

Craigie High School



S5/6 Subject Choice Booklet

National 3/4/5

2016 - 2017


Course Choice Booklet

The following pages give a description of each subject offered by Craigie High School for pupils currently in S3 moving into S4. Each page indicates the following key points.

- The name of the subject
- The content of the Course
- The Assessments required
- Possible career relevance.

The table below shows the changes from the current exam structure to the new one. It also shows the progression through the qualifications.

The New Qualifications



Current Qualification	Will be Replaced By	New Qualification
Access 1	→	National 1 (2013)
Access 2	→	National 2 (2013)
Access 3 OR Foundation Level Standard Grade	→	National 3 (2013)
General Level Standard Grade OR Intermediate 1	→	National 4 (2013)
Credit Level Standard Grade OR Intermediate 2	→	National 5 (2013)
Higher	→	Higher (new) (2014)
Advanced Higher	→	Advanced Higher (new) (2015)

Craigie High in partnership with Dundee College offer a variety of courses. Dundee college options can only be selected following discussion and agreement with Principal Teacher of Guidance. If Dundee College is chosen please be aware that an interview at Dundee College is part of the selection process and it is Dundee College not Craigie High who will make the final decision. These courses will run at Dundee College on Tuesday and Thursday afternoons.

In consultation with staff pupils will be entered for the level appropriate with their ability eg National 3, 4 or 5.

Pupils will be guided through the process of making their course choice by their Principal Teacher of Guidance.

Broughty	Ms E Durhan
Fernie	Mr A Blaney
Mains	Mrs D Doig
Claypotts	Mrs D Mason
Glamis	Mr P Hodge

Administration & IT

The key purpose of the course is to develop learners' administrative knowledge and in particular IT skills – a significant part of this course is practical.



The Course has 3 Units of work:

1. Administrative Practices

The general aim of this Unit is to give learners a broad introduction to administration in the workplace and to enable them to carry out a range of administrative tasks in the context of organising and supporting events.

Learners who complete this Unit will be able to:

- Provide an account of administration in the workplace
- Interpret a brief and carry out administrative tasks to organise and support an event

2. IT Solutions for Administrators

The general aim of this Unit is to develop learners' skills in IT and organising and managing information in administration-related contexts. Learners will interpret a given brief that will help them to develop problem solving skills. Learners will select appropriate IT applications covering word processing, spreadsheets and databases, and will use them to create and edit business documents.

Learners who complete this Unit will be able to:

- Use a spreadsheet application to interpret a complex brief (Microsoft Excel)
- Use advanced functions of a relational database (Microsoft Access)
- Use advanced functions of word processing (Microsoft Word)

3. Communication in Administration

The general aim of this Unit is to enable learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information, using electronic methods, to a professional standard.

Learners who complete this Unit will be able to:

- Use technology (internet & network) to extract information
- Evaluate sources of information
- Use advanced functions of technology to prepare and communicate information, by interpreting a brief, to convey a professional image – such as Microsoft Powerpoint, Publisher, Email and other emerging technologies eg blogs/SMS/podcasts

Assessment:

- 3 x Internal Assessments (one for each unit)
- **N5** - Course Assessment (Practical assignment – set by and marked by SQA but completed in class time)
- **N4** – Added Value Unit – (Practical assignment - set by the SQA, completed in class time, marked internally)

Homework:

- Approximately one formal piece of homework for every unit of work

Possible Career Routes:

Administration Supervisor/Manager	Banking & Insurance	Call Centres
Clerical Work/Computer Operator	Customer Services	Receptionist
Hospitality and Catering	Human Resources	Travel & Tourism
Events Management		

Art and Design

Level Offered: National 3, 4 & 5

Content of Course:

In Art and Design learners have the opportunity to express themselves through a variety of creative processes ranging through printmaking, drawing, painting, sculpture, graphics, fashion and product design. Studies of the work of artists and designers enhance their enjoyment and deepen their knowledge and understanding of the subject. The course has two mandatory activities including the added value unit. One activity will focus on design with critical studies and the other on expressive with critical studies. The added value unit requires a finished piece of work to be completed in N4.

Assessment Evidence:

Assessment will be on going throughout the units, with summative assessment taking place towards the completion. Ample opportunity will be given to improve, with regular reviews of work .Assessment will ultimately be made based on a unit assessment and a portfolio assessment in both Expressive and Design. In N4 a value added unit will be required to gain a full course award. N4 is marked internally and the N5 unit is marked internally with the portfolio work being sent to SQA and a 1 hour, 10 minute written exam in May.

Career Relevance:

Career opportunities in art and design are many and varied-from hairdressing to landscape gardening to architecture and fine art .Modern art college courses are hugely diverse, with studies in computer graphics, animation, textiles, jewellery, fashion, interior and product design etc.

Biology

Level offered: National 3, National 4 or National 5.



Description:

S4 is the start of the senior phase of Curriculum for Excellence, where pupils build on their biological knowledge and scientific skills gained in the junior phase. By the end of S3, most pupils will have achieved level 3 or level 4 and will be ready for the challenges of S4. At the end of S4, pupils will complete a national course at either National 3, National 4 or National 5.

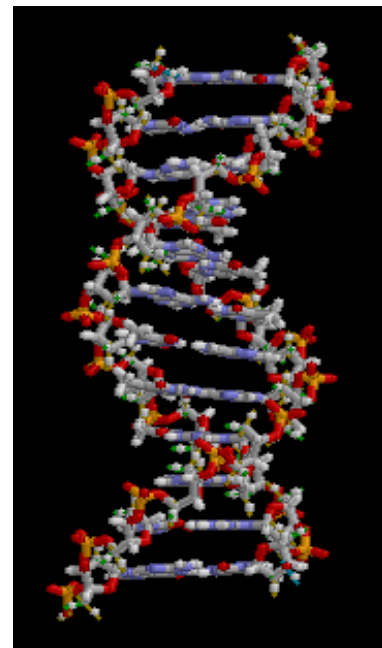
Content of Course:

There are 3 units of study in S4. The first is 'Cell Biology'. This unit involves looking at cells and how molecules move within cells. Also work on micro-organisms will be continued and more recent advances in stem cells, tissue culture, DNA and proteins will be studied. The next unit, called 'Multicellular organisms' looks at the way genes, chromosomes and traits are inherited from parents and grandparents as well studying how the human body works.

The final unit 'life on Earth' looks at the environment and biodiversity.

Assessment Evidence:

Pupils will continue working towards a folio of their best material, which will include investigations, practical techniques, end of topic tests and evidence of working in a team. Skills for learning, skills for life and skills for work will have been included in their S4 studies. Pupils will upload digital materials into their e-portfolio.



Career relevance:

Biology trains you in the skills that employers want and need. Employers are looking for people who can think, solve problems and come up with solutions.

That's what we do in Biology! There are lots of jobs in the 'Life Sciences' in the Dundee area – jobs

in Biotechnology, Microbiology, Health Care, Sports and Leisure, Conservation or Land Management. Start your career here, in school, with getting good qualifications for the future.

Business National 4

N4 Business introduces learners to the dynamic, competitive, financial and economic environment of business.



The Course has 3 Units of work:

1. Business in Action

The general aim of this Unit is to enable learners to gain a basic understanding of why and how individuals set up in business. The Unit will also enable learners to demonstrate simple business planning and decision making while encouraging enterprising skills and attributes through practical activities.

