Beliefs, values, issues, practises and traditions, both religious and secular will be explored. A range of relevant perspectives (including religious) will be considered in each topic. Students will practise and develop skills for life, learning and work include critical thinking, debating, and the practical application of philosophy. Putting it into practise: in each module practical aspects of the topics will be explored through a wide range of settings and contexts that build on previous skills.

Topics studied over 2 years

- Justice: global and local
- Environmental issues: global and local e.g. environmental justice, rights, fairness
- Conflict: local and global
- Medical ethics
- Critical analysis - Aesthetics

PHYSICAL EDUCATION



It is important that all pupils get exercise and given that the Scottish Executive is currently very concerned about obesity in children it is even more vital that exercise and fitness be part of the school curriculum. Most of this at present is provided by team games.

PERSONAL AND SOCIAL EDUCATION

PSE is a taught subject which covers a range of health and wellbeing topics - aspects of planning for choices & changes, substance misuse, relationships, sexual health & parenthood, in addition to aspects of physical & emotional health. Also during PSE we invite partners to speak to pupils on relevant topical subjects such as internet safety.

WIDER ACHIEVEMENT

S5/6 pupils have one period per week of Wider Achievement. Each elective course will run for either the whole of the year or pupils will chose two for half year blocks. More detailed information about course content will be provided at assemblies before selections are made.



More detailed information about Course Content, Structure and Assessment can be obtained from Subject Principal Teachers.