Learners who complete this Unit will be able to:

- Give an overview of how small businesses operate
- Give an overview of how small businesses satisfy customer needs
- Apply an understanding of the key functional activities of small businesses

2. Influences on Business

The general aim of this Unit is to enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses. This Unit will enable learners to demonstrate simple decision making and problem solving skills through investigating real-life business situations.

Learners who complete this Unit will be able to:

- Give an overview of key stakeholders in a small business and their influence on it
- Make decisions on the running of a small business, taking account of internal influences
- Give an overview of external influences that affect a small business

3. Business Assignment

The general aim of this Unit is to enable the learner to apply their knowledge from the National 4 Business Course through the completion of an **assignment**.

Learners who complete this Unit will be able to:

- Prepare a simple business proposal for an aspect of a new small business, making use of appropriate technology where applicable

Assessment:

- 3 x Internal Assessments (one for each unit)

Homework:

- Approximately one formal piece of homework every 2 weeks

Possible Career Routes:

Banking & Insurance	Human Resources/Personnel
Marketing & Advertising	Retail/Fashion Management
Restaurant/Hospitality Manager	Sales Executives
Events Management	Manufacturing
Local Government	Transport, Distribution & Logistics

Business Management N5

N5 Business Management introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce.



The Course has 3 Units of work:

1. Understanding Business

The general aim of this Unit is to enhance learners' understanding of the features and characteristics of large business organisations including those that operate globally. Learners will explore in depth issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability.

Learners who complete this Unit will be able to:

- Give an account of the key objectives and activities of business organisations
- Apply knowledge and understanding of factors that impact on the activities of business organisations

2. Management of People & Finance

The general aim of this Unit is to develop learners' understanding of the management of people and finance for businesses. Learners will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively.

Learners who complete this Unit will be able to:

- Apply knowledge and understanding of how the management of people contributes to the success of an organisations
- Apply knowledge and understanding of how the management of finance contributes to the success of an organisations

3. Management of Marketing & Operations

The general aim of this Unit is to develop learners' understanding of the management of marketing and operations for businesses. Learners will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively.

Learners who complete this Unit will be able to:

- Apply knowledge and understanding of how the marketing function contributes to the success of organisations
- Apply knowledge and understanding of how the operations function contributes to the success of organisations

Assessment:

- 3 x Internal Assessments (one for each unit)
- Course Assessment (Internal Assignment and Exam Question Paper)

Homework:

- Approximately one formal piece of homework every 2 weeks

Possible Career Routes:

Banking & Insurance	Human Resources/Personnel
Marketing & Advertising	Retail/Fashion Management
Restaurant/Hospitality Manager	Sales Executives
Events Management	Manufacturing
Local Government	Transport, Distribution & Logistics

Chemistry

Level offered: National 3, National 4 and National 5

Chemistry is the science of matter. Anything that can be touched, tasted, smelled, seen or felt is made of chemicals. Why are these the way they are and how do they interact?

Content of Course

Unit 1 - Chemical Changes and Structure— reaction rates, chemical structure (N3), atomic structure and bonding (N4, N5), energy changes of chemical reactions (N4), formulae and reaction quantities (N5), acids and bases.

Unit 2 – Nature’s Chemistry—fuels (N3, N4), hydrocarbons (N4), homologous series (N5), everyday consumer products, plants to products (N4), energy from fuels (N5).

Unit 3 - Chemistry in Society—metals, properties of solutions (N3), properties of materials (N3, N4), properties of plastics (N5), fertilisers, nuclear chemistry (N4), chemical analysis.

Assessment Evidence:

As you cover the different topics in these courses, you will work towards collecting a folio of work, which will include practical activities like investigations, research, presentation, homework and end of unit assessments.

You will continue to develop your numeracy, literacy, thinking, creating and citizenship skills. At National 4 and 5 you will also complete an ‘Added Value Unit’ which involves in depth research and application of your chemistry skills and knowledge to complete an extended report.

At National 5 level, you will be required to sit an external exam.

Career Relevance:

Chemistry is referred to as the central science linking into all the other sciences. In the job market, a Chemistry qualification will give you a head start by helping you to develop the problem solving and independent thinking skills employers are looking for.

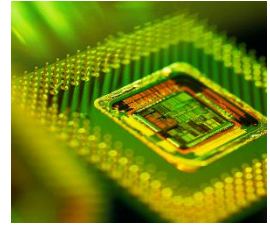
Chemistry is necessary for careers in Biochemistry, Marine Chemistry, Chemical Engineering, Food Science, Forestry, Medicine, Dentistry, Pharmacy, Materials Science and Veterinary Medicine to name but a few!



Computing Science

Level Offered:

Pupils will continue to develop their knowledge of the technological world and to develop their skills in creating computer-based solutions to problems. This subject will be offered at **National 3, 4 and 5**.



Content of Course:

All courses are made up of an exciting mix of practical tasks and theory work. They are structured in such a way to allow pupils to change level if deemed necessary to ensure everyone realises their potential.

Assessment Evidence:

National 3 is made up of 2 units – ‘*Building Digital Solutions*’ and ‘*Information Solutions*’ – both of which are assessed internally. Pupils will compile a portfolio of their best pieces of work throughout this course.

National 4 is made up of 2 units – ‘*Software Design and Development*’ and ‘*Information Systems Design and Development*’ as well as a value added unit. The value added unit requires pupils to analyse and solve an appropriately challenging computing science problem. All units at this level are assessed internally.

National 5 is made up of 2 units – ‘*Software Design and Development*’ and ‘*Information Systems Design and Development*’ as well as a course assessment. The course assessment has 2 parts – an assignment (worth 40% of the overall course award which is completed during class time) and a formal written exam (worth 60% of the overall course award). The assignment will be marked internally and verified by the SQA. The exam will be marked externally.

Career Relevance:

Computing science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. If you want to make a difference as to how technology can change our world – choose this subject. Dundee College, Abertay University and Dundee University offer a number of interesting and vibrant Computing Science courses. Computing related careers include Games Developer, Computer Animator, Digital Photographer, Web Designer, Computer Technician – in fact, there are very few jobs which do not require computer skills.



Computing: NPA Computer Games Development

Level offered: SCQF Level 4 / 5 / 6

Recommended Entry:

There is a strong element of programming as part of this course, however it will be delivered within a games development environment so formal programming is not needed. What will be needed is logical thinking skills so it is recommended that pupils have:

NAT 5 Computing Science

Or good NAT 5 grades in other subjects

All pupils should also have a good command of English as extensive report writing is integral to this course.



Content of Courses -

1. **Computer Games Development: Design** – What systems you can game on, how to control games and how to plan a game. Level 6 will also explore how games are made in the industry.
2. **Computer Games Development: Media Assets** – Making all the component parts of a game. Level 6 will also look at the theory behind each media type they choose.
3. **Computer Games Development: Implementation** – Putting it all together: creating your game and advertising your game.

Assessment Evidence:

Each unit is assessed by gathering together an on-going folio of work. There is no final exam but **ALL** folio work must be completed within given deadlines to be awarded the qualification.

Career relevance:

Dundee College offer a number of interesting and vibrant Computing courses which will allow you to further develop your Programming/Games Development skills.

Progression:

Beginner -> Level 4, Level 4 -> Level 5, Level 5 -> Level 6, Level 6 -> HNC/D in Computing or Games Development or working in a games company.

Computing: NPA Digital Media Basics

Level offered: SCQF Level 4

No Recommended Entry- previous experience and qualifications will be used to determine which level of the course candidates will undertake.

The Digital Media basics course is designed to help pupils develop the knowledge and skills required to create digital media elements such as graphics, sound and video. Pupils will have the opportunity to develop new practical skills using a number of different pieces of software



Content of Course - SCQF LEVEL 4 – (3 Units)

1. Audio Acquisition – this unit involves capturing, converting and storing digital audio
2. Still images acquisition – capturing and editing images
3. Video acquisition – Creating a script and using this to produce a video

Assessment Evidence:

Each unit is assessed by gathering together an on-going folio of work. There is no final exam but **ALL** folio work must be completed within given deadlines to be awarded the qualification.

Career relevance:

Dundee and Angus College offer a number of interesting and vibrant Computing courses which will allow you to further develop your skills from the Digital Media Basics course

Progression:

Digital Media Basics -> Digital Media Editing SCQF 5 ->NPA in Digital Media Production SCQF 6/ College Course

Computing: NPA PC Passport

Level offered: SCQF Level 4, Level 5 AND Level 6

No Recommended Entry- previous experience and qualifications will be used to determine which level of the course candidates will undertake.

PC Passport meets the needs of all learners in secondary education.

Learners are encouraged to develop their skills naturally in tasks that are relevant to them. The skills covered are those that are currently required by employers.



Content of Course - SCQF LEVEL 4 – (3 Units)

1. Word Processing
2. Spreadsheets
3. Presentations

Completion of this course will give automatic certification of the Core Skill

- Information Technology at SCQF Level 4

Content of Course - SCQF LEVEL 5 – (4 units)

4. Word Processing
5. Spreadsheets
6. Presentations
7. Database

Completion of this course will give automatic certification of the Core Skill

- Information Technology at SCQF Level 5

Content of Course - SCQF LEVEL 6 – (4 units)

8. Word Processing
9. Spreadsheets
10. Presentations
11. Database

Assessment Evidence:

Units will be assessed by an online theory test and a series of practical tasks. Pupil can achieve individual Unit passes or a course award if they pass all units in the course.

Career relevance:

Dundee College offer a number of interesting and vibrant Computing courses which will allow you to further develop your IT skills. The course will also give you a solid foundation of IT skills which can be applied in various job areas.

Progression:

Beginner to Level 4, Level 4 to Level 5, Level 5 to Level 6 **OR** college

Creative Industries National 5

Course: Creative Industries is a Skills for Work course at SCQF level 5.

Who should take Creative Industries? People who have an interest in any area of Creative Industries such as:

- Advertising
- Architecture
- Arts and antique markets
- Crafts
- Design
- Fashion and textiles
- Film, video and photography
- Software, computer games and electronic publishing
- Music, visual and performing arts
- Publishing
- Television
- Radio

Some career paths in the above areas include:

- Animator or illustrator
- Musician
- Graphic designer
- Web-site designer/technician
- Writer or author
- Make-up artist
- Product designer
- Fashion designer
- Artist
- Creative director
- Sound designer/technician
- Actor

Why should Creative Industries be an option?

- 60K jobs in Scotland in the Creative Industries
- 130K jobs indirectly in the Creative Industries
- £3.6Billion in the Creative Industries
- Over £3Billion Gross Value Added to the economy through Creative Industries
- The average salary for a person in the Creative Industries is £26,350
- Creative Industry careers are not just for women! Did you know 54% of employees in the British fashion industry are men?

What is the Creative Industries course?

- Research based
- Pupil Led
- No exam-assessment, integrated learning
- Project work
- *'Doing' rather than writing*

You will also progress in work-based skills:

- Expressive Arts
- Self-evaluation
- CV writing
- Job-matching
- Skills for business/self-employment/entrepreneurial skills

What does Creative Industries teach?

Creative Industries gives pupils skills and knowledge in this vocational area. Employability skills, core skills, an understanding of the workplace and positive attitudes to learning and new environments are all developed.

In this course, each pupil will have the freedom to explore and learn about an area of creativity they are passionate about. Individualism and choice are the cornerstone of the Creative Industries classroom.

What will I do?

❖ Unit 1 – Creative Industries: An Introduction

Pupils will be introduced to the creative industries, the sectors, career paths, jobs, roles and responsibilities. They evaluate their own skills against those needed in the creative industries and set targets to improve their employability through the course.

❖ Unit 2 – Creative industries: Skills Development

Pupils will develop practical skills with a view to up-skilling in an area within the Creative Industries. They plan and set targets, receive feedback on progress and evaluate their chosen approaches to skills development.

❖ Unit 3 – The Creative Process

The focus of this unit is creative thinking and collaborative working. Candidates are given a brief, each individual is expected to contribute their own creative ideas and then work together to produce and present a team response to the brief.

❖ Unit 4 – Creative Industries: Creative Project

Pupils will work together to complete a practical activity, each individual contributing their skills and ideas to plan and implement the activity. The project is then evaluated. Throughout the project candidates use and develop their practical skills and employability skills.

Who teaches Creative Industries?

In session 2016 -2016 Creative Industries will be taught by the Music Drama and Art Department. Pupils will also have the opportunity to learn in different environments, within and out-with school, both with education staff and industry professionals.

The Project

During the final unit pupils will undertake a group project, with pupils bringing their own unique skills to the work. The exact project is tailored to the group of pupils, but may include elements of music, drama, dance, art, media, business, I.T., theatre arts, film or any other creative skill the pupils wish to use.

Some examples of creative projects are

- Musical Show
- Production of school yearbook
- Art exhibition
- Production of music (
- Drama Production
- Animated short film
- Website or blog
- Fashion show
- Community project

Additional Information

Creative Industries is an exciting new course which allows pupils to explore areas which were previously not on offer in school. It also affords candidates a diverse range of learning experiences and is an excellent link between school and employment or further education at college or university.

Successful Learners may progress to:

- ❖ National course in a range of subject areas: Art and Design, English, Dance, Drama, Media Studies, Music and Technical Theatre.
- ❖ Vocational training in the Creative Industries
- Employment in the Creative Industries

Design and Manufacture

Levels Offered:

Design and Manufacture will be offered at National 4 and National 5 levels in S4. It will be offered at National 4, National 5 and Higher level in S5 and S6.

Content of course:

The Design and Manufacture course provides a broad practical introduction to design, materials and manufacturing processes. It provides the ability to read drawings and diagrams, the ability to discuss and communicate design ideas and practical details. It also gives pupils the opportunity to create practical solutions to design problems and the ability to manufacture design ideas. There is a strong focus on properties and uses of materials in the manufacturing of models and prototypes. The course combines creativity and designing with a focus on a product's function, performance and appearance. 3D modelling takes place both in the workshop and using CAD software. All of this takes place with a focus on technologies, and how they can affect our environment and society.

Assessment Evidence:

Students will be expected to complete 3 units of work.

- Design and Manufacture: Design
- Design and Manufacture: Materials and Manufacturing
- Final Assignment which will combine all skills learnt

Folio and practical evidence will be created as students complete the unit work. **The 3 units will be internally assessed, verified by staff and moderated by the SQA** at both National 4 and 5 level. However at National 5 level there will be an **additional course assessment** in the form of an exam.

Career Relevance:

Progress would be through National 4, then National 5 Design and Manufacture, moving onto Higher then Advanced Higher Design and Manufacture.

A qualification in this subject would help students in the following careers:

Engineering, one of the many design disciplines, manufacturing and many more.



Drama

Level offered: National 4/5

Drama prioritises the need for personalisation and choice for learners. The course is flexible and adaptable, providing options to specialise in a range of theatre production areas.

Learners will progress their skills in all aspects of the drama process, as well as focusing on the learning, life and work skills of literacy, research, communication, presentation, analysis and evaluation, often using media and digital technology.

Progression into this course:

Pupils will have experienced at least one year of drama in their broad general education in secondary school.

Content of Course:

This course comprises of two mandatory units plus an externally assessed performance unit

1. DRAMA SKILLS

This unit aims to provide learners with the skills and knowledge required to create and perform a drama through the exploration of a range of mature and in-depth stimuli. Learners will progress their acting skills in this unit, as well as face the challenge of working with more complex script. They will apply rehearsal and performance techniques throughout the process of creating a piece of theatre.

2. PRODUCTION SKILLS

In this unit learners will work primarily with a script-based stimulus. They will specialise in two production areas, choosing from acting, sound, set, lighting, costume, props or set design. Learners will develop their skills in both areas, and apply these skills to the rehearsal and performance of their scripted piece. This unit focuses on how to create design concepts, and how to transfer those concepts from 'the page to the stage'.

3. DRAMA PERFORMANCE/ADDED VALUE UNIT:

In this unit learners will apply one chosen production skill in order to rehearse and perform a 15 to 45 minute play. Within their production area learners will analyse and research a script, create design/performance concepts, use drama skills to develop concepts in rehearsal, and perform their finished product to an audience. They will keep an evaluative folio of their contribution to the rehearsal and performance process.

Assessment Evidence:

In both N4 and N5 levels, learners must pass all of the unit assessments to achieve an overall course award. Assessment methods will include: folio work, teacher observations, observed performances and end-of-unit assessments. Any externally assessed elements are detailed below:

National 4

Drama Skills Unit – Pass/Fail (internally assessed)

Drama: Production Skills Unit – Pass /Fail (internally assessed)

Added Value Unit: Drama Performance – Pass/Fail (internally assessed)

National 5

Drama Skills Unit – Pass/Fail (internally assessed)

Drama: Production Skills - Pass/Fail (internally assessed)

External Assessment:

Component 1: Written question paper (40 marks)

Section A (10 marks): Evaluation of performance.

Section B (40 marks): Imaginative response and assessment of subject knowledge.

Component 2: Performance (60 marks)

Performance or design contribution to a 20-45 minute theatre production (50 marks)

Folio detailing contribution to the process (10 marks)

Career Relevance:

Drama is accepted as an entry qualification for most subjects, even those which do not study drama as a part of their course. It is an important area of study for any pupil considering a career in theatre, film, T.V or media. The work-based skills taught in drama are an essential part of any workplace and are particularly valuable for careers involving working with the public or communicating through presentations.

English

Level offered: National 3

Entry requirements: None

Content of Course:

The Course offers opportunities to develop and extend a wide range of skills

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

It comprises 3 units

- Producing Language
- Understanding Language
- Literacy

Assessment Evidence:

Producing Language

- at least one written text using simple language
- at least one spoken interaction using simple language

Understanding Language

- understanding at least one simple written text
- understanding at least one simple spoken language activity

Literacy Unit

- Evidence of reading, listening, writing and talking skills for learning, life and work.
- Demonstrate ability to read, listen to and understand simple texts.
- Demonstrate ability to communicate through talk and in writing.
- Demonstrate technical accuracy in simple written texts.

Career Relevance:

National 3 English is essential to success in learning, life and work and is required for entry into some training courses, apprenticeships and Further Education. A pass at National 3 is also required for progression to National 4 English in S5/6

English

Level offered: National 4

Entry requirements: Level 2/3 Literacy and English or National 3 English

Content of Course:

The Course offers opportunities to develop and extend a wide range of skills

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

It comprises four units

- Creation and Production
- Analysis and Evaluation
- Literacy

Assessment Evidence:

Creation and Production unit

- at least one written text using straightforward language
- at least one spoken interaction using straightforward language

Analysis and Evaluation Unit

- understanding, analysing and evaluating at least one straightforward written text
- understanding, analysing and evaluating at least one straightforward spoken language activity

Literacy Unit

- Evidence of reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work.
- Demonstrate ability to read, listen to and understand straightforward texts.
- Demonstrate ability to communicate through talk and in writing.
- Demonstrate technical accuracy in straightforward written texts.

Added Value Unit

Provide evidence of ability to apply language skills to investigate and report on a chosen topic.

- to select and evaluate relevant information using reading skills
- to present their findings either orally or in writing, and to respond to questions on the chosen topic using listening skills.

Career Relevance:

National 4 English is essential to success in learning, life and work and is required for entry into training courses, apprenticeships and Further Education. A pass at National 4 is also required for progression to National 5 English in S5/6.

English

Level offered: National 5

Entry requirements:

- **Successful completion of assessments at the end of S3**
- **National 4 English and Literacy**
- **Successful completion of English, Literacy and Media at National 4 or 5**

Entry will be at the discretion of the Principal Teacher of English. Priority will be given to those pupils who have shown appropriate levels of commitment to improving their English skills.

Content of Course:

The Course offers opportunities to develop and extend a wide range of skills

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

It comprises two units

- Creation and Production
- Analysis and Evaluation

Assessment Evidence:

Creation and Production unit

- at least one written text using detailed written language
- at least one spoken interaction using detailed language

Analysis and Evaluation Unit

- understanding, analysing and evaluating at least one detailed written text
- understanding, analysing and evaluating at least one detailed spoken language activity

External Exam

Reading - question paper: 70 marks

Section 1 Reading for Understanding, Analysis, and Evaluation: 30 marks.

Section 2 Critical Reading: 40 marks.

- Part 1 – Scottish Text: 20 marks
- Part 2 – Critical Essay on previously studied text : 20 marks

Writing- Portfolio of writing for two different purposes: 30 marks

- Creative/Reflective
- Discursive

Career Relevance:

National 5 English is essential to success in learning, life and work and is required for entry into training courses, apprenticeships and both Further and Higher Education. A pass at National 5 is also required for progression to Higher English in S5/6

S5/6 English, Literacy and Media

Level offered: National 4 and 5

Entry requirements:

- **National 3 English**
- **National 4 English**

This course is designed to help further develop the Literacy and English skills of pupils using Media texts.

The course comprises of 2 units

- **Analysing Media content**
- **Producing Media Content**

Analyse Media Content by:

- Study of film marketing forms such as theatrical film trailers, posters for newspapers, magazines and/or billboards, radio, the internet, including social networking, or any other marketing forms.
- Use knowledge of film marketing to analyse professionally produced examples of film marketing such as film trailers.
- Use media production skills to research, plan and make media content designed to market a film to an audience.
- Evaluate completed work.

Create media content by:

- Planning and developing ideas in response to a negotiated brief
- Applying production skills appropriate to the media content and context
- Evaluating the production process
- Applying detailed knowledge and understanding of relevant key aspects of media literacy
- Negotiate the brief and planning ideas
- Research and develop ideas
- Carrying out audience and content research
- Making content
- Evaluating the process
- Work both as part of a group and individually.

The successful completion of all of these will also achieve the National 4 or 5 Literacy Unit as appropriate.

Career Relevance and Progression:

Successful candidates may be able to move on to either National 5 English which is essential to success in learning, life and work and is required for entry into training courses, apprenticeships, Further Education and employment.

Pupils will also have the opportunity to progress further in Media at both National 5 and Higher level.

Geography National 3/4/5

DESCRIPTION OF COURSE

Geography attempts to encourage an understanding of the world we live in by examining the relationship between people and the environment at local, national and international levels. This is achieved by developing knowledge and understanding using a range of investigative and analytical skills.

CONTENT OF COURSE

The Course is based on 3 themes – the Physical Environment which is concerned with landscapes, weather, and climate. The Human Environment which includes urban development, population and farming systems. Global Issues which looks at climate change, natural disasters and disease. Each theme is governed by a number of listed key ideas and key concepts and involves a variety of teaching approaches supported by a wide range of resources.

ASSESSMENT

Depending on the level of the course studied will depend on the nature of the assessment. National 4 is internally assessed whereas National 5 will be externally assessed through an exam.

The specific courses are continuously assessed including end of unit tests which are differentiated to suit the ability of individual pupils. Homework is an integral part of the assessment process to reinforce learning and understanding.

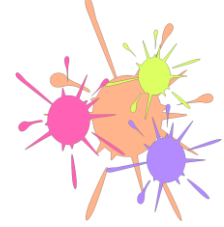
PROGRESSION

Successful completion of the S4 course provides opportunities to study Geography at Higher.

CAREER RELEVANCE

Geography is one of the preferred entrance requirements for university and college and is essential for the armed forces or the police. It is relevant to a wide range of career choices e.g. civil engineering, earth sciences, hydrology, meteorology, town planning and management, insurance companies, SEPA and other environmental agencies which will have an increasingly important role with climate change.

Graphic Communication



Levels Offered:

Graphic Communication will be offered at National 4 and National 5 levels in S4.

It will be offered at National 4, National 5 and Higher level in S5 and S6.

Description of course:

The ***purpose of the course*** is to develop visual and spatial awareness and skills in conveying information and ideas using a variety of graphic techniques used in the world of work. These skills include:

- ***Sketch and accurately draw*** both 2D and 3D objects.
- ***Understand and design different types of graphic*** for different purposes.
- ***Use computers to produce a variety of graphic items*** and understand the impact of computer graphics in industry.
- Use knowledge of ***colour theory, illustration and presentation techniques*** to enhance graphic items.
- Skills for life, learning and work such as numeracy, ICT, creativity, analysis and evaluation.

Assessment Evidence:

Students will complete ***three units of work***, one unit concentrating on 2D graphics and the second on 3D graphics plus a final design assignment. Coursework will be a mixture of sketches and drawings ***manually produced by hand*** and ***computer generated work*** using 3D modelling, CAD, DTP and illustration software.

Folio evidence will be created as the student completes the unit work. ***All 3 units will be internally assessed, verified by staff and moderated by the SQA*** at both National 4 and 5 level. However at National 5 level there will be an ***additional course assessment*** in the form of an exam.

Career Relevance:

Progress would be through National 4, then National 5 Graphic Communication, moving onto Higher then Advanced Higher Graphic Communication. A qualification in Graphic Communication would allow the student to progress to apprenticeship, training at technician level and/or study towards professional qualifications in the following career areas:

Engineering (Mechanical, Civil, Structural, Renewable Energies), **Construction, Digital Media** (Animation, Web, Games & Apps Design), **Architecture, Interior Design, Industrial & Product Design, Manufacturing, Graphic Design, Publishing & Print.**



Health and Food Technology

Level Offered: National 5 and National 4 in S4

Higher and National 5 in S5 and S6

Content of Course

You will:

- Study the relationship between food, health and nutrition.
- Understand the dietary needs of individuals and prepare dishes to meet those needs.
- Know the stages involved in developing food products and understand why particular ingredients are used.
- Increase your awareness of the factors that affect food choices.
- Learn how food labelling can help consumers make informed food choices.

Assessment Evidence

You must be able to:

- Demonstrate understanding of nutrition and current dietary advice.
- Describe diet related diseases and how they impact on individuals and society.
- Demonstrate the key stages of food product development
- Demonstrate knowledge of organisations which protect consumer interests.
- Apply safe and hygienic practices when carrying out practical tasks.

Career Relevance

Qualifications in Health and Food Technology are recognised and valued by colleges, universities and employers and can lead to careers in

- Food science, Dietetics and Nutrition
- Food Product Development
- Health Education
- Nursing
- Nursery Nursing
- Care
- Sports nutritionist
- Sports/fitness coaching
- Personal trainer
- Teaching

History

S4 is the start of the senior phase of Curriculum for Excellence, where pupils build on their historical knowledge and skills gained in the junior phase. By the end of S3, most pupils will have achieved level 3 or level 4 and will be ready for the challenges of S4. At the end of S4 all pupils will have completed the national course and if it is appropriate for them, pupils will be presented for the exam at National 5.

Content of Course

In History we study a wide variety of different topic areas. For example The Slave Trade and its Abolition which includes looking into the slave experience, the middle passage and the many attempts to stop the trade in human lives. We will also cover Immigrants and Exiles where we look at the reasons why the Irish came to Scotland, why Highlanders left and what experience both faced in their new lands. Finally we cover the topic Free at Last. In this topic we look at the KKK, Martin Luther King and the fight for black civil rights in America.



Assessment Evidence

In History we use a wide variety of ways to gather assessment evidence. We have end of unit formal assessments, posters, class discussions and jotter work. Assessment is used to decide whether a pupil will be presented for National 4 or National 5. Having passed National 5 pupils will have the opportunity to progress to Higher and Advanced Higher in the future years. However more importantly, History provides pupils with a wide range of transferable skills. Principally, students develop the ability to understand and analyse issues and events to a high level of competence. Other marketable skills include:

- a talent for clear expression, both oral and written;
- putting forward ideas and arguments in a concise manner;
- gathering, investigating and assessing material;
- basing conclusions on research and generating ideas;
- organising material in a logical and coherent way.

To many employers these skills will be more important than the actual topic areas.

What careers can a History student pursue?

At first glance, a history qualification might appear suited mainly to roles such as museum curators or history teachers, but the skill gained will prepare students well for numerous careers, according to Margaret Holbrough, careers adviser at [Graduate Prospects](#)

"A significant number enter the legal profession, where their analytical and critical reasoning skills are highly valued, as well as library, information and archivist careers, where their research expertise and ability to select, manage and organise information comes to the fore,"

Also many History students enter politics, publishing, journalism, media and writing in all its forms. Alongside business and commerce, public sector administration and the charity and voluntary sectors, therefore History opens many employment doors to young people.

Hospitality : Practical Cake Craft

Level Offered: National 5 in S5 and S6

Pupils must have achieved at least National 4 level Hospitality: Practical Cookery or National 5 Art and Design before undertaking this course.

Content of Course

You will:

- produce cakes using a variety of methods including whisking, creaming, rubbing in and melting.
- make cupcakes, muffins, traybakes, fruitcakes, gateaux and occasion cakes eg. birthday, Halloween, and Christmas cakes.
- make and apply fillings and coatings
- use artistic flair when applying finishing techniques such as colouring, crimping, piping, modelling and stencilling

Assessment Evidence

You must be able to:

- select the ingredients and equipment required to prepare baked goods
- follow recipes accurately
- cool and store baked items correctly
- select and apply appropriate fillings and coatings
- creatively apply decorative finishing techniques
- evaluate the finished items
- follow safe and hygienic working practices

Career Relevance

Qualifications in Hospitality are recognised and valued by colleges, universities and employers and can lead to careers in the Hospitality industry e.g.

Product designer

Home economist

Chef

Catering manager

Baker

Food processing worker

Confectioner

Kitchen assistant

Patissier

Hospitality: Practical Cookery

Level Offered: National 4 in S4

National 5 in S5 and S6

Content of Course

you will:

- Follow recipes to prepare a wide variety of dishes
- Develop a range of food preparation techniques
- Learn about ingredients – where they come from and how they are used.
- Increase your awareness of current dietary advice and use this knowledge to help choose appropriate ingredients.
- Work safely and hygienically in the kitchen.

Assessment Evidence

you must be able to:

- Select suitable ingredients and use these to prepare dishes that meet current dietary advice.
- Select and use appropriate equipment when carrying out a range of food preparation techniques and methods of cookery.
- Work safely, hygienically and in an organised manner when following recipes
- Evaluate the presentation, taste and texture of completed dishes.

Career Relevance

Qualifications in Hospitality are recognised and valued by colleges, universities and employers and can lead to careers in the Hospitality industry e.g.

- Hotel Management
- Restaurant Manager
- Chef
- Catering assistant
- Restaurateur
- Events planner
- Receptionist
- Customer relations assistant

Mathematics

Level offered:

The Mathematics Department will offer Mathematics at National 3 Lifeskills, National 4 Lifeskills, National 5 Lifeskills, National 4 and National 5 levels.

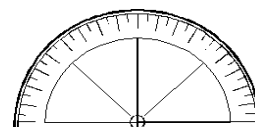


Content of Course:

The courses aim to develop numeracy, problem solving and mathematical skills, building and expanding on work covered in S1-S3. By the end of S3, most pupils should have achieved Level 3 or above. The S4 course will use a variety of resources, covering mathematics and problem solving at levels appropriate to each pupil. Pupils will experience outcomes from topics within number, money, measure, shape, position, movement and information handling. The Level undertaken will be determined by your performance and ability shown from your classwork, homework and assessments taken so far.

Assessment Evidence:

Assessment varies depending on the level you are sitting:



National 3 Lifeskills — This level is split into 3 Units : Shape, Space & Measure, Money & Data and Numeracy. These will be assessed internally Unit by Unit.

National 4 Lifeskills – This level is split into 3 Units : Managing Finance & Statistics, Geometry & Measures and Numeracy. It will be assessed internally Unit by Unit with an additional “Added Value” assessment at the end.

National 5 Lifeskills – This level is split into 3 Units : Managing Finance & Statistics, Geometry & Measures and Numeracy. It will be assessed internally Unit by Unit with an external examination at the end.

National 4 —This level is split into 3 Units : Expressions & Formulae, Relationships and Numeracy. It will be assessed internally Unit by Unit with an additional “Added Value” assessment at the end. Any pupils continuing with Maths after achieving National 4 will be required to sit a diagnostic assessment to determine the best path of progression.

National 5 —This level is split into 3 Units : Applications, Expressions & Formulae and Relationships. These will be assessed internally Unit by Unit with an external examination at the end. For some pupils there will be the possibility of sitting the National 5 course over 2 years which will give them a greater chance of success.

Career Relevance:

All pupils should have the ability to use mathematics at a level necessary to function in society and work. Good Mathematics qualifications are highly valued in entrance to courses of Further and Higher Education and in any work or training situation.



Media

Level offered: National 3, 4 and 5

Entry requirements: National 3, 4 or 5 Literacy and English

Content of Course:

This Course offers opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

In particular, this Course aims to develop:

- the ability to analyse and create media texts, as appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating a media text, as appropriate to purpose, audience and context

This Course is made up of two mandatory Units.

Analysing Media Content

This Unit provides the opportunity to develop knowledge and understanding of media terms and techniques

Creating Media Content

This Unit provides the opportunity to use what has been learned to create a media text and evaluate how well it has been produced by the team.

Assessment Evidence:

Analysing Media Content

- Detailed analysis of at least one media text.

Creating Media Content

Provide evidence of each of the following in response to a brief:

- planning and research skills
- production skills (can include pre-production, production and post-production)
- evaluation skills
- knowledge of key aspects of media literacy

External Exam (National 5 only)

Component 1 - Question paper

Component 2 - Assignment

Career Relevance:

Media Studies contributes fully to success in learning, life and work. It is a useful qualification for those who are seeking entry into training courses, apprenticeships, Further and Higher Education, etc. It demonstrates the ability to work both independently and as part of a group; to fulfil a given brief; to meet deadlines, etc. It is vital for a wide variety of careers - in particular Journalism, Marketing and Public Relations.

Modern Languages



Level offered:

The Modern Languages Department will offer French at National 4 and National 5.

Content of Course:

The courses aim to develop language skills, building and expanding on work covered in S1-S3. By the end of S3, most pupils should have achieved Level 3 or above. The S4 course will use a variety of resources, covering the language and problem solving at levels appropriate to each pupil. Pupils will experience outcomes from topics within the contexts of society, learning, employability and culture. The Level undertaken will be determined by your performance and ability shown from your classwork, homework and assessments taken so far.

Assessment Evidence:

Assessment varies depending on the level you are sitting:

National 4 – This level is split into 2 Units: Understanding Language and Using Language. It will be assessed internally with an additional “Added Value” assessment at the end.

National 5 —This level is also split into 2 Units: Understanding Language and Using Language. These will be assessed internally with an external examination at the end.

Career Relevance:

Learning a language can help your memory, creativity, listening skills and self-confidence. It also really improves your communication skills. Furthermore, English is not enough! Not everyone speaks or wants to speak English. In fact, the UK has a shortage of people who can combine language skills with other specialisms especially in Science, Technology, Engineering and Maths. Having a language can help lead to a career in Construction, Law, Marketing, Journalism and many more.

MODERN STUDIES

Level Offered: National 4 and National 5

CONTENT OF COURSE

In Modern Studies we look at a wide range of topics, all of which have great relevance to society.



We study social, economic and political issues in a fashion which allows our students to develop skills for life, learning and the workplace.

Modern Studies is a highly vocational qualification and provides students with unrivalled opportunities to explore aspects of the legal system, political decision making and the role of public agencies like the NHS and Police Scotland in delivering our crucial social services. We also encourage our pupils to be innovative by developing research and planning skills, crucial for those who wish to set up their own business.

Modern Studies also has an international dimension and we compare Scotland with other countries such as the USA and China and examine the main issues which affect people there. We also investigate global issues such as terrorism, war and national security.

The Modern Studies department has very strong links within the local community and encourages pupils to play a progressive role in building cultural links between Dundee and our twin city of Nablus in Palestine.

ASSESSMENT

We will continue to use the assessment techniques employed in s1-s3; including research projects, end of unit tests and Special Assignments. In addition there will be an 'Added Value Unit' which is a new component whereby pupils have the freedom to study a topic of their choice in more depth

We build in a wide range of formative assessment techniques to ensure pupils are aware of, and involved in, their learning experience. They will know where they are, where they need to go, and how to get there.

CAREER RELEVANCE

Modern Studies is a subject which is relevant to anyone living in modern society, it can open up many future career paths including; Law, Economics, Education Police work, HealthCare, Social Work, Advertising and Media, Management, Armed Forces, Journalism, Politics, Charity Work and many more.



Music - National 4

Research shows the benefits of studying and playing music are substantial. In addition to technical musical skills pupils will also have picked up some invaluable transferable skills such as, IT proficiency, communication skills, calmness under pressure and the ability to reflect critically.

The course:

This course comprises of three mandatory units and one added value unit:

Unit: Performing Skills

You will perform music in a range of music styles on a variety of classroom instruments and/or orchestral instruments taught by instrumental staff. Two instruments are required and you will prepare and perform a solo and/ or group programme of music lasting 8 minutes in total. **Newcomers to the department in S5 and S6 may have the option to complete a free standing performing unit. Any pupil interested in this option should discuss it with Music staff.**

Unit: Composing Skills

This part of the course allows pupils to apply their understanding of music in a creative way. They will experiment and explore using composing, arranging and improvisation techniques as appropriate.

Unit: Understanding Music

Pupils will develop their understanding and knowledge of music concepts and literacy by listening to a wide range of musical styles and genres which range from Jazz to Classical to 21st century.

Unit: Added Value Unit

Requires you to perform an agreed programme of music on two instruments or one instrument and voice. This Unit is marked by centre staff, in line with SQA guidelines.

Assessment:

All units are internally assessed at National 4 level using audio and visual recording of work as well as self and peer assessment.

Homework: Aspects of research, music literacy and some practical work which can be done at home or in the department at lunchtimes and after school.

Progression: To National 5

Possible Career Paths:

- Music Teaching/ Instrumental Teacher
- Music Therapy
- Sound Engineer
- Multimedia Developer
- Software Designer
- Music Journalist / Critic
- Audio Engineer
- Professional Performer

Music - National 5

Research shows the benefits of studying and playing music are substantial. In addition to technical musical skills pupils will also have picked up some invaluable transferable skills such as, IT proficiency, communication skills, calmness under pressure and the ability to reflect critically.

The course:

This course comprises of three mandatory units and one added value unit:

Unit: Performing Skills

You will perform music in a range of music styles on a variety of classroom instruments and/or orchestral instruments taught by instrumental staff. Two instruments are required and you will prepare and perform a solo and/ or group programme of music lasting 8 minutes in total. **Newcomers to the department in S5 and S6 may have the option to complete a free standing performing unit. Any pupil interested in this option should discuss it with Music staff.**

Unit: Composing Skills

This part of the course allows pupils to apply their understanding of music in a creative way. They will experiment and explore using composing, arranging and improvisation techniques as appropriate.

Unit: Understanding Music

Pupils will develop their understanding and knowledge of music concepts and literacy by listening to a wide range of musical styles and genres which range from Jazz to Classical to 21st century.

Course assessment

Music performance: prepare and perform a programme of music on two selected instruments or instrument and voice worth 60% of total marks and assessed by the SQA

Question paper: worth 40% of total marks and assessed by the SQA

Assessment:

All units are internally assessed at National 5 level using audio and visual recording of work as well as self and peer assessment. The course assessment is externally assessed with a performance assessment in March (added value) and a Listening assessment in May.

Homework: Aspects of research, music literacy and some practical work which can be done at home or in the department at lunchtimes and after school.

Progression: To Higher

Possible Career Paths:

- Music Teaching
- Music Therapy
- Instrumental Teacher
- Sound Engineer
- Multimedia Developer
- Software Designer
- Music Journalist / Critic
- Audio Engineer
- Professional Performer

Philosophy

(RMPS - Religious, Moral and Philosophical Studies)

Level offered: National 3, National 4 and National 5



Description of Course:

In a multicultural society such as ours, it is vital that pupils are equipped with the knowledge and understanding of the society in which they live and work, and of other cultures and traditions. They must also develop the skills necessary for **critical thinking**, and **analysing and evaluating** a range of issues. These skills are at the heart of Philosophical Study, and pupils will be encouraged to engage with a range of issues, **discuss, debate, analyse** and present opinions on them. Pupils will develop skills of listening, speaking, writing and thinking through the study of issues relating to philosophy, ethics and cultures.

Content of Course:

RMPS requires pupils to examine a range of issues, and develop their philosophical thinking skills in response to them. The course is split into three Units:

Philosophy— Philosophy is the oldest academic discipline and has no boundaries. Pupils will develop their critical thinking skills and develop their ability to use reason and logic in order to examine a wide range of different philosophies. In National 4 and 5, pupils examine whether we have Free Will, and why there is evil and suffering in the world.

Morality and Ethics—Pupils will analyse different philosophical viewpoints such as Utilitarianism and Humanism, and apply these to a range of moral dilemmas. In National 4 and 5, pupils will examine Crime and Punishment, and how the law process works in Britain compared with other countries.

World Religion— Pupils will investigate the Philosophy behind one world religion, by examining cultures and traditions. In National 4 and 5, the religion is Judaism, and pupils will look at Jewish Law, Philosophy and Ideology and practices and traditions.

Assessment Evidence:

In Philosophy we use a wide range of assessment techniques, to suit all different types of learners. For National 3-5, pupils may be assessed through the completion of a personal Log Book and end of unit assessments, which may include, class discussions, class debates, group projects and presentations. National 4 pupils will complete an Added Value Unit on a philosophical area of their choice, which they will present in a way that best suits them. National 5 candidates will complete coursework on a philosophical area of their choice, and will have an end of course exam, assessed by the SQA.

Career Relevance:

Pupils on this course can progress to National 5 / Higher Philosophy (and Higher Psychology)

If you are looking to go to college or university, Philosophy is a preferred subject for entry to a range of subjects, due to the critical thinking and analysis and evaluation skills that are developed. Some examples include:

Politics; History; Business; Theology; Philosophy; Psychology; Humanities; Business; Medicine; Law; and many more

Philosophy is also very useful for many different careers, due to the emphasis on understanding others and making moral judgments:

Medicine—Doctor/Nurse/Ambulance Service etc.; Lawyer; Teacher; Politician; Police/Detective; Journalism; Armed forces; Charity work; any career involving working with the public.

Philosophy develops skills such as direct observation, critical thinking and cross-cultural understanding. In many professional fields these skills are high in demand!

Physical Education

Level offered: National 5

Content of Course:

This is a practical course to develop your physical movement and performance skills. This will be done through a range of activities such as team and individual games and fitness related activities. You will learn how to plan, develop and reflect on your performance.

The course has **two** compulsory units. These units are similar to those of National 4 but you will be expected to perform at a higher standard.

Performance Skills - In this unit you will develop your range of movement and performance skills in two activities. You will learn how to select, use, demonstrate and adapt these skills while developing consistency in control and fluency during movement. You will need to perform the skills safely and effectively.

Factors Impacting upon Performance – In this unit you will consider the effects of mental, emotional, social and physical factors on your performance. You will develop an understanding of these factors that affect your performance and how to plan for, monitor, record and evaluate the process of personal performance. You will design and follow a short personal development plan.

Assessment Evidence:

Both units are assessed internally with a 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course. Evidence will be gathered through observation schedules, training diaries, log books, interviews or photographs.

The course assessment consists of two components:

- performance (60 marks)
- portfolio (40 marks)

The performance component will be internally marked and verified by SQA. The portfolio component will be set and externally marked by SQA. The course assessment is graded A-D

Career Relevance:

Sports coaching
University degree – Teaching, Sport Science
Armed Services
Security and Protective Services
Leisure Industry

Physical Education

Level offered: National 3 and 4

Content of Course:

This is a practical course to develop your physical movement and performance skills. This will be done through a range of activities such as team and individual games and fitness related activities. You will learn how to plan, develop and reflect on your performance.

The course has **two** compulsory units plus an **added value unit** (National 4) that assesses your practical skills.

Performance Skills - In this unit you will develop a range of movement skills in **two** physical activities. You will develop some consistency in control, fluency of movement and body and spatial awareness. You will learn how to respond to the physical demands of performance safely and effectively.

Factors Impacting upon Performance – In this unit you will show knowledge of factors that affect your performance in physical activities. You will develop your own personal development plan and record, monitor and review your performance.

Added Value unit – You will prepare for and carry out a performance in a physical activity. You will adapt skills and techniques and follow rules and guidance in performance situations in that activity.

Assessment Evidence:

Your work will be assessed on an ongoing basis throughout the course. Evidence will be gathered through observation schedules, training diaries, log books, interviews or photographs.

You must pass all the units, including the performance unit, to gain the course qualification.

Career Relevance:

Sports coaching
Armed Services
Security and Protective Services
Leisure Industry

PHYSICS

LEVEL OFFERED

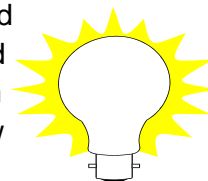
The Physics Department will offer Physics at National 3, National 4 and National 5 levels.

CONTENT OF COURSE

So far in S3 you will have learned lots of new Physics including light, the way it behaves and its uses, magnets and electromagnets, and density.

In S4, you will study the movement of objects, their speed, their acceleration and the effects of forces acting on them as they move. You will learn about space, satellites and heat and you will also spend some time learning about what goes on inside an electrical circuit.

As you worked through S3, you will have built up an idea of your strengths and weaknesses in the subject, you will have developed your knowledge and understanding of the subject and you will have picked up some valuable problem solving skills. In S4, we will use these skills in solving new problems with some new experiments and different challenges.



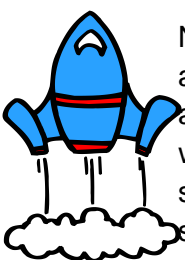
ASSESSMENT EVIDENCE

You will be entered for one of three levels in S4, these are called National 3, National 4 and National 5. As you cover the different topics in the S4 course, your teacher may ask you to add completed pieces of work to your folio. These could be in the form of a unit assessment, a graph, a PowerPoint or just a normal piece of classwork which you have done particularly well. You will also get the chance to show your teacher some of your skills essential in the subject such as circuit building, setting up and running an experiment as part of a team, or solving a particular problem using your knowledge of the subject to help you. Your teacher will give you regular feedback on the level you are working at and will offer advice on what you should be doing to achieve your best.

By the end of S4, you will have a folder containing the pieces of work you are most proud of. This work will be used towards your final grade and is a fantastic chance to show your strengths off to others.

CAREER RELEVANCE

You only need to do an Internet search on 'Physics jobs' to realise there are many jobs out there related to the subject. Even if you don't go for a physics related career, you will find many employers value a physics qualification very highly, as that person is likely to be a good problem solver, a logical thinker and will have good mathematical skills.



Practical Metalworking

Levels Offered:

Practical Metalworking will be offered at National 4 and National 5 levels in S5 and S6. Pupils will have to achieve a National 5 in Practical Woodworking prior to undertaking this course.

Content of course:

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

- skills in metalworking techniques
- skills in measuring 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

It provides opportunities to develop and enhance practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical metalworking context.

Assessment Evidence:

Students will be expected to complete 3 units of work:

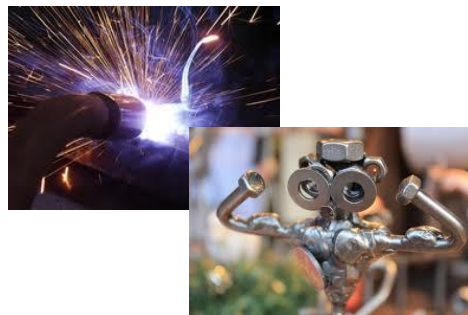
- Practical Metalworking: Bench Skills
- Practical Woodworking: Machine Processes
- Practical Woodworking: Fabrication and Thermal Joining
-

The 3 units will be internally assessed, verified by staff and moderated by the SQA at both National 4 and 5 level.

The final grade will be from completion of a final assignment. There is no exam in Practical Metalworking.

Career Relevance:

- Building Trade Courses
- Metalwork Courses
- Construction industry



Practical Woodworking

Levels offered:

Practical Woodworking will be offered at National 4 and National 5 levels in S4, S5 and S6.

Content of course:

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

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

It provides opportunities to develop and enhance practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical woodworking context.

Assessment Evidence:

Students will be expected to complete 3 units of work:

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing

The 3 units will be internally assessed, verified by staff and moderated by the SQA at both National 4 and 5 level.

The final grade will be from completion of a final assignment. There is no exam in Practical Woodworking.

Career Relevance

- Building Trade Courses
- Joinery Courses
- Construction industry

Be confident at DIY



Sociology

Level offered: National 5 and Higher

Content of Course:

Studying Human Society:

This unit allows students to explore the various theories within sociology used to explain the role of individuals and groups within society. The unit also examines the range of research methods used by sociologists when studying society.

Culture and Identity:

This unit allows students to develop an understanding of how our identities are shaped by the culture of society. Students will investigate notions like deviance, criminal sub-cultures, ethnicity, social class and gender. Students are encouraged to investigate the cultural identity of a group of their choice and how the mass media can play a part in forming identities. This may include, for example, the study of a youth culture and/or fashion, or a musical trend. Alternatively, it may involve a study of how aspects of society such as Facebook and other social media may play a role in promoting celebrity culture.

Social Issues:

This unit allows students to develop their skills in applying sociological evidence and understanding within a research project of their choice. For example, a student may decide to investigate whether or not the media plays a role in promoting gender stereotyping or whether crime is caused by poverty. Students are encouraged to draw on a range of academic and sociological studies before reaching conclusions about their chosen topic.

Assessment Evidence:

The work of students at National 5 and Higher Level students will be assessed through an *external exam* question paper and an Assignment in the form of a research project.

Progression:

Those who successfully complete National 5 Sociology by the end of S5 can progress further into Higher Sociology and/or Higher Modern Studies in S6.

Those who successfully complete Higher Sociology by the end of S5 can progress further into *Higher or Advanced Higher Modern Studies* in S6.

Sociology is a popular amongst students who wish to study from a range of highly vocational areas such as: Law, Criminology, Social Policy, Health and Social Care, Community Education, Social Work, Community Education, Psychology, Philosophy, Economics, International Relations, or Politics to Degree level at university.

Career Relevance:

Sociology is a subject which is relevant to anyone living in modern society, it can open up many future career paths including; Social research, Law, Economics, Education Police work, HealthCare, Social Work, Advertising and Media, Management, Armed Forces, Journalism, Politics, Charity Work and many more.

Travel and Tourism

Level Offered - National 4 and 5.



Entry Requirements – There are no entrance requirements. This course is aimed at those who have an interest in working in the travel and tourism industry and have possibly gone as far as they can in a particular subject and are unlikely to achieve a higher in that subject. Just elect to take Geography on the course choice form and you will go into the Travel and Tourism class.

Content of course – The course is split into 4 sections;

Scotland - This unit will enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.

Employability - The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the Travel and Tourism industry.

Customer Service - This unit will allow learners to develop their communication skills through promoting products and services and dealing with customer services.

UK and Worldwide - This unit will enable pupils to develop their knowledge, in relation to Travel and Tourism in the UK and overseas.

Assessment - The course is assessed internally by passing the units through a series of outcomes and through continual assessment and field trips. There is no final exam.

Career Relevance - This is a vocational based course and is focussed on those who want to work directly within travel and tourism sector at home or abroad. There is a wide variety of jobs available from working as a travel agent to a holiday representative in a foreign country, the world really is your oyster